

Be That Spark Program

“One on One”



Background

The Be That Spark program has been developed over the past several years with the help of a teacher advisory group and with input from 10 school pilots that ran in Dallas and Virginia. The feedback has been very positive. This Be That Spark “One on One” version is designed for learning environments with a caregiver and an individual child.

The program aligns with the U.S. standards by creating meaningful and challenging lessons for students to increase their reading, listening, and comprehension skills.

- Expands grammar and vocabulary
- Encourages reading development
- Support social and emotional development
- Inspires hope and confidence
- Promotes equality, friendship, fairness, and responsibility
- Teaches children they can make a difference – Be That Spark
- Uses multi-sensory learning approach
- Promotes social skills through music
- Practice emotional and visual communication through art

Please review the program and update (add/delete) accordingly. If used, this lesson plan is meant to be tailored for the individual child.

Check out the Be That Spark website (bethatspark.com) for additional content including the Parent Guide, Resource Library, videos from the music recording sessions, free download of soundtrack and audio book, and much more.

Thank You

Be That Spark Team



Be That Spark Program

“One on One

Topic: Intro

Lesson: #1 Intro Chapter



LESSON FOCUS/GOALS: To provide an overview of what it means to “Be That Spark” and to show how each of us are called to a particular task to help others and our world. To help children understand the difference between climate and weather in a particular region.

MATERIALS NEEDED:

- Copy of the Book – A Little Spark Book and Workbook
- Access to Resource Library and Soundtrack / Audiobook (download or sheet)
- Chart paper or posterboard
- Video projection screen/computer screen

LEARNING OBJECTIVES: The child will be able to make predictions about what problems might happen with the characters in the book. They will be able to make comparisons with what it means to be a spark and with how each person is called to use their talents to help others. They will be able to locate the North Pole on a map and explain the difference between climate and weather.

GUIDED DISCUSSION QUESTIONS:

Handout the book to the child and provide an overview of the program and video examples from the book.

Play the [Book Trailer](#) (3 mins), show (project) the poster - [Be That Spark](#) and explain what it means to be that spark. Ask for examples of times when they have been a Spark for someone else. (Note - lesson posters can be found in the back of the book)



Locate the North Pole on a world map and talk about the typical weather in the North Pole. Review the Map of Zuroam from the activity box.

Watch a quick video on weather vs. climate to show the difference between the two: [Climate Video](#) (2.00)

Read aloud the Intro Chapter to the book as the child follows along or listen to the [Intro Chapter](#) (3.45) using the audio book.

Ask the following discussion questions:

How did Lake Zuron and its inhabitants survive?

- *Daniel's fire saved them*

Why do you think Lake Zuron isn't a paradise? What is a paradise?

- *Everyone has jobs but not all the creatures are treated fairly. Paradise is... various answers*



Which group of animals might have the most problems and why? Why does treating others the way you want to be treated matter?

- *The mice because they do a lot of the dirty work and are mistreated. Treating others the way you want to be treated matters because how you treat other human beings is the most important thing- speaks to your character - a real Spark.*

ACTIVITIES/ASSESSMENT

- The child should be able to explain why treating others equally is important and they should be able to locate the North Pole on a map.

OPTIONAL ACTIVITIES:

- Color Daniel the Dragon (workbook or [RL](#))
- Color Lake Zuron (workbook or [RL](#))

NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.



Be That Spark Program

Topic: I Can Do More

Lesson: #2 Chapter 1



LESSON FOCUS/GOALS: To identify the main characters in the chapter, to name the adjectives that describe Spark the mouse and Veen the weasel, to identify the ways Spark encourages his friend Gordon, and to understand the roles in a community.

MATERIALS NEEDED:

- Copy of the Book – A Little Spark Book and Workbook
- Access to Resource Library and Soundtrack / Audiobook (download or sheet)
- Chart paper or posterboard
- Video projection screen/computer screen

LEARNING OBJECTIVES: The child will be able to identify the main characters and describe their character traits. The child will be able to describe the community of Lake Zuron and what role Spark and his friends play in their community. The child will be able to explain why they think it's important to dream and believe in yourself.

GUIDED DISCUSSION QUESTIONS:

Read aloud chapter one of the book as the child follows along or listen to - [“I Can Do More.”](#) (11.54) using the Audiobook

Share the poster, **Everyone Should Be Treated Equally**, and ask the following discussion questions: (Note - lesson posters can be found in the back of the book)

Who is the main character in this chapter? Name some words that describe this character?

