

UNCOVERING PASSION. EXPLORING POTENTIAL.



ADOPT
A CLASS

VIRTUAL CURRICULUM GUIDE

3RD - 5TH GRADE

QUARTER 1

Virtual Etiquette
Ice Breakers

THEME: LITERACY

Activities
Book List



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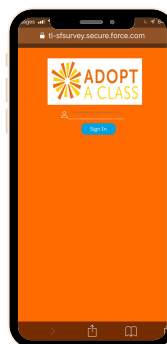
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13 Book List Recommendations

A FRIENDLY REMINDER TO

LOG YOUR MENTORING VISITS!

WWW.AACMENTORS.ORG



VIRTUAL PLATFORM ETIQUETTE



- Mute yourself so as not to bring any unnecessary disruption to the session
- Be on time - your session will go quickly! You'll want to be sure to have the entire time to connect with the students and teacher
- Turn on your video – it makes for a much more engaging session and the students will be so excited to see your faces!
- Consider instituting 'rules' similar to a classroom environment: raise your hand to speak, thumbs up if you can hear me, thumbs down if you cannot, do not talk when another friend is talking, etc.
- Do not private message students – you may private message the teacher
- Be sure that you have found a quiet space to mentor where you can focus and engage in the best way

** **IMPORTANT!** There will be **NO BREAKOUT SESSIONS PERMITTED** for safety reasons, **UNLESS** a school staff member is able to be included in each breakout session. For most activities that involve taking turns, it would be best to assign students a number – consider asking the teacher to do this prior to your session. You, or the classroom teacher, can also post the list in the chat feature of your virtual platform to remind students of their number. This way, students and mentors will always know who goes first when it comes to things like answering questions, etc. If you'd like to switch it up each month, count backwards, or allow even numbered students to go first before odd, etc. Alternatively, utilize the 'hand raise' or 'thumbs up' features made available on the virtual platforms. Just be sure to let the students know what the plan is and who will be going first before starting your session! **



Ice Breaker: I'm Going on A Picnic

Materials: None

Grade Range: 3-5

Time: 15 Minutes

** Assigning students a number prior to starting this activity will help guide who goes next.**

Synopsis: Students will be given the opportunity to pick things they will bring to a picnic. The students will try to guess what category the items fall into. This activity allows students to practice their listening skills and will also help them to build their use of vocabulary. It's also a great way to reinforce manners!

Instructions:

1. Three mentors will demonstrate how this ice breaker works. **Mentor 1** (Picnic coordinator in this example): 'I'm going on a picnic and I'm bringing cupcakes.' **Mentor 2**: 'I will bring ketchup. May I come to the picnic?' **Mentor 1** (Picnic coordinator): 'No, you may not come to the picnic.' **Mentor 3**: 'I'm going on a picnic and I'm bringing brownies. May I come to the picnic?' **Mentor 1** (Picnic coordinator): Yes, you may! Ask students to guess the category used in the example. (Desserts!)
2. Mentor will then choose a picnic coordinator (a student) and will private message the teacher to let the picnic coordinator (student) know what their category is – see suggestions below
3. Your picnic coordinator begins by saying "I'm going on a picnic and I'm bringing (object that fits within that category)."
4. Students will raise their hand/toss up a thumbs up (virtually or in reality) and a mentor will call on each to share the things that he/she could bring to the picnic that would fit with the example item given by the picnic coordinator.
5. One by one, students will say "I will bring ____ May I come to the picnic?"
6. The picnic coordinator says 'YES you may' or 'NO you may not' based on whether or not the item fits in the category.
7. After everyone gets a turn, ask students to try to name what the category was.

PICNIC CATEGORY IDEAS

- Desserts only
- Items you find in a classroom
- Things you see at the beach
- Food items
- Items you find in a kitchen



Ice Breaker: Two Truths and A Lie

Materials: (optional) A piece of paper and a pencil (although most kiddos should be able to remember theirs without needing to write it down!)

Grade Range: 3-5

Time: 20 Minutes

** Assigning students a number prior to starting this activity will help guide who goes next.**

Synopsis: Students and Mentors will each come up with two truths and a lie about themselves. This is a fun way for students and mentors to get to know one another and to share some fun facts and laughs!

Instructions:

1. Introduce the game to the students. Let them know that you will give them about 3 minutes or so to think of their two truths and a lie. Call on one mentor to provide an example for the students: 'My middle name is Robert. When I was 8, I won a hotdog eating championship after eating 12 hotdogs in a row in 15 minutes. I have six kids' (Encourage students to mix up their truths and a lie so it's a little bit trickier.)
2. Ask students to raise their hand/toss a thumbs up (either virtually or in reality) and call on no more than three students to guess which one is the lie.
3. After the example has been demonstrated, and the lie has been guessed, go ahead and call on student number 1 to share their two truths and a lie. After they have shared, they can call on no more than 3 of their friends to guess which is the lie. When the lie has been guessed, they can move on to the next student.
4. Please keep in mind that while it is okay to encourage students to participate, they should not be pushed to share. It can be intimidating! Hopefully if any are feeling uncertain, they will gradually begin to feel more comfortable as they watch/listen to their classmates share out.



