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# VIRTUAL CURRICULUM GUIDE

3RD - 5TH GRADE

## QUARTER 2

*Virtual Etiquette*  
*Ice Breakers*

## THEME: STE(A)M

*Activities*  
*Hyperlinks*



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A FRIENDLY REMINDER TO

**LOG YOUR  
MENTORING VISITS!**

[WWW.AACMENTORS.ORG](http://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:** Wacky Web Tales

**Materials:** Links to assist: [Wacky Web Tale Generator](#)

**Grade Range:** 3-5

**Time:** 5-7 minutes \*\* Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer \*\*

**Synopsis:** Students will provide words asked for via the wacky web tale generator (nouns, adjective, person's name, etc.) and the mentor will type it into the generator. After all blanks have been filled in, the generator will spit out a really funny story! This is a great way to get your session started with some laughs!

**Instructions:**

1. Choose one mentor (prior to your session) who will be responsible for sharing their screen (and bringing up the Wacky Web Tale site).
2. Begin by asking for volunteers to fill in what is being asked for, for example, a verb. This is a great opportunity to remind the students what a noun, verb, adjective, pronoun, etc., is. (It's always a good time for review!)
3. When all blanks have been filled it, your story will be created!
4. These go relatively fast, so you may have time to do a few!



**Activity:** It's Okay To Be Smart: The Science of Snowflakes

**Materials:** paper, scissors ; Links to assist: [The Science of Snowflakes](#), [How To Make A Snowflake](#), ["The Snowflake Man"](#); Books to assist: [Snowflake Bentley](#)

**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 watch 'The Science of Snowflakes' before creating a snowflake of their own using scissors and paper. In addition, the book 'Snowflake Bentley' is a lovely story to read if there is time. I have also included a video on Snowflake Bentley – the first person to have photographed snowflakes.

**Instructions:**

1. Let the students know that you will be learning a bit about snowflakes today. Prior to showing the video, ask students what they already know about snowflakes. After students have shared, it's time for the video.
2. Choose one mentor (or the teacher) who can share the screen and the Science of Snowflakes video.
3. When the video is complete, ask for volunteers to share one fact that they found to be interesting.
4. After the sharing of facts, it's time create your own snowflakes with paper and scissors. If you'd like, go ahead and show the kids the 'How to Make A Snowflake' video above.
5. During the time of snowflake creation, you can show the "The Snowflake Man" video about Snowflake Bentley.
6. When students have finished (I would give them about 7 minutes or so), as for volunteers to share their snowflakes.
7. If time permits, ask students to share their favorite snowy day activities!



