

UNCOVERING PASSION. EXPLORING POTENTIAL.



ADOPT
A CLASS

VIRTUAL CURRICULUM GUIDE

6TH - 8TH GRADE

QUARTER 1

Virtual Etiquette
Ice Breakers

THEME: LITERACY

Activities
Book List



TABLE OF CONTENTS

VIRTUAL ETIQUETTE

03 Virtual Etiquette

ICE BREAKERS

04 Would You Rather

06 Pows and Wows

07 Two Truths and A Lie

LESSONS/ ACTIVITIES

08 Can you Spot Fake News?

09 Haikus Haikus

11 TED Talk

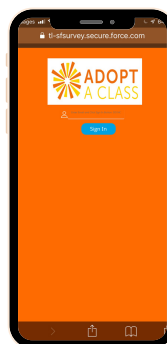
BOOK LIST

12 Book List Recommendations

A FRIENDLY REMINDER TO

LOG YOUR
MENTORING VISITS!

WWW.AACMENTORS.ORG



VIRTUAL PLATFORM ETIQUETTE



- When not speaking, 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.
- Be sure that you have found a quiet space to mentor where you can focus and engage in the best way.
- 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!

IMPORTANT!

- **Do not private message students – you may private message the teacher.**
- There will be **NO BREAKOUT SESSIONS PERMITTED** for safety reasons, **UNLESS** a school staff member is able to be included in each breakout session



Ice Breaker: Would You Rather...

Materials: None

Grade Range: 6-8

Time: 15 Minutes

** Assigning students a number and/or listing the students in order in the group chat prior to starting this activity will help guide who goes next.**

Synopsis: Students will answer a series of questions, explaining why they chose what they chose, thus allowing them to share a bit about themselves to their mentors and fellow classmates. This is a great way to connect, laugh, and practice being able to explain and defend your choice.

Instructions:

1. Introduce the game to the students by demonstrating it with a fellow mentor.
Example: "Bob...would you rather eat snails for lunch every single day or be stuck without toilet paper when you need it?" Bob: "Well, Tom, I think I'd have to go with snails for lunch every day because being stuck without toilet paper when you need it is horrifying..." Or "Rachel, would you rather vacuum the entire house three times a day or do everyone's laundry every day?" Rachel: "I'd choose vacuuming because it's faster than doing laundry!"
2. Each mentor can take a turn asking up to 3 students a different question. Be sure to encourage the students to answer WHY they chose what they chose.
3. Continue asking questions for about 15 minutes or so, or until each student has gone (or really for as long as everyone is enjoying the game!)
4. There are questions below for your use!

Pen Pal Prompt: Write your own "Would You Rather Question..." to be answered by your student/mentor.



1. Would you rather be a detective or a pilot?
2. Would you rather go skiing or go to a water park?
3. Would you rather fly a kite or swing on a swing?
4. Would you rather dance or sing?
5. Would you rather play hide and seek or dodgeball?
6. Would you rather be incredibly funny or incredibly smart?
7. Would you rather become five years older or two years younger?
8. Would you rather have a full suit of armor or a horse?
9. Would you rather be a master at drawing or be an amazing singer?
10. Would you rather be a wizard or a superhero?
11. Would you rather sail a boat or ride in a hang glider?
12. Would you rather brush your teeth with soap or drink sour milk?
13. Would you rather be a famous inventor or a famous writer?
14. Would you rather do schoolwork as a group or by yourself?
15. Would you rather be able to do flips and backflips or break dance?
16. Would you rather see a firework display or a circus performance?
17. Would you rather it be warm and raining or cold and snowing today?
18. Would you rather be able to create a new holiday or create a new sport?
19. Would you rather only be able to walk on all fours or only be able to walk sideways like a crab?
20. Would you rather start a colony on another planet or be the leader of a small country on Earth?
21. Would you rather be able to see things that are very far away, like binoculars or be able to see things very close up, like a microscope?
22. Would you rather be an incredibly fast swimmer or an incredibly fast runner?
23. Would you rather own an old-timey pirate ship and crew or a private jet with a pilot and infinite fuel?
24. Would you rather be able to jump as far as a kangaroo or hold your breath as long as a whale?
25. Would you rather be able to type/text very fast or be able to read really quickly?
26. Would you rather randomly turn into a frog for a day once a month or randomly turn into a bird for a day once every week?
27. Would you rather have the chance to design a new toy or create a new TV show?
28. Would you rather be really good at math or really good at sports?
29. Would you rather be the author of a popular book or a musician in a band who released a popular album?
30. Would you rather live in a house shaped like a circle or a house shaped like a triangle?



