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Xello for Kindergarten to 2nd Grade Bonus In-Class Activities Guide





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About Xello K-2 Bonus In-Class Activities

This activity package builds on the activities in the Xello for Kindergarten to 2nd Grade Supplementary In-Class Activities Guide. It includes activities for each of four key areas:



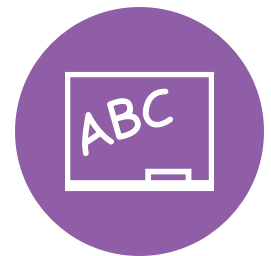
**Investigation
and Inquiry**



About Me



**Me and My
Community**



**Career/Life Skills
Vocabulary**

Using the Bonus Activities

These activities can be used to introduce key concepts before students engage with Xello for Elementary or as follow up activities that extend their learning. Each activity outlines the learning goals, materials needed, instructions for using the activity with students, and may include worksheets that you can print and distribute to your students.

These activities are not linked to specific grades and can be adapted to suit the needs and interests of your class.

Activities Included

- Investigation and Inquiry: Secret Code Game
- About Me: Dear Future Me...
- Me and My Community: Class Citizenship Projects
- Career / Life Skills Vocabulary: Career Interview

BONUS ACTIVITY

Investigation and Inquiry: Secret Code Game

Purpose

In this activity, students will create their own coding and decoding instrument. This code game is based on the ancient use of secret messages. The secret message has two parts: a tube (cylinder) and a strip of paper that can be wound around the tube. The purpose of this activity is to:

- Help students develop their reading and writing skills (optional: math skills)
- Encourage students to think critically and creatively
- Teach students to follow instructions
- Introduce students to the subject of changing technology and how that impacts jobs and skills

Materials

To complete this activity, the following supplies are needed:

- Paper, cut into 1" wide strips
- Paper towel rolls
- Paper clips or rubber bands
- Scissors
- Tape or glue
- Pencils, crayons, pencil crayons, and markers

In-App My Files

Students upload a photo of their secret message and decoder

Instructions

Ask students for examples of situations when someone might need to send secret messages to someone else. You can describe some ways in which secret messages have been sent in the past (embedded in quilts or attached to carrier pigeons, for example). Explain that sometimes a detective might need to send a top-secret coded message to his or her partner.

Have students decorate their paper towel tubes, then tape or glue paper strips together to form a single strip of paper long enough to wind around the tube. Secure the paper to the tube with paper clips or rubber bands, and ask students to write their secret message across the paper. You could ask them to write about their favorite book, what they want to be when they grow up, or any other topic. When their messages have been written, students unwind the paper and exchange messages with a partner. They then wrap their partner's message around their paper towel tube to read the secret message.

You can have older students devise more complicated codes using numbers to stand in for the letters. Have students create a key listing the letters of the alphabet with their corresponding numbers, then they can create a series of simple addition or subtraction problems for their partner to solve in order to figure out the number and corresponding letter. For example, if D=1; O=2; G=3 then 3-2; 1+1; 5-2 = DOG.

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The tube and paper decoder is a low-tech way of sending secret messages. Ask students to think of more modern ways that someone might send a secret message. Use this opportunity to explain how jobs and skills can evolve over time due to changes in technology.

BONUS ACTIVITY

About Me: Dear Future Me...

Purpose

The purpose of this activity is to allow students to compose a message to their future selves. Students will:

- Project into the future and imagine what their lives might be like
- Identify an occupation they might like to have in the future
- Identify their current interests, skills, and abilities
- Identify ways that they may change in the future

Materials

To complete this activity, the following supplies are needed:

- Dear Future Me worksheet
- Paper
- Pencils, pencil crayons, crayons, markers, paint

In-App My Files

Students upload the video to their future self story, and include a photo of their worksheet and picture

Instructions

This is a good activity to do at the beginning of the year and revisit at the end of the year to see how much students' interests and references have changed. Students can also review their letters and videos from year to year to track how they have grown and changed.

Tell students that they're going to be writing/recording messages for their future selves! Ask them to imagine themselves in the future—it could be at the end of the school year, next year, or even when they're grown-ups. What would they like to say to their older selves? What would they want to remember about themselves now?

Have students fill out the script that follows and draw corresponding pictures. They should be creating a "snapshot" of the things that they like and that are important to them right now. The script is just a guide. Encourage students to go "off script" to talk about other things that are important to them that their future selves might want to remember.

On recording day, ask students to dress as the occupation they identified in the worksheet and have them talk to their future selves about what their lives are like now and what they hope to be able to do in the future. If students are shy, they can use their scripts. Students can show the pictures they've drawn as they give their presentations to the camera.

Dear Future Me,

Today's date is _____. I am _____ years old.

I am in Grade _____, and I wanted to tell you all about me!

These are the things I like to do most: _____

When I'm with my friends, we like to _____

What I like most about school is _____

The thing I would most like to do this year is _____

When I grow up, I want to be _____
because _____

Here is some advice I would like to give you, Future Me:

Sincerely,

BONUS ACTIVITY

Me and My Community: Class Citizenship Projects

Purpose

In this activity, students participate in a class citizenship project. The purpose of these activities is to:

- Help students understand the importance of citizenship and community
- Encourage students to work as a team (with each other and/or members of the community)

Materials

To complete this activity, the following supplies are needed:

- Paper
- Pencils, crayons, markers, paints

In-App My Files

Students upload a photo of their career drawing

Instructions

The projects in this activity can be adapted to suit students' interests and the demands of your curriculum.

