

UNCOVERING PASSION. EXPLORING POTENTIAL.



ADOPT
A CLASS

VIRTUAL CURRICULUM GUIDE

PREK - 2ND GRADE

**QUARTER 3: ESSENTIAL EMPLOYABILITY
SKILLS & COLLEGE AND CAREER**

Virtual Etiquette
Ice Breakers

Activities
Hyperlinks



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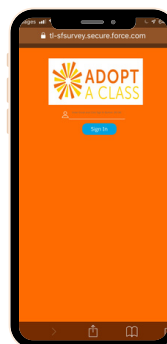
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A FRIENDLY REMINDER TO
**LOG YOUR
MENTORING VISITS!**

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: Big Deal vs. Little Deal Game

Materials: [Big Deal vs. Little Deal](#)

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: Mentors will let students know that they will be talking about the differences between things that are a big deal vs. things that aren't such a big deal. They will discuss why it is important to know the difference and what that means in terms of our emotions and reactions in certain scenarios. This touches on the importance of problem solving, which is a necessary life skill. This icebreaker is to be paired with the 'Big Deal vs. Little Deal' lesson for PreK-2nd grade.

Instructions:

1. Mentors will share the above linked video with students. During the video, be prepared to press pause as students are asked to give a thumbs up if they feel the problem is a big deal or a thumbs down if they feel it is a little deal.
2. When the video is over, ask students to share one thing that they learned. Mentors, consider sharing, as well.
3. After you have shared the video with the kids, let them know you will be transitioning to the lesson in which they will watch another video and practice deciphering between big and little deals.



Activity: Big Deal or Little Deal?

Materials: Links to Assist: [Feelings Train Review and Big Deal Little Deal Differences](#) ;
Books to Assist: [Big Deals and Little Deals](#)

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 what is considered to be a 'Big Deal' vs. a 'Little Deal', how we know, and what to do in both situations. This lesson pairs with our 'Big Deal vs. Little Deal' game icebreaker.

Instructions:

1. Mentors will begin the lesson by showing the YouTube read aloud (or, alternately, reading the book Big Deals and Little Deals).

2. Explain to the students how, when something is considered a big deal, we should be aware of our emotions during it. Is it okay to begin screaming and yelling? Is it okay to retaliate? Is remaining calm and seeking out an adult a better choice? How do big deals make us feel? How do little deals make us feel?

3. Read the below statements to the students. Ask them to give you a thumbs up if they feel it is a big deal or a thumbs down if they feel it is not a big deal.

4. When all statements have been read, talk with students about how they know how to recognize when something is a big vs. little deal.

- What are characteristics of 'big' and 'little' deals? Be sure to ask for student responses here.

Examples of big deals might include: something unsafe, something that breaks the rules, something that is inappropriate – these problems are problems that you can't solve yourself

Examples of little deals might include: it's annoying, it hurts my feelings, or I don't like it – these are problems that you can solve yourself

How do we handle 'big' deals? By seeking out adult attention

How do we handle 'little' deals? By solving the problem on our own



BIG DEAL OR LITTLE DEAL

- **Someone steals your pencil**
- **A friend falls off of the swing and is bleeding**
- **Your friend says you are not nice**
- **Someone pushes you**
- **Someone takes your lunch**
- **Someone is tapping their pencil on their desk**
- **You got the wrong answer on a test**
- **You feel like you are going to throw up**
- **The substitute teacher changes the schedule**
- **You miss the bus to school**



Icebreaker: Simon Says...

Materials: None

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: A virtual Simon Says game is a great way to work on the very valuable skills of communication and listening! Mentors will play 'Simon Says' in the traditional way (please encourage students to turn on their camera!). Whomever wins the round can be Simon next! This lesson pairs well with our, 'Shhhh....Listen!' lesson.

Instructions:

1. Mentors will ask students to turn on cameras.
2. Explain that you will be playing 'Simon Says' being sure to ask students if they have played before/reviewing the rules.
3. One mentor will be the designated 'Simon' and will begin giving instructions.
4. If students complete the action without hearing the 'Simon says...' part first, they will hold up a 'thumbs down'.
5. Whomever is left over, without a 'thumbs down' showing is the winner and will be the next 'Simon'
6. Continuing playing until the time is up (I would devote no more than 10 minutes as you'll need time for your lesson, too!)