Icebreaker: Story Starter

Materials: None

Grade Range: 3-5

Time: 10 minutes

Synopsis: Students practice the art of storytelling, creative thinking, and public speaking in this fun and engaging activity.

Instructions:

1. Explain to the students that they will be creating a whole group story. Each student/mentor will contribute to the story. You do not need to remember what the previous student/mentor said, only add on to it.
2. The first person will begin the story with something like: "Once upon a time..." Or "On a dark and stormy night..." Or, "Last week, I saw the biggest...", etc.
3. The next person in the group will build onto what the first person just said, followed by the next, and the next, until the last person in the group ends the story in the way that he/she feels is the best!
4. Example: Student 1 - "Once upon a time I saw..." Student 2 - "the biggest cat ever and it was coming out of the..." Student 3 - "garage with a big mouse in its mouth and then it went..." Student 4 - "inside my mom's house and when my mom turned around and saw the cat, she..." Student 5 - "Screamed SO loud and dropped the..." etc., etc.

Be prepared for lots of laughter as these stories usually wind up quite involved and very funny - especially when done in a larger group!



Activity: The Tongue Twister Challenge

Materials: Printed handout at the end of the lesson.

Grade Range: 3 - 5

Time: 20 Minutes

** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Students will create tongue twisters to improve their diction. Students will participate in the identification of sounds to assist in their reading development. Students will also refine their listening skills and improve public speaking skills throughout this lesson.

Instructions:

1. Listed below are 24 tongue twisters.
2. Share your screen with your students.
3. Read them carefully with the class.
4. Make a note at the end of the twister as to which sound / sounds are being worked on – for example, in number one the letter t.
5. After completing the twisters – Mentors, ask the students to make a list of some sounds that might be missing. For example, L & B.
6. Mentors, ask for volunteers to come up with tongue twisters of their own. Ensure that all twisters have a minimum of seven words in them. This may include words that begin with a vowel a, e, i, o, u. (Eleven elegant elephants eat eggs earnestly in the evenings.)
7. Encourage the students to put the tongue twisters in the group chat and read them aloud.
8. Have fun with the sounds and the words.

Pen Pal Prompt: Did the tongue twister activity draw out the silliness in you? Is it important to have laughter in your life? Why?



THE TONGUE TWISTERS CHALLENGE

Two tricky turkeys take twenty tables terribly to the trash.

Kathryn keeps the keys to the Kangaroo Kingdom.

Fine feathers fall freely from fluttering festoons on Fridays.

Thirty thrushes throng in the thoroughfare on Thursdays.

She thought of trusting three thousand thrushes through their thumbs.

Moody, muddy Mondays mean much melancholy.

Summer sun slides silently through sturdy, stately sycamores.

Chester chooses cheese, but Charlie chooses chips.

Sally sang herself to sleep and snored all Saturday for six hours.

Flash Fran flew funky Fred to San Francisco on Friday for free.

Tours to Thailand have grown and are known to those who have flown.

Penelope Price is polite punctual and precise in her pursuits.



THE TONGUE TWISTERS CHALLENGE

Tap dancing is terrific for tightening tummy tissue.

Vivacious Vera vied vocally with Vincent's Voracious verve.

Take either this or that but neither these or those.

Nine nifty but naughty nieces knew not to misbehave.

The top sock shop stocks shocking pink socks for rockers.

Rioters resolutely refuse to respond to the rally's requests.

With leisure and treasure, you can measure your pleasure.

Charles cherished chewy cheddar chips with chili.

Zebras in zoos think zithers and zodiacs are zany.

Young yokels yell while yawping yobbos yawn.

The mouse in the house roused the dog's louse.

Warm water for washing wasn't to be wasted in Washington's winter.



Activity: Fabulously Famous Fable

Materials: Please pre-read the fables prior to starting the lesson to familiarize yourself with the lesson/moral being shared in each.

- The Lion & the Mouse (view [here](#))
- The Mother & the Wolf (view [here](#))
- The Young Crab & His Mother (view [here](#))
- The Traveler's & the Purse (view [here](#))

Grade Range: 3 - 5

Time: 30 Minutes

** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Students will learn the meaning of 'Fable' and have a discussion of those above. This lesson encourages critical thinking and group sharing.