Icebreaker: Pows and Wows

Materials: None

Grade Range: 6-8

Time: 5 - 10 minutes

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

Synopsis: Students will take a few minutes to think through their day and how they feel it has gone by sharing their happy and not-so-happy happenings. This is a great way to connect on a bit of a deeper level and to be able to have classmates and mentors offer encouragement and understanding where needed. It's also a way to encourage group sharing.

Instructions:

1. Introduce the activity to the students. Explain that they are to take about 2 minutes to think of one 'Pow' (something kinda yucky or bad) that happened that day and one 'Wow' (something awesome, happy, or exciting!) that happened that day. Have a mentor in your group demonstrate: "My name is Kate and my 'Pow' was that my kids ate the last cupcake that I really really wanted! My 'Wow' was that I was able to talk to a really good friend for a while today!"
2. Give the students about 2-3 minutes to think about what they want to share
3. When they are ready, begin to solicit volunteers, having a mentor go first.
4. Share until everyone has gone, or conversation begins to slow



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.



Activity: Can You Spot Fake News?

Materials: Fake News Quiz (view [here](#)); How to Spot Fake News Tips (view [here](#)); paper and pencil

Grade Range: 6-8

Time: 20-25 Minutes

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

Synopsis: Learning the difference between fake news and reality is tough! Take the students through these videos and have them practice the difference. Knowing the difference is vital in helping to guide a students' knowledge and opinions of their world.

Instructions:

1. Ask the students if they have heard the term 'Fake News' and ask them to define it. Why is 'fake news' dangerous?
2. Share with the students that you will be watching a video about ways to spot fake news. After you have watched the first video, review the tips. Remind them to keep those tips in mind as you move on to the 'fakeout' game!
3. Begin the game asking students to use the hands to show a 'thumbs up' or 'thumbs down' based on what they think of the story being shown.
4. When the game has been completed, tell them students that you will give them 5 minutes to create the wildest 'fake news' headline they can. They will share with the group when they are done. Mentors create one to share, too!

A few things to share with the students when encountering news articles that are misleading/fake:

- Who made this?
- Who is the target audience?
- Who might benefit or be harmed by this message?
- What is left out of this message that might be important?
- Is this credible (and what makes you think that)?

Pen Pal Prompt: Do you read the news? Why is it important for what we read in the newspaper to be accurate and based in fact and truth?



Activity: Haikus Haikus

Materials: Paper and a pencil, Haiku rules (see below), suggested topics (see below)

Grade Range: 6-8

Time: 20-30 minutes

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

Synopsis: This activity is a fun way to engage students in the writing of poetry. Haikus are easy, follow a set of rules, and introduce the students to a great way of expressing themselves.

Instructions:

1. Define 'Haiku' for the students – let them know that it is an old form of Japanese poetry that follows a defined set of rules (see below). Remind the students what a syllable is...a part of a word that contains a single vowel sound that is pronounced as a unit..."Book" – one syllable, "Water" – two syllables, "Basketball" – three syllables.
2. Read the following examples of Haikus to the students:

A fat bee stings me
It hurts very badly but,
I do not cry though

Ladybugs are red
And have black spots on their wings
Experts at flying

The bee flies quickly
It turns around and stings me
Then falls to the ground

3. Practice counting the syllables in the Haikus. Take a minute to check for understanding.
4. When students have a good grasp, let them know that you will put a list of suggested topics in the chat feature so that they might choose and begin.
5. Give students approximately 10 minutes to work for a bit – consider playing some 'thinking' music (something classical in nature!) Let them know that you will be seeking volunteers to share when they have completed. Mentors should work on theirs at this time, too.
6. After students have worked for about 10 minutes, ask students who would like to share to use their 'thumbs up' or 'hand raise' feature. It is important that mentors share their work too!
7. Please encourage clapping and praise for those whom have shared!



HAIKU FACTS

Haikus only have three lines, those lines do not rhyme, but you must have the right number of syllables in each line! Many are typically written about nature but can be about anything!

5 syllables in the first line
7 syllables in the second line
5 syllables in the last line

Suggested Haiku Topics

Cookies
Pizza
Grasshoppers
Fish
Shoes
Ice Cream
Birds
Basketball
Music
Trees
Leaves
Anything of your choosing!

Pen Pal Prompts: Do you like poetry? What types of poems do you enjoy? Do you think this is a good way to express yourself?



Activity: TED Talk

Materials: Access to YouTube, paper, writing utensils

Grade Range: 6-8

Time: 20 minutes

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

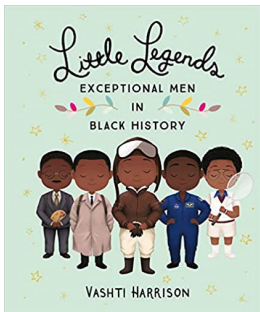
Synopsis: In this activity, students will watch a TED talk that will aim to engage, inspire, and connect with the students. Students will also answer questions related to the video. This activity actively encourages the sharing of thoughts, opinions, and ideas.