**Icebreaker:** Guess Who?

**Materials:** None

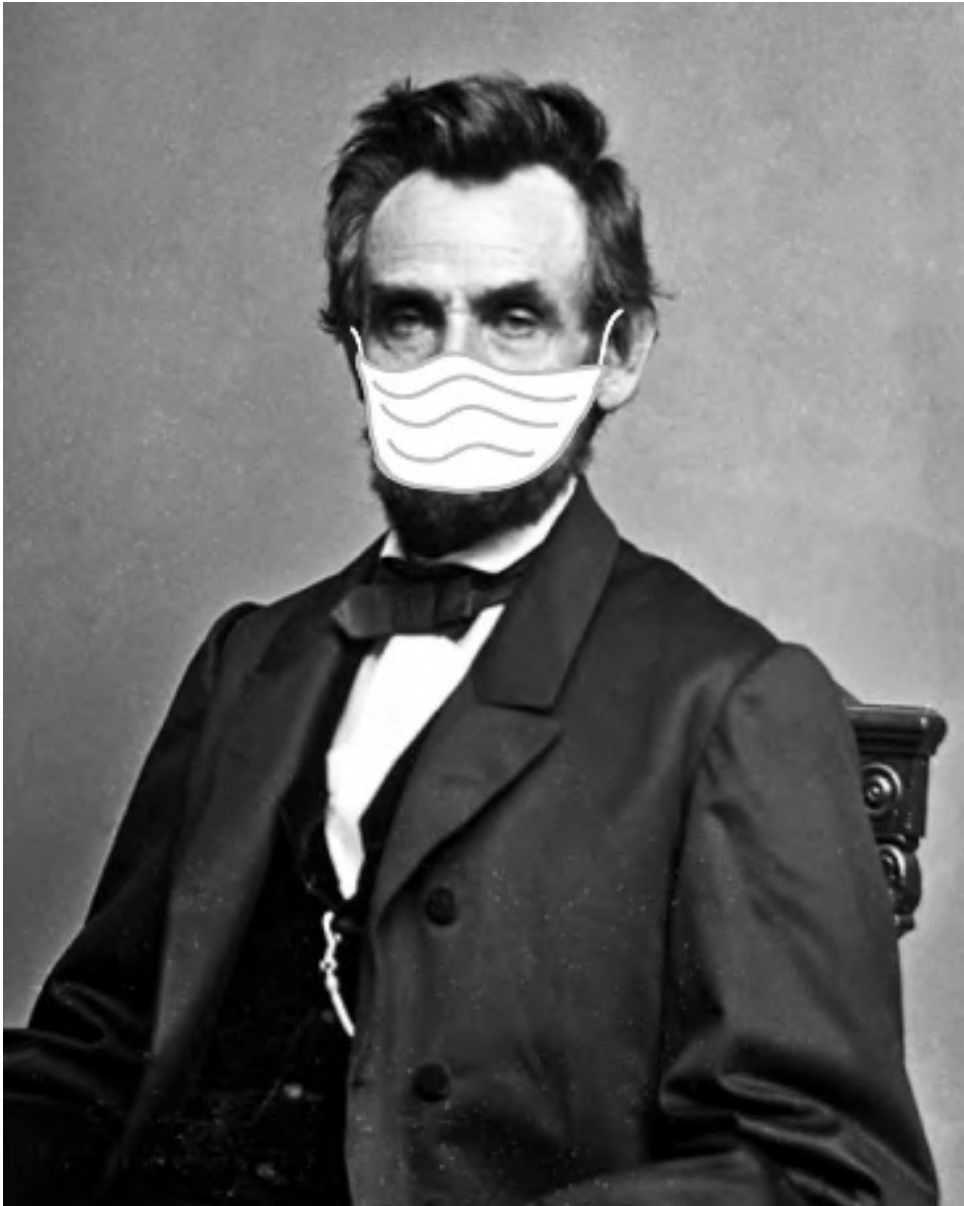
**Grade Range:** 3-5

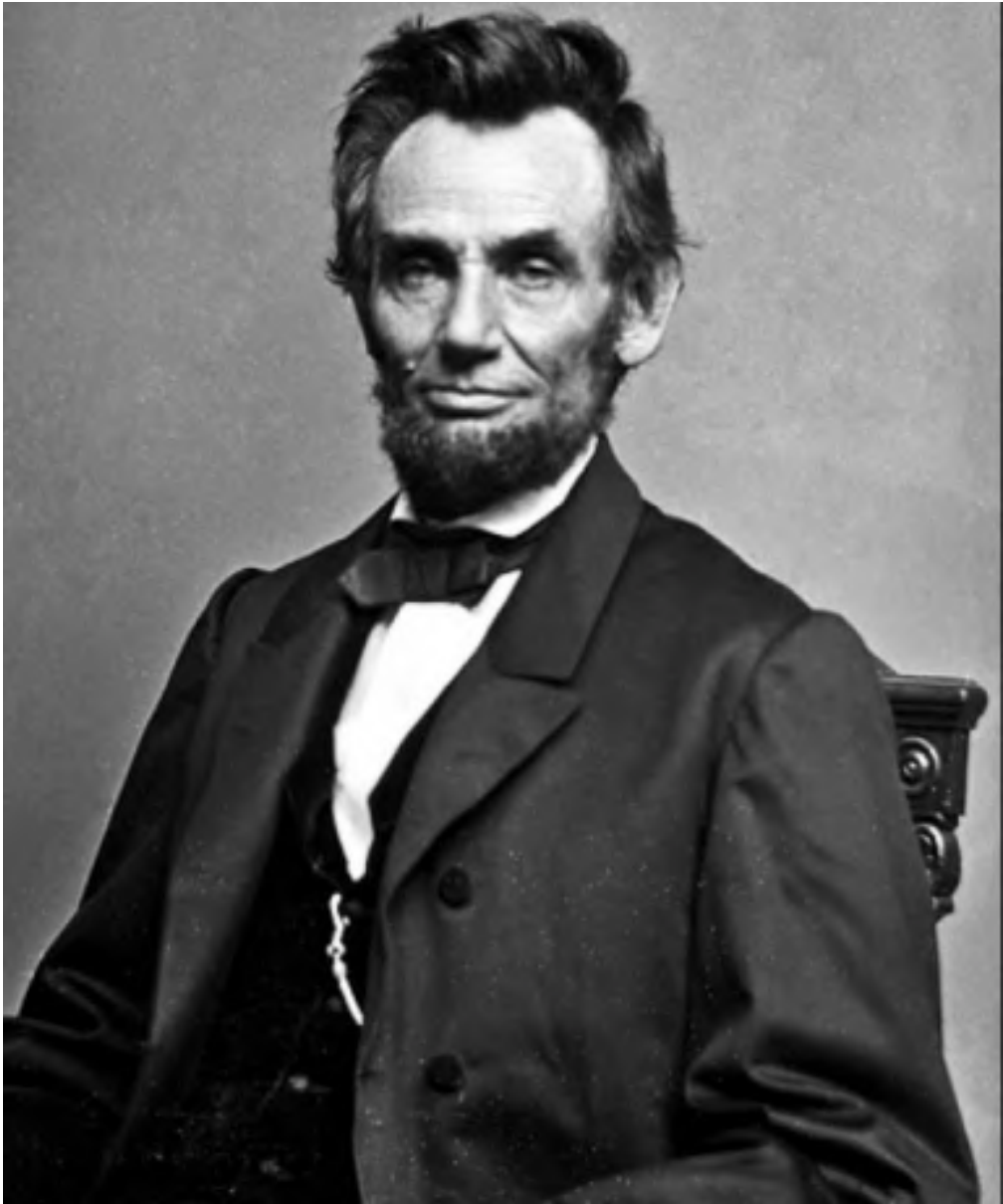
**Time:** 5-7 minutes \*\* Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer \*\*