- *The main character is Spark. He is brave, kind, and thoughtful*

Who is Spark's friend? How does Spark encourage his friend in this chapter?

- *Spark's friend is Gordon, and he encourages him to talk to Cindi - a girl mouse that Gordon admires.*

What is Veen's job? Does he seem friendly and happy? Why do you think he acts this way?

- *Veen's job is to oversee the streeters and keep them in line and doing their job. His title is Provider.*
- *He is grumpy and kind of sad. Various answers for why - mystery girl Wendy.*



Name some of the jobs you have noticed in Lake Zuron.

- *Streeters, Supervisors and Providers*

Why do you think Spark's dad wants Spark to just stick to his work and stop dreaming? What does "head in the clouds" mean?

- *He doesn't want Spark to get in trouble with Veen and stay focused on his work. It means daydreaming*

Fill out a character trait form about Spark to show his main trait and fill in a chart that shows some of his words, actions, and feelings. [Download Here](#)

Spark - Brave

Words- "Don't sell yourself short!" to Gordon, "You're looking great!" to Biff, "I know I can do more!" to himself.

Actions- encouraging Gordon, speaking up to Veen and telling him his name.

Feelings- disappointment in the changes of Lake Zuron, belief in himself knowing that he can do more

ACTIVITIES/ASSESSMENT:

name _____

write what you think the character is like on the inside.
think about what the character says, does and feels

on the
inside !!



I think _____ is _____

BE THAT
SPARK

words

Actions

feelings

OPTIONAL ACTIVITIES:

- Coloring Sheet fun activities- (Workbook or [RL](#))
- Do a directed draw of Spark- (Workbook or [RL](#)) write words around his picture to describe him as a character.
- Listen to the song Be My Friend – [Be My Friend](#) (Full Version)



NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.

Be That Spark Program

The Fire Goes Out

Lesson: #3 Chapter 2

LESSON FOCUS/GOALS: Being a good citizen means treating others with respect, equality, and fairness. Everybody must do their part to care for and protect our environment.

MATERIALS NEEDED:

- Copy of the Book - A Little Spark Book and Workbook
- Access to Resource Library and Soundtrack / Audiobook (download or sheet)
- Chart paper or posterboard
- Video projection screen/computer screen



LEARNING OBJECTIVES: The child will learn that respecting others and working together as a team helps solve problems. The child will learn the ways different characters in this chapter show empathy. The child will share ways they can protect the environment.

GUIDED DISCUSSION QUESTIONS:

Read aloud chapter two of the book as the child follows along or listen to- [“The Fire Goes Out.”](#) (18.58) using the Audiobook.

Share the poster, **Friends look after Friends** and ask the following discussion questions: (Note - lesson posters can be found in the back of the book)

What is the main problem in this chapter?

- *Daniel’s fire goes out and it starts to get cold*

How does Oliver react to Ned asking him to help Daniel?

- *Oliver is scared of failure*

How do most of the characters feel about Oliver the Owl?

- They don't believe that he can do magic



How does Ned feel about Oliver? What does he do when Ruth Raccoon and Sheep say unkind things about Oliver? Why do you think Ned does this? -use this opportunity to explain how Ned has respect for his elders and the wisdom that they can share. Explain that he also has empathy for Oliver's feelings and that empathy is understanding someone's feelings.

- *Ned has faith in Oliver and knows he can help. He stands up for Oliver when other people doubt him or say rude things*
- Listen to the audio clip - [Oliver and Ned](#)

What does Spark do to help Daniel? Do his actions show bravery?

- *Spark relights Daniel's fire using sticks and it shows bravery because he has to climb in Daniel's mouth*

What other character shows empathy in this chapter?

- *Ned shows empathy for Oliver*

How are the characters trying to help their environment in this chapter? How can we help OUR environment?

- They don't want their world to freeze. We can turn off lights, save water, recycle, etc.



ACTIVITIES/ASSESSMENT

Review empathy. Have the child talk about what empathy looks like, feels like, and sounds like while filling in a class anchor chart about empathy on chart paper or posterboard. Examples:

Empathy looks like: Hugging a sad friend

Empathy feels like: Love

Empathy sounds like: You can do it! Are you ok?

