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A CLASS

VIRTUAL CURRICULUM GUIDE

PREK - 2ND 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



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.



Icebreaker: Blind Snowman

Materials: Blank sheet of paper, pencil

Grade Range: PreK – 2

Time: 10 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Students and mentors will draw a snowman...with one catch...you must have your eyes closed! Mentors will give students the directions necessary to draw the snowman and students will attempt to draw it on their paper. After they have completed their drawing, they can hold up their drawing to share with the group. This is a fun activity to get everyone laughing and ready to begin their session! (This icebreaker pairs well with our 'Snow Your Snow' Activity!)

Instructions:

1. Make sure students are prepared with one sheet of paper and one writing utensil
2. Mentors will explain the instructions to the students: 'We will be drawing snowmen...but wait! It's a little tricky because we will be doing it with OUR EYES CLOSED!'
3. Mentors will ask everyone to pick up their pencil and close their eyes... (Mentors, you, too!)
4. Once students have closed their eyes, a mentor will begin with the instructions:
Draw the head of a snowman on your paper.
Now draw the middle circle
Now draw the bottom circle
Give your snowman 2 eyes
He needs a nose
Now give him 2 arms
And 5 buttons marching down the front
Oh, and he has to have a mouth
And you'd better give him a hat before he melts
5. Let students know it is time to open their eyes! Ask for volunteers to share their snowman – there will be much laughter!



Activity: Snow Your Snow

Materials: Links to assist: [Snow Day Read Aloud](#) , [Where Do Snowflakes Come From?](#) ;
Books to assist: [The Snow Day](#).

Grade Range: PreK – 2

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

Synopsis: Mentors will talk with students about all of the fun parts of snow and snowflakes and where they come from. Students will watch a fun and informative video clip and then listen to the classic Ezra Jack Keats story: The Snowy Day. Students and mentors will then share their favorite Snow Day activities!

Instructions:

1. Mentors will ask students what they 'Snow' about snow! Explain that each student may share one thing they know about snow. Ask students to raise their hands to share.
2. After students have shared, let them know that they will be watching a video about snowflakes and where they come from. Be sure to remind students to pay close attention so that they can share a fact from the video
3. After the video is over, and students have shared a fun fact, it's time to read the story book: The Snowy Day. The YouTube read aloud is great!
4. When the story is over, it's time to share our favorite snow day activities! Ask students to share their favorite snow day activities! Mentors, make sure you share as well!



Icebreaker: Animal Talk

Materials: None

Grade Range: PreK-2

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 share which type of animal they'd be if they could along with the noise that it makes, and their reason for their choice. This lesson helps to encourage public speaking and sharing and the ability to support ones' choices with reasons. (This ice breaker goes along nicely with our "Animal Habitat" lesson)

Instructions:

1. Let students know that they will be introducing themselves (first and last names) and will then be sharing which animals they'd like to be, the sound that animal makes, and the reason for their choice. Let the students know that you will know who is ready to go by a show of a 'thumbs up' either physically or by using the 'thumbs up' button on their virtual platform.
2. Allow one to three mentors to demonstrate this icebreaker: "My name is Bob Smith. If I could be any animal, I would be a cat. ((MEOW!!!)). The reason that I chose a cat is because they are furry and funny and I like when they purr."
3. Next, you will ask for students to go next. (Many times, the teacher will facilitate the turn-taking to help activities like this to be successful.). Otherwise, asking for a 'thumbs up' and calling on each child works well.
4. Continue until each child that would like a turn has gone.
5. If you have a bit of time at the end, talk about how many animals were the same in the group, or perhaps who chose the oddest animal, etc.



Activity: Animal Habits

Materials: Links to assist: [Animal Habits](#)

Grade Range: PreK – 2

Time: 15-20 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors will define 'habitat' (the natural home or environment of an animal, plant, or other organism) for students followed by showing pictures of various animals and allowing students to determine where that animal might live: desert, ocean, domestic (in a humans' house), farm, forest, polar, rainforest, wetland, or savannah.