**Synopsis:** Students will be show six famous folks who are wearing a mask...students must guess who the people are! Can they tell with the mask on?? Let's see! This is a fun, and quick!, icebreaker to get kids and mentors warmed up and ready to begin their session!

**Instructions:**

1. Mentors will share the following images on their screen and ask students to raise their hand to guess who they think the person is.
2. After a student has guessed, the mentor will show the famous person sans mask! Were they correct?































**Activity:** Behind My Mask I am....

**Materials:** Paper (1 sheet); crayons/ markers ; Links to assist: [Lucy's Mask Read Aloud](#) , [Masked Heroes: Cincinnati Children's](#) ; Books to assist: [Lucy's Mask](#)

**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 answer \*\*

**Synopsis:** This activity focuses on why we must wear masks but also how each of us is still unique and wonderful behind our mask! (This activity pairs nicely with our "Guess Who?" icebreaker.)

### **Instructions:**

1. Mentors will talk with the students about their masks and elicit some thoughts as to how they feel wearing them. Do they like it? Is it hot? Itchy? How do they feel? Discuss how it can be pretty tricky to know how someone is feeling when you can't see their whole face, but how we can still smile with our eyes!
2. Next, you will explain the activity to the students. They will be drawing a masked self-portrait on a sheet of paper. Let students know that they will have about 7 minutes to complete their portrait.
3. After their portraits are complete, ask for volunteers to share their portraits. Mentors, you share, as well!
4. Next, students will use the space alongside their faces to write 5 adjectives (remind students that an adjective is a describing word) about themselves. Feel free to show the example I have included on the next page. Providing examples is always a great idea: helpful, fun, funny, smart, kind, happy, etc.
5. When students have completed their self-portraits, go ahead and give some time to share.
6. After sharing is complete, consider watching the two resources linked above. One is a kid-friendly read aloud about masks and the other is from Cincinnati Children's detailing the importance of masks.
7. Finish up by reminding the students that while it's not the most fun to have to wear them, we are keeping everyone safe and are still just as amazing as ever behind our masks!







**Icebreaker:** 5, 4, 3, 2, Getting to know YOU!

**Materials:** Sheet of paper, writing utensil

**Grade Range:** 3 - 5

**Time:** 7 minutes \*\* Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer \*\*

**Synopsis:** Students will share the important numbers in their lives and then share those numbers with their mentors and classmates. This ice breaker will partner well with our "Why Math??" lesson!

**Instructions:**

1. Mentors will explain the activity to the students. Students will be answering the following questions: How old are you? What is your birth month? (Remind them that you mean the number month it is....i.e., January -1, February -2, etc.) What is your birthdate? How many letters are in your name? How many people are in your family? How many pets do you have? What is your house number? What is your shoe size?
2. Make sure to give one question at a time and allow about 20 seconds for students to answer
3. After students have answered all of the questions, go ahead and have them add up all of their answers. Who has the biggest number at the end? Whomever has the biggest number will go first in sharing their information!
4. Mentors, be sure to complete this activity, as well. The students love to hear all about you!