OPTIONAL ACTIVITIES

- [Video-Teamwork \(ANTS\)](#) (1.57)
- [Video – What is Empathy](#) (4.01)
- [Sing and Dance Video - Be that Spark Dance](#) (2.10)
- Word Search animals from Zuroam (Workbook or [RL](#))
- Draw the character Ned Newf – (Workbook or [RL](#))

NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.

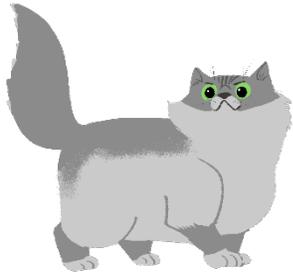


Be That Spark Program

Topic: The Dangerous Journey Begins

Lesson: #4 Chapter 3

LESSON FOCUS/GOALS: Solving problems requires courage and creativity. Believing in yourself is important when you face challenges.



MATERIALS NEEDED:

- Copy of the Book - A Little Spark Book and Workbook
- Access to Resource Library and Soundtrack / Audiobook (download or sheet)
- Chart paper or posterboard
- Video projection screen/computer Screen

LEARNING OBJECTIVES: The child will learn about why believing in themselves is important when solving problems. They will understand how learning from the past helps us with our future. The child will learn how being brave is about doing things even when we are afraid. The child will learn how friendship is built on trust and respect.

GUIDED DISCUSSION QUESTIONS:

Read aloud chapter three of the book as the child follows along or listen to [“The Dangerous Journey Begins” \(12.36\)](#) using the Audiobook.



Discussion Questions: What happens with Daniel in this chapter?

- His fire keeps going out

When the town meeting is called, what does Spark tell the Mayor about the legend his parents told him? Why is everyone afraid of the Scabes? Talk about how



legends and history can help us with our problems and challenges in the present and future.



- Spark talks about how there were two groups that got separated and that there is another group out there. The Scabes took many of the first creatures and no one has seen them again. Legends can teach us lessons that we can use to prevent future mistakes.

How is Spark brave in this chapter? Show poster- **Believe in Ourselves**. (Note - lesson posters can be found in the back of the book)

Talk about how important this is and how even though Spark is afraid- ask for evidence of his fear- he still volunteers to go on the dangerous journey.

Play the song - [I can do more](#).

Why does Veen go on the journey? What is the mystery with Wendy and Veen- have the child use context clues from the chapter to answer this question.



- *Veen volunteers because of Wendy. Wendy is a girl he loves who was taken by the Scabes*

How do we know Spark's mom is sad? Play the song- [My Little One](#). Are Spark's parents brave? How do you know?

- She doesn't want him to go and she cries. The parents are brave because they let Spark go even though they are worried about the Scabes



What does Daniel give Spark? Does this show that they are friends? Why does Daniel consider Spark a friend?

- Daniel shares a special power of fire the word **Fotia** and a special dragon word **Ladon**. This shows that they are friends because Daniel trusts Spark and Spark trusts Daniel because of how he helped light his fire by climbing in his mouth.

Show poster- **Be that Spark**. Ask for examples of ways we can be a spark for someone else.

ACTIVITIES/ASSESSMENT:

Review the chart below ([Download chart](#)) with the right side of the chart blank. Use the completed chart as a guide to help the child generate answers. Discuss how Spark believed in himself even though he had to do something he didn't know how to do.

Discuss how Spark believed in himself even though he had something he didn't know how to do.



instead of:	try:
I'm not good at this. →	
I give up. →	
It's too hard. →	
Everyone is better than me at... →	
I don't think I'll ever... →	

Two cartoon mice are positioned at the bottom corners of the table, appearing to hold it up. One mouse is on the left, looking towards the table, and the other is on the right, also looking towards the table.

OPTIONAL ACTIVITIES:

- Map Word Search – (Workbook or [RL](#))
- Sing and Dance – [Zuroam - Over the Mountain](#) (1.01)



NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.

Be That Spark Program

Topic: The Scabes – Nobody Passes Through

Lesson: #5 Chapter 4



LESSON FOCUS/GOALS:

Journeys can take on many forms. We each have our own journey and in this lesson we learn how Veen and Spark face challenges in their journey.