Instructions:

1. Prior to everyone watching the talk, pose the following question: "Do you think kids are too young to be inspiring?" Give students about 5 minutes or so to discuss.
2. Let the students know that they will be watching a video and that, while watching, you would like them to take a few notes on what speaks to them, what questions they have, what they like, what they don't like...
3. Have the team lead share his/her screen and present the following short video (view [here](#)).
4. After the video, ask the students a few questions to continue discussion.
 - Discuss any notes that students wrote down during the video.
 - Was the speaker humorous, inspiring, intellectual, confusing, or persuasive?
 - Share two facts you learned about the video.

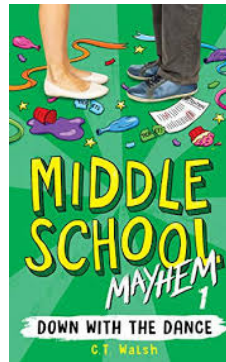
Pen Pal Prompt: What would you like to do to inspire the world and why?

BOOK LIST RECOMMENDATIONS



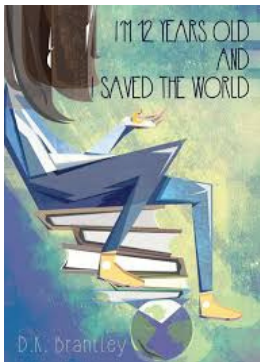
**LITTLE LEGENDS
EXCEPTIONAL
MEN IN BLACK
HISTORY**

View [Here](#)



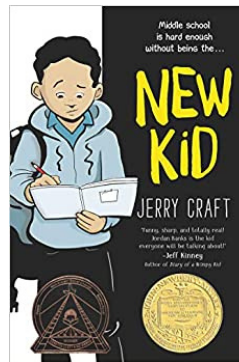
**MIDDLE SCHOOL
MAYHEM- DOWN
WITH THE DANCE**

View [Here](#)



**I'M 12 YEARS OLD
AND I SAVE THE
WORLD**

View [Here](#)



NEW KID

View [Here](#)

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



HYPERLINKS

<https://www.common sense media.org/videos/5-ways-to-spot-fake-news>

<https://news literacy.ca/fakeOut>

<https://www.ted.com/talks/thomas-suarez-a-12-year-old-app-developer#t-20566>

https://www.amazon.com/Little-Legends-Exceptional-Black-History/dp/0316475149/ref=sr_1_2?

[crid=2JD4LWGT53AA&dchild=1&keywords=little+legends+exceptional+men+in+black+history&qid=1596801344&s=books&sprefix=little+lege%2Cstripbooks%2C178&sr=1-2](https://www.amazon.com/Little-Legends-Exceptional-Black-History/dp/0316475149/ref=sr_1_2?crid=2JD4LWGT53AA&dchild=1&keywords=little+legends+exceptional+men+in+black+history&qid=1596801344&s=books&sprefix=little+lege%2Cstripbooks%2C178&sr=1-2)

https://www.amazon.com/New-Kid-Jerry-Craft/dp/0062691198/ref=sr_1_4?

[crid=1NANMFDU0R33N&dchild=1&keywords=books+for+middle+school+kids&qid=1596802729&sprefix=books+for+midd%2Caps%2C177&sr=8-4](https://www.amazon.com/New-Kid-Jerry-Craft/dp/0062691198/ref=sr_1_4?crid=1NANMFDU0R33N&dchild=1&keywords=books+for+middle+school+kids&qid=1596802729&sprefix=books+for+midd%2Caps%2C177&sr=8-4)

https://www.amazon.com/Down-Dance-Middle-School-Mayhem/dp/1950826015/ref=sr_1_5?

[crid=1NANMFDU0R33N&dchild=1&keywords=books+for+middle+school+kids&qid=1596802863&sprefix=books+for+midd%2Caps%2C177&sr=8-5](https://www.amazon.com/Down-Dance-Middle-School-Mayhem/dp/1950826015/ref=sr_1_5?crid=1NANMFDU0R33N&dchild=1&keywords=books+for+middle+school+kids&qid=1596802863&sprefix=books+for+midd%2Caps%2C177&sr=8-5)

https://www.amazon.com/Im-Years-Old-Saved-World/dp/0692399798/ref=sr_1_17?

[dchild=1&keywords=books+for+middle+school+kids&qid=1598577357&sr=8-17](https://www.amazon.com/Im-Years-Old-Saved-World/dp/0692399798/ref=sr_1_17?dchild=1&keywords=books+for+middle+school+kids&qid=1598577357&sr=8-17)