**Activity:** Why Math??

**Materials:** Sheet of paper, writing utensil ; Links to assist: [Why Math Matters for Kids](#) ; Books to assist: [The Girl with a Mind for Math](#)

**Grade Range:** 3-5

**Time:** 20-25 minutes \*\* Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer \*\*

**Synopsis:** Students will learn a few reasons as to why Math is so important in our everyday lives. Mentors will share how math impacts what they do, as well. Students will view a video, a read aloud, and then complete some math riddles!

**Instructions:**

1. Mentors will present the lesson: "Today we will be talking all about why math is so important! How many of you love math? How many of you don't really think it's your favorite? How many of you think math is so-so?"
  2. At this point, let the students know how math impacts the work that you do at your company...why is it necessary?
  3. Share your screen (or have the teacher share hers) so that you all might watch the "Why Math Matters for Kids" video.
  4. Ask the students what they thought after viewing the video...did they have any idea of the importance of math in so many different professions?
  5. Next, share with the students that you will be listening to the book *The Girls with a Mind for Math* – a story about an accidental engineer who needs math!
  6. When the story book is over, let students know that you will be doing a couple of fun math riddles (provided that time allows...I have included 4, but you may not get to all 4!)
  7. Read the following riddles and give students approximately 30 seconds or so to work through them and come up with an answer. Ask for volunteers to answer each riddle.
- I am a 2 digit number. I am between  $6 \times 8$  and  $11 \times 5$ . The sum of my digits is 6. What number am I?
  - I have 8 ones. My tens digit is less than 8. I am half of 116. What number am I?
  - I am 6 more than the number of days in December. I am 99-62. What number am I?
  - I am the sum of 10 and another even number. I am more than a dozen. I am the sides on three trapezoids plus two. What number am I?



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## HYPERLINKS

<https://www.eduplace.com/tales/>

<https://www.youtube.com/watch?v=fUot7XSX8uA>

<https://www.youtube.com/watch?v=3l9Z6iGeW9g>

<https://www.youtube.com/watch?v=ptLmA263hlk>

[https://www.amazon.com/Snowflake-Bentley-Jacqueline-Briggs-Martin/dp/0547248296/ref=sr\\_1\\_2?  
dchild=1&keywords=snowflake+book&qid=1606756604&sr=8-2](https://www.amazon.com/Snowflake-Bentley-Jacqueline-Briggs-Martin/dp/0547248296/ref=sr_1_2?dchild=1&keywords=snowflake+book&qid=1606756604&sr=8-2)

<https://www.youtube.com/watch?v=rEjeJ4gugGM&t=70s>

<https://www.youtube.com/watch?v=4KRuP1QGmhU>

[https://www.amazon.com/dp/B088VXBWD2/ref=sspa\\_dk\\_detail\\_0?  
psc=1&pd\\_rd\\_i=B088VXBWD2&pd\\_rd\\_w=pJpRW&pf\\_rd\\_p=7d37a48b-2b1a-4373-8c1a-  
bdcc5da66be9&pd\\_rd\\_wg=kml58&pf\\_rd\\_r=60M0X8N9E7T3WSBYAB2B&pd\\_rd\\_r=02962dc  
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7e3afe2da069&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyOERZS0ZCUjE1QzhNjMvUyY3J5c  
HRIZElkPUeWODQyOTg3MIQzNzhjMjRRMjE1TCZlbnNyeXB0ZWRBZEIkPUeWMTMzNzU3M  
TJlDMDVCS05VM0VQSSZ3aWRnZXROYW1lPXNwX2RldGFpbCZlY3Rpb249Y2xpY2tSZWRpc  
mVjdCZkb05vdExvZ0NsaWNrPXRydWU=](https://www.amazon.com/dp/B088VXBWD2/ref=sspa_dk_detail_0?psc=1&pd_rd_i=B088VXBWD2&pd_rd_w=pJpRW&pf_rd_p=7d37a48b-2b1a-4373-8c1a-bdcc5da66be9&pd_rd_wg=kml58&pf_rd_r=60M0X8N9E7T3WSBYAB2B&pd_rd_r=02962dc-c-9a2a-4b23-bf7d-7e3afe2da069&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyOERZS0ZCUjE1QzhNjMvUyY3J5cHRIZElkPUeWODQyOTg3MIQzNzhjMjRRMjE1TCZlbnNyeXB0ZWRBZEIkPUeWMTMzNzU3MTJlDMDVCS05VM0VQSSZ3aWRnZXROYW1lPXNwX2RldGFpbCZlY3Rpb249Y2xpY2tSZWRpc mVjdCZkb05vdExvZ0NsaWNrPXRydWU=)

<https://www.youtube.com/watch?v=OXzYfLenJA0>

<https://www.youtube.com/watch?v=t0kDEAG-Tb8>