MATERIALS NEEDED:

- Copy of the Book – A Little Spark Book and Workbook
- Access to Resource Library and Soundtrack / Audiobook (download or sheets)
- Chart paper or posterboard
- Video projection screen/computer screen

LEARNING OBJECTIVES:

The child will learn strategies used when facing challenges. They will learn the meaning of the words perseverance and resilience.

GUIDED DISCUSSION QUESTIONS:

Read aloud chapter 4 of the book as the child follows along or listen to [“The Scabes- Nobody Passes Through”](#) (13.14) using the Audiobook.

Share the poster **Don’ t Judge Too Quickly** and ask the following discussion questions: (Note – lesson posters can be found in the back of the book)

What are some of the obstacles that Veen and Spark face as they travel?

- The cold, Spark falling, being trapped by Scabes)

How does Spark begin to feel as they travel the first day?

- Hopeless - give examples on pg. 68- "His mother was right...He was never coming home."

Do we ever feel hopelessness when faced with difficulties? What can we do when this happens- take suggestions.



When the Scabes capture Spark, what does Veen do to help Spark?

- He comes back to help him. Are the two becoming friends?

What do the Scabes do to their prisoners? Listen and discuss the full version of the song - [Icing.](#) (2.24)

What does Spark do to escape?

- Uses the word **Fotia** to melt the Scabes



Why is Veen struggling?

- He lost his partner Wendy and hopes he can find her.

When all hope is lost Spark keeps going? Why do you think he does this? Spark perseveres and shows resiliency. Define both words on board or chart paper for the child:

Perseverance: the act or power of continuing to do something in spite of difficulties.

Resilience: the ability to bounce back from a challenge or difficult time.

Have child share examples of when they showed these traits.

Do you think Spark will come back for Veen? Why or why not?

ACTIVITIES/ASSESSMENT

Think/Pair/Share activity. Share what you would do if you forgot to study your spelling words and you didn't know how to spell any of the words on the test. What are some ideas of how to show resilience or not?



Example: I start crying and put my head down and don't try. OR I try my best to sound out the words and promise to myself to study next time.

Pass out this picture and ask students to write a sentence about how this plant is showing resilience:

OPTIONAL ACTIVITIES

- Dot to Dot Scabes (Workbook or [RL](#))
- Coloring Sheet with Scabes, Ice Statues, Spark fighting back (Workbook or [RL](#))



NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.

Be That Spark Program

Topic: Finding Toroam

Lesson: #6 Chapter 5



LESSON FOCUS/GOALS:

Learning the importance of understanding a situation and asking questions before judging people too quickly.

MATERIALS NEEDED:

- Copy of the Book - A Little Spark Book
- Access to Resource Library and Soundtrack / Audiobook (download)
- Chart paper or posterboard
- Video projection screen / computer screen

LEARNING OBJECTIVES:

The child will learn why it is important to understand a situation before judging others. The child will understand the importance of asking questions and listening to others.

GUIDED DISCUSSION QUESTIONS:

Read aloud chapter 5 of the book as the child follows along or listen to- [“Finding Toroam- A New World”](#) (7.24) using the Audiobook.

Share the poster **Understand the Situation**, and ask the following discussion questions: (Note - lesson posters can be found in the back of the book)

What motivates Spark to keep running and running?

- Fear of Scabes following him



What does Spark find?

- Turoam

Why don't the animals trust Spark at first?

- They smell Scabes and they think he is a spy.

Back at Zuron, who has become a great leader? What are some examples of his leadership?

- The small fires, gathering wood

Which character believes in others the most so far in this book?

- Ned.

How do you know?

- He believes in Veen and Spark to fix the problem and never doubts them

Why does Rosie visit Spark when he is in his cell?

- She suspects that Spark is not a spy and wants to hear what he has to say



How does this chapter show us it is important to ask questions and understand what is going on before we make a snap decision?

- Quick judgements lead to mistakes- placing Spark in the cell when he is there to help



What does Rosie think that they should do to help their towns?

- Have their dragons meet.

Why does she think that?

- She thinks they may be lonely.

ACTIVITIES/ASSESSMENT



Discuss the best way to handle these scenarios by asking the right questions and using understanding instead of quick judgements.

Example scenarios:

1. A new child walks in the classroom and sits in your seat.
2. A child doesn't bring their homework to school – in this scenario YOU are the teacher.
3. Mom or Dad doesn't read a bedtime story to you, and they always do every night.
4. Your best friend makes a mean face at you.