Activity: Shhhhh...Listen!

Materials: Links to Assist: [Howard P. Wigglebottom Learns to Listen](#)

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 the importance of being a good listener. Why is it so important? What happens when we are NOT good listeners? What happens when we ARE good listeners?

Instructions:

1. Mentors will begin the lesson by showing the YouTube read aloud Howard P. Wigglebottom Learns to Listen.
2. Let the students know that they will need to be very good listeners because you will be asking them to share one thing that they learned from the story.
3. When the story is complete, encourage students to raise their hands (or use the raise your hand/thumbs up feature) to share one thing they learned about being a good listener.
4. When all have shared who would like to, go ahead and begin talking about the following:
 - What happens when you are not a good listener? Seek student answers. Include some examples if they are not able to come up with many...things such as: we may not know what we are supposed to do, we may miss an important safety warning, we may not have many people who want to share things with us, etc.
 - What happens when you ARE a good listener? Seek student answers. Again, include examples if they are not able to come up with many... people will want to tell us things, we will always be prepared because we will have all of the information that we need, we may be safer, etc.
5. End the lesson by asking the students to practice their good listening skills as much as they can!



Icebreaker: When I Grow Up....

Materials: None

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: This is an icebreaker all about what we want to be when we grow up! Mentors will go round robin and share with the students what they wanted to be when they grew up and if they are doing what they thought that they would be doing. After mentors have gone, students will take their turn sharing. This lesson pairs with our, "What's My Job?" activity.

Instructions:

1. Mentors will begin by each sharing what they wanted to be when they grew up. Be sure to let the students know if what you are doing currently matches! (Oftentimes it doesn't, but let the kids know that if it doesn't that is A-OKAY!).
2. After mentors have shared, ask students to raise their hand/call them by name to share what they want to be when they grow up.
3. When everyone has shared, transition to our activity: "What's My Job?"



Activity: What's My Job?

Materials: Links to Assist: [What's My Job Game](#) ; [When I Grow Up](#) ; Books to Assist: [The Berenstain Bears: When I Grow Up](#)

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 begin with a job guessing game followed by a virtual read aloud of the 'When I Grow Up' book (alternatively, if you prefer to order and read yourself, I've included a link for the Berenstain Bears book). You will have a discussion about different jobs and begin to help the students to think about what they might want to be one day.

Instructions:

1. Mentors will begin the lesson by showing the YouTube 'What's My Job?' video. Be sure to pause after the job introduction to allow students time to guess. You may call on them by name or ask for volunteers via raising their hands or using the thumbs up/raise hand feature on the virtual platform.
2. After showing the 'What's My Job?' video, ask students if they saw any jobs that are what they want to do/be one day. Ask for volunteers to share out.
3. When all students have shared who would like to, go ahead and share the read aloud 'When I Grow Up' – it's pretty great and a fun book to end with.
4. Let students know that it's a fun thing to think about – what they want to be – but that they have plenty of time to decide and that it's okay if it changes all the time! They have so many things to learn and a lot of life to live before they have to make a decision, but also remind them that it is a fantastic thing to start dreaming about right now!



HYPERLINKS

<https://www.youtube.com/watch?v=Mucwout49vg>

<https://www.youtube.com/watch?v=scmPg0NjFOY>

https://www.amazon.com/gp/product/1598501437?pf_rd_r=NN97V5FTXD4402B3HAP0&pf_rd_p=5ae2c7f8-e0c6-4f35-9071-dc3240e894a8

<https://www.youtube.com/watch?v=HH0rQiwKtSs>

<https://www.youtube.com/watch?v=birN50mjgKg>

https://www.youtube.com/watch?v=hp0h_1ZI_UM

https://www.amazon.com/Berenstain-Bears-When-Grow-Up/dp/0062350056/ref=sr_1_4?crid=1VZZ7IUPN1185&dchild=1&keywords=when+i+grow+up&qid=1611438964&sprefix=when+l+grow+up%2Caps%2C171&sr=8-4