Instructions:

1. Let students know that you will be discussing animal habitats today! Ask students to raise their hands if they have an idea of what 'habitat' might mean.
2. Prepare to show the following video: <https://www.youtube.com/watch?v=Xj1ASC-TlsI>
3. Let students know that they will be taking a look at various animals and deciding where that animal might live, find food, and be most comfortable.
4. Share your screen and begin going through the following animals: polar bear, giraffe, shark, deer, cat, toucan, alligator, camel, and cow
5. Ask students which habitat each animal resides from the following choices: polar, savannah, ocean, forest, domestic, rainforest, wetlands, desert, or farm.
6. Finish by encouraging students to discuss how they might know where each animal lives: their bodies, diet, etc.





















Icebreaker: Roy G. Biv's Plate

Materials: None

Grade Range: Pre-K – 2

Time: 5 - 10 minutes ** Consider using the hand raise/thumbs up feature of your virtual platform to assist with determining who will answer **

Synopsis: Mentors will explain the acronym for remembering the colors of the rainbow (Red, Orange, Yellow, Green, Blue, Indigo, and Violet) and ask students to name one food of each color to fill Roy's plate. This is a great opportunity to remind students of the importance of eating colorful and healthy foods! (This Icebreaker pairs nicely with our Roy G. Biv scavenger hunt lesson.)

Instructions:

1. Introduce Roy G. Biv to students. Explain that each letter in Roy G. Biv stands for a color of the rainbow; let students know that you will give them 1-2 minutes to think of one food that is a color of the rainbow
2. Allow 1 to 2 mentors to provide an example: Apple for Red, Carrot for Orange, etc
3. Set the timer for 1-2 minutes allowing each student time to think about their food
4. When time is up, ask students to raise their hands and begin to call on students to answer
5. Explain to students that many of the healthiest foods come in a variety of colors and are some of the best foods for us
6. If time permits, ask students to name their favorite colorful food!



Activity: Roy G. Biv Scavenger Hunt and Share

Materials: Links to assist: [How is a Rainbow Formed?](#), [Rainbow Fish Read Aloud](#); Books to assist: [The Rainbow Fish](#)

Grade Range: PreK-2

Time: 25 Minutes

Synopsis: Students and mentors will share their favorite items with the group explaining why it is their favorite. After the item has been shared, the sharer can then call on 2 people to ask them some follow-up questions. This is a great way to focus on public speaking and listening skills with the kids.

Instructions:

1. Mentors will explain to the students that they are going to be sharing their favorite items with the group. They must answer why it is their favorite item and what made them choose to share it. Please also explain to the students that they will then be allowed to call on two friends to ask them some follow up questions
2. Mentor number 1 will demonstrate: "This is my favorite coffee mug. I chose it because I really like the shape and that it says, 'World's Best Dad'. I wanted to share it with you all because I use it every day and I think it's really special. Does anyone have any questions?"
3. Students will raise their hands to ask a follow up question: "Mr. Smith, who bought you that coffee mug?" etc.
4. Continue on until all students who have shared have done so – not all students have to share if they do not feel comfortable doing so.
5. Remind students about the importance of being a good and respectful listener during this time



HYPERLINKS

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

<https://www.youtube.com/watch?v=-M48RfaWcWA>

https://www.amazon.com/Snowy-Day-Ezra-Jack-Keats/dp/0140501827/ref=sr_1_1?crid=38T3Z4VLP0FV6&dchild=1&keywords=the+snowy+day&qid=1606600050&sprefix=The+snowy%2Caps%2C167&sr=8-1

<https://www.youtube.com/watch?v=Xj1ASC-TIsI>

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

<https://www.youtube.com/watch?v=QFORvXhub28>

https://www.amazon.com/Rainbow-Fish-Marcus-Pfister/dp/1558580093/ref=sr_1_1?dchild=1&keywords=best+picture+books+about+kindness&qid=1597244154&sr=8-1