OPTIONAL ACTIVITIES:

- Sing and Dance – [Zuroam – Like an Animal](#) (1.38)
- Crossword Puzzle (Workbook or [RL](#))
- Coloring sheet Toroam (Workbook or [RL](#))
- [Listen to audio clip- Rosie meets Spark](#) (2.49)

NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.



Be That Spark Program

Topic: Sad Leaving Home

Lesson: #7 Chapter 6

LESSON FOCUS/GOALS:

Having confidence in yourself is the first step to being a leader and helping others. Teamwork helps people succeed.

MATERIALS NEEDED:

- Copy of the Book - A Little Spark Book
- Access to Resource Library and Soundtrack / Audiobook (download or sheets)
- Chart paper or posterboard
- Video projection screen/computer screen



LEARNING OBJECTIVES:

The child will learn that sometimes we have to make tough decisions and there is a lot of power in teamwork.

GUIDED DISCUSSION QUESTIONS:

Read aloud chapter 6 of the book as the child follows along or listen to - "[Sad Leaving Our Home](#)" (3.24) using the Audiobook.

Ask the following discussion questions:

How is Rosie similar to Spark in this chapter? Give examples.

- They both have confidence to speak up for themselves and they aren't afraid to propose ideas and solutions

What do we learn that dragons can tell in this chapter?



- If someone is lying.

What word does Spark use to let Leeza know he is telling the truth?

- Ladon



Why is Edna Elk nervous about leaving Toroam?

- Scabes, leaving their home

When Leeza, Rosie, and Spark are talking with each other and the elders this is teamwork. Teamwork is all about sharing ideas and coming up with solutions. When have you used teamwork with your friends?

Have the child share a time that they had to leave somewhere or something and it was hard. How did they overcome it?

ACTIVITIES/ASSESSMENT:

Comparing the Leaders:

Take a piece of paper out and fold it in half. On the top left write “Spark” and on the top right write “Rosie”. Using descriptive words/adjectives and phrases- write the ways that both characters are similar.

OPTIONAL ACTIVITIES:

- Word Search Teamwork (Workbook / [RL](#))
- Leeza coloring sheet – (Workbook / [RL](#))

NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.

Be That Spark Program

Topic: We Must Make It To Zuron

Lesson: #8 Chapter 7

LESSON FOCUS/GOALS:

Difficult times and journeys are always easier when we have friends by our side and we use teamwork.

MATERIALS NEEDED:

- Copy of the Book – A Little Spark Book and workbook
- Access to Resource Library and Soundtrack / Audiobook (download)
- Chart paper or posterboard
- Video projection screen / computer screen

LEARNING OBJECTIVES:

The child will learn that we are all meant to help each other when help is needed. The child will learn how friends help us overcome difficult times and how we are most successful when we work together.

GUIDED DISCUSSION QUESTIONS:

Read aloud chapter 7 of the book as the child follows along or listen to [“We Must Make it to Zuron”](#) (8.45) using the Audiobook.



Ask the following discussion questions:

Why did Edna have to demand an evacuation of Turoam?

- They had to leave to survive.

Listen to the song- [“Movin On”](#) (3.09)



How did the citizens of Turoam work together (teamwork) to help Leeza cross the mountain?

- They have Bob in charge and he enlists the help of Bill to build a sled to carry Leeza

When Spark finds the coin his dad gave him in the snow, how does this help him?

- It shows that he is close to the Scabes' Ice Palace.

Why does Rosie want to help Spark?

- By helping Spark she can help the animals who live in Toroam to survive.

When Spark and Rosie find Veen, what do they all decide to do?

- Save the other animals.

Why is this such a brave decision?

- They have to face the Scabes one more time to save the frozen animals.



ACTIVITIES/ASSESSMENT:

Have the child talk about some of their journeys/trips/adventures and tell you about the people who helped them along the way. An example could be the school bus driver, the crosswalk guard, a flight attendant, a sibling etc.

OPTIONAL ACTIVITIES

Discuss what it means for a town to demand an evacuation and share facts about times when this has happened in real life in towns in our world.

- **Crossword Puzzle: Animals from Zuroam – (workbook or [RL](#))**

NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.



Be That Spark Program

Topic: The Scabes Have Been Defeated

Lesson: #9 Chapter 8

LESSON FOCUS/GOALS:

When you work together- you can achieve anything.