Instructions:

1. Mentors will ask the students if they have ever heard of a 'fable' before...wait for responses, and then go ahead and introduce the word 'fable' to the students (Fable: a short story conveying a moral.)
2. Share with the students some common features of fables: they typically feature animals, they teach us a lesson, they are fiction, they are short, most are funny
3. Let the students know that you will be reading a few common fables after which you will ask them to identify the lesson being taught in each one. Remind them to be very careful listeners.
4. After reading the fable, have students answer the following: Can you remember a time that you felt like one of the animals in the story? What did you learn? Do you know any fables? Which one of the ones that we read was your favorite?

Pen Pal Prompt: What is the best lesson you have learned?



Activity: Acrostic Poem

Materials: paper and writing utensil (or, if the students are back in their classrooms for this activity, send the template at the end of this lesson to the teacher to print for the kiddos to use!)

Grade Range: 3-5

Time: 25 minutes

** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will share out **

Synopsis: Students will write an acrostic poem using their name and, when complete, will share with the class. This activity allows students to engage in the writing process, learn and recognize a type of poetry, and extend their critical thinking skills. It also allows them to think about the traits of themselves that they feel are most positive.

Instructions:

1. Share with the students that they will be creating an acrostic poem. Explain the definition to them: a poem in which certain letters in each line spell out a word or phrase. In this case, the students will be thinking of adjectives that best describe the traits they like best in themselves or the things that they like to do.
2. Provide an example to the students using your name. Example: Kate
 - K**- ind
 - A**- ctive
 - T**- eacher
 - E**- mpathetic
3. After sharing the example, ask the students if they have any questions/need any clarification on what to do. If they are good to go, move forward with giving them about 10 minutes to work. (Consider playing some classical 'thinking' music at this time!)
4. It may be a good idea to write some common positive traits in the chat feature using a variety of letters – A for Amazing, B for Beautiful or Bold or Brainy, C for Cool or Colorful, etc.
5. Check in on students after about 5 minutes to see if they need more time/help
6. When everyone has completed, go ahead and ask for volunteers to share. (Mentors, be sure that you share, too!)

Pen Pal Prompt: What words did you use to describe yourself in your poem? Tell me why these words have special meaning to you and your life.



ACROSTIC NAME POEM: Using each letter of your first name, describe yourself with adjectives. See the example below. If you cannot come up with an adjective, feel free to use phrases. If you are daring, include your last name as well.

Kind

Adventurous

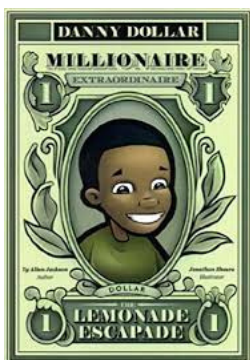
Yappy

Loving

Amazing

A large, empty rectangular box with a thick orange border, intended for students to write their acrostic poems.

BOOK LIST RECOMMENDATIONS



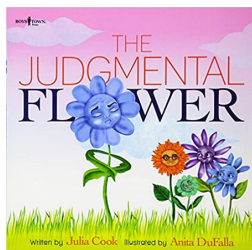
DANNY DOLLAR MILLIONAIRE EXTRAORDINAIRE - THE LEMONADE ESCAPEDE

View [Here](#)



TEACH YOUR DRAGON ABOUT DIVERSITY: TRAIN YOUR DRAGON TO RESPECT DIVERSITY

View [Here](#)



THE JUDGMENTAL FLOWER

View [Here](#)



SKIN LIKE MINE

View [Here](#)

**REMEMBER TO ASK YOUR TEACHER FOR MORE
BOOK RECOMMENDATIONS!**



HYPERLINKS

<http://read.gov/aesop/007.html>

<http://read.gov/aesop/024.html>

<http://read.gov/aesop/034.html>

<http://read.gov/aesop/046.html>

https://www.amazon.com/Danny-Dollar-Millionaire-Extraordinaire-Lemonade/dp/0615395171/ref=sr_1_2?crid=35T2AEGEIS05N&dchild=1&keywords=danny+dollar+millionaire+extraordinaire+-+the+lemonade+escapade&qid=1596794076&srefix=danny+dolla%2Caps%2C233&sr=8-2

http://www.amazon.com/Teach-Your-Dragon-About-Diversity/dp/1948040778/ref=sr_1_1?crid=QVGCX066IPC&dchild=1&keywords=teach+your+dragon+about+diversity&qid=1596796271&s=books&srefix=teach+your+dra%2Cstripbooks%2C165&sr=1-1

https://www.amazon.com/Judgemental-Flower-Building-Relationships/dp/1944882057/ref=sr_1_2?crid=2Z4UPF6QT688U&dchild=1&keywords=the+judgemental+flower+by+julia+cook&qid=1596796387&s=books&srefix=The+judg%2Cstripbooks%2C166&sr=1-2

https://www.amazon.com/Skin-Like-Mine-Kids/dp/0997157984/ref=sr_1_2?dchild=1&keywords=skin+like+mine&qid=1596796490&s=books&sr=1-2