MATERIALS NEEDED:

- Copy of the Book - A Little Spark Boo
- Access to Resource Library and Soundtrack / Audiobook (download)
- Chart paper or posterboard
- Video projection screen/computer screen



LEARNING OBJECTIVES:

The child will learn that when people work together with a common goal, they have their best chance at achieving that goal.



GUIDED DISCUSSION QUESTIONS:

Read aloud chapter 8 of the book as the child follows along or listen to - [“The Scabes Have Been Defeated”](#) (3.49) using the Audiobook.

Ask the following discussion questions:

How can you tell that Veen loves Wendy?

- He shouts at Sascar and defends Wendy. When she is thawed, they hug

What happened when Spark yells, “Fotia!” ?

- The Scabes melt, the frozen animals come back to life, and the castle starts to melt too

Why do the animals start running out of the tunnels towards the outside world?

- As the castle melts it starts to collapse in on itself



ACTIVITIES/ASSESSMENT:

Pass out a sheet with these three items/words at the top. **Fotia, Ladon, The Coin, Perseverance, and Friends** written at the top. Have the child write or draw how each item/word helped Spark along the way to ultimately defeat the Scabes.



OPTIONAL ACTIVITIES:

- Coloring sheet- Animals hugging (Workbook or [RL](#))
- Color by number Sascar (Workbook or [RL](#))
- Complete a maze to escape the Scabes (Workbook or [RL](#))

NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.

Be That Spark Program

Topic: Oliver is Back

Lesson: #10 Chapter 9

LESSON FOCUS/GOALS:

Everyone deserves a second chance.



MATERIALS NEEDED:

- Copy of the Book - A Little Spark Book
- Access to Resource Library and Soundtrack / Audiobook (download or sheet)
- Chart paper or posterboard
- Video projection screen/computer screen



LEARNING OBJECTIVES:

The child will understand that we should help and support others who need second chances. They will learn that communities work together to achieve common goals.

GUIDED DISCUSSION QUESTIONS:



Read aloud chapter 9 of the book as the child follows along or listen to - "[Oliver is Back](#)" (11.19) using the Audiobook.

Bring out the poster, **Everyone Deserves a Second Chance**, and ask the following questions: (Note - lesson posters can be found in the back of the book)

Who helped the animals of Turoam make it to Lake Zuron?

- *Veen, Spark, Rosie, and all the animals that had escaped the ice palace*

When Spark lets the town know that Leeza needs help, what does Ned Newf do? Why do you think he does this even though the town might be upset?

- *Ned goes to ask Oliver for help. He believes in his friend Oliver and knows that he needs another chance to prove himself.*

Share stories about when you needed a second or third chance. (various answers)

How does Oliver save Leeza?

- *Using magic words that Leeza helps him remember.*

What happens when Leeza and Daniel reunite?

- *Their hearts fill with joy and the ice receded and the land was warm and green again.*



Why is it so important to work together in our communities to achieve good things?

- People can share their individual talents and build each other up)

ACTIVITIES/ASSESSMENT

Sometimes people deserve a second chance. Have the child talk about time when they were given a second chance or when they gave someone a second chance – like a friend who was mean to them. Why did Ned convince everyone to give Oliver a second chance?

OPTIONAL ACTIVITIES

- Coloring sheet of the dragons reunited (workbook or [RL](#))
- Origami Gordon (Workbook or [RL](#))
- A maze to Lake Zuron through the mountains for the animals of Toroam (workbook or [RL](#))
- [Listen to “Oliver’s Song”](#) (full version) (2.16)



NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.

Be That Spark Program

Topic: All Together Zuroam

Lesson: #11 Chapter 10

LESSON FOCUS/GOALS:

It's important to make changes and sacrifices for the greater good.



MATERIALS NEEDED:

- Copy of the Book - A Little Spark Book
- Access to Resource Library and Soundtrack / Audiobook (download or sheets)
- Chart paper or posterboard
- Video projection screen/computer screen

LEARNING OBJECTIVES:

The child will learn that we all must work together for justice for all the people in the world. They will understand the importance of everyone being treated equally.

GUIDED DISCUSSION QUESTIONS:

Read aloud chapter 10 of the book as the child follows along or listen to - "[All Together Zuroam](#)" (14.13) using the Audiobook.



Bring out the poster, **Everyone Should be Treated Equally**, and ask the following questions: (Note - lesson posters can be found in the back of the book)

What do Spark, Veen, and Rosie want from Mayor Ted as their thank you for saving everyone?

- They want the two towns to be joined together and all the roles dismissed so that everyone is treated equally.)

How do the leaders of the town feel about this request?

- At first they are opposed because they have their ways of doing things. But then they change their mind and give the three animals what they want.

Change can be hard after things being the same for so long. Tell about a time when you had a hard time with change.

- Various answers



What does Mayor Ted also announce to his people?

- He is retiring as Mayor and wants Rosie to be mayor.



Why do you think Mayor Ted chose Rosie?

- Rosie is a great leader, she makes good choices, she cares about everyone

Mayor Ted has a celebration and Leeza and Daniel and Rosie and Spark are joined together forever. Then he announces that the town will now be named Zuroam. Why do you think he does this?

- Various answers.
- Sing the song [“All Together Zuroam”](#) (full Version- 2.52)



ACTIVITIES/ASSESSMENT:

Working together can produce great results. Have the child talk about examples they have had working together with others and how each person helped. I.E. - It could be a soccer team they played on, a class project or a community activity they participated in. They should understand the importance of teamwork and how each team member brings their talent to the team.

OPTIONAL ACTIVITIES:

- Coloring sheet of Zuroam (Workbook or [RL](#))
- Coloring sheet of the ceremony (Workbook or [RL](#))
- Child can pour sand together to see how impossible it is to separate the grains of sand.

NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.



Be That Spark Program

Topic: Discussion

Lesson: #12 Summary



LESSON FOCUS/GOALS:

Zuroam is the land where everyone matters and can make a difference.

MATERIALS NEEDED:

- Copy of the Book - A Little Spark Book and Workbook
- Access to Resource Library and Soundtrack / Audiobook (download or sheet)
- Chart paper or posterboard
- Video projection screen/computer screen
- Writing and drawing paper



LEARNING OBJECTIVES:

The child will learn the author's purpose for writing the story. They will use their knowledge of the story to share the main idea of the story.

GUIDED DISCUSSION QUESTIONS:

Read the epilogue of the story, “The Little Spark”. Discuss what a prologue and epilogue is.

What do you think that Spark means when he says that all he needed was “A Little Spark” ?

- Various answers

Why do you think Chris Parsons wrote this story?

- Various answers

Re-play any favorite songs.

ACTIVITIES/ASSESSMENT:

Have the child share their favorite part of the story.

Have the child write a few sentences sharing how they can use their own little “spark” to help others or change the world. Have them illustrate their paper.

OPTIONAL ACTIVITIES:

- Sing and Dance – [Zuroam – Let’ s Dance \(1.30\)](#)
- Coloring sheet of Rosie, Spark and their grandchildren (Workbook or [RL](#))
- [Listen to the Song New Day \(2.35\)](#)
- Origami – Ned Newf (Workbook or [RL](#))

Imagine what Leeza and Daniel’ s grandchildren might look like. Draw and color a dragon family.

NOTE:

There are many resources available in the Resource Library to customize this lesson from music, short videos and activities.



Be That Spark – Assignments Examples



1. “Be that Spark” Poster Assignment:

The child will create a poster displaying a time when they were able to “Be That Spark” for someone in their family or for a friend. The child could include a description of what they did and display drawings or pictures showing the time they were a spark. These “spark” times can be as little or big as the child wants. Helping a sibling, a parent, a pet, a neighbor, a classmate - no “spark” is too small or insignificant.

2. “Be that Spark” Diorama Box Assignment

The child will create a diorama box showing their favorite scene from A Little Spark book. They may use any materials they would like and then they will need to share their box and explain why they chose the scene that they did and how they created it.

Be That Spark - Reinforcement Ideas



- 1. Create a bulletin board or poster with a picture or drawing of a dragon.** *Small fire sparks or suns should be available for the child to write names of people who are their “Sparks.”*

- 2. Monthly “Be That Spark” challenges examples.**

**Write letters to the elderly in the school community.*

**Leave encouraging notes around for people.*

**Say good morning and hello to everyone.*



- 3. Song highlights throughout the year:** *Choose songs throughout the year to sing and come back to. Discuss the meanings of the songs and how music helps cheer us up and how it can help us share our feelings.*