PROJECT #1: Classroom Elections

Area of Community Learning: Civic education

Setup: Hold classroom elections for classroom positions (e.g. president) or, to lessen the emphasis on personal competition, to vote for class party themes (e.g. space, pizza, etc.). After the vote, create graphs and charts to communicate the results. Everyone gets an "I Voted" ribbon for voting in the classroom election.

Research: Visit your town's municipal office to learn about local government and to speak to councillors or other public officials about elections. Students can also research different government styles and historical elections on the computer.

Teamwork: Students work in teams to design and make "I voted" ribbons, create campaigns, draw posters, and write speeches.

Communication: Students create and ask questions for their field trip, deliver speeches, speak to classmates about important issues, and write journal entries or reflection paragraphs about what they have learned. They also learn election-related vocabulary.

Builds on: Scavenger hunt visit, class speakers and field trips related to local government

Artefacts: Posters, videos of speeches, election results charts, photos from their field trip to a local government office, reflection paragraphs.

PROJECT #2: Community Mural

Area of Community Learning: Place-based learning

Setup: With the support of local businesses, tell students that they've been hired to create murals all about their community! In teams (depending on the number of participating businesses) or as a class, students develop themes for their murals and plan out what they want to depict. Temporary murals can be painted with washable paint on business' windows.

Research: Invite an artist to class to speak about his or her work. Students can learn more about their community by exploring its features and researching its history online. They should also survey business owners and community members to find out what makes their community and its citizens special.

Teamwork: Students work in teams (or as a class) to conduct research, develop the theme of the mural, and to paint it. Students also work together with local business owners and other community members.

Communication: Students speak and listen to business owners and community members, write proposals for mural themes, present proposals and murals to the business owners and the community, and write reflection paragraphs on what they have learned.

Builds on: Concepts of community in Classroom Salad activity, scavenger hunt and paper mural.

Artefacts: Mural proposals and survey charts and graphs, photos of the mural (process and finished product), reflection paragraphs.

PROJECT #3: Neighbourhood Clean Up

Area of Community Learning: Environment-based learning

Setup: Bring the Clean Up mini-game in Xello K-2 to life by organizing a park or neighborhood cleanup day! Have students brainstorm ways to recruit volunteers (e.g., speaking to the local newspaper), organize the cleanup (e.g., dividing the park into manageable sectors), obtain the supplies they'll need, and raise money for future projects (e.g., bake sale or lemonade sale—garbage free, of course!). Students can also create presentations, drawings, skills, or materials to help educate everyone on keeping the community clean.

Research: Students can use the computer to research the environmental impact that litter has on communities; they can also research what materials are recyclable in preparation for the cleanup. Students can visit the park or neighborhood in order to plan the event. They can survey their classmates, parents, and members of the community to see which park or area of their neighborhood needs the most attention. You can invite representatives from the local parks department to speak to the class.

Teamwork: Students work together to plan the event (with teacher supervision and approval), and to create materials to write or advertise the event (e.g., press releases). Students also clean together.

Communication: Students write “press releases” about the event, listen to and speak to community members about the event, read about the environmental impact of trash in our parks, speak to local businesses to gather donations such as garbage bags and gloves, and write reflection paragraphs on what they have learned.

Builds on: Scavenger hunt tour.

Artefacts: Photos from the event, research and presentations on the importance of keeping our communities clean, reflection paragraphs.

PROJECT #4: Take Your Child to Work Day

Area of Community Learning: Work-based learning

Setup: Have the class brainstorm some questions they have about people’s jobs. What do they want to know? (e.g., How did you get your job? Do you have a boss? What do you wear to work? What kind of people do you work with? When do you eat lunch?) Encourage students to ask some of these questions—and others—as they accompany their parent to work.

After students give their presentations about their day, have a class vote to see which occupation they’d like to learn more about. Invite class speakers or arrange a follow-up field trip based on students’ interests. You can then ask students to compare and contrast the workplace to their classroom and deliver a team presentation on their observations.

Research: Students can research occupations on the computer. You can invite community members in an occupation that interests students to the class and arrange a class visit to a workplace where students can learn more about a job that interests them.

Teamwork: Students brainstorm possible questions together and create presentations in teams that illustrate the similarities and differences between classrooms and workplaces.

Communication: Students speak to workers about their jobs, listen to students’ reports on how they spent Take Your Child to Work Day, deliver reports, speak and listen to class speakers and field trip experts, and write reflection paragraphs on how the classroom is like a workplace.

Builds on: Class speakers and field trips, concepts of community in Classroom Salad activity.

Artefacts: Take Your Child to Work Day reports and photos, reflection paragraphs.

BONUS ACTIVITY

Career / Life Skills Vocabulary: Career Interview

Purpose

In this activity, students interview a family member about his or her work. The purpose of this activity is to help students:

- Learn more about an occupation Gather and understand career information
- Develop and demonstrate critical thinking, questioning, and communications skills

Materials

To complete this activity, the following supplies are needed:

- My Career Interview worksheet
- Pencils

In-App My Files

Students upload a photo of their career interview worksheet.

Or ask them to take a photo, audio, or video recording of their interview to upload.

Instructions

Print copies of the interview worksheet for students to take home.

Explain to students that a career interview is when you talk to someone to get information about his or her work. Ask students to think of a family member or trusted adult that they can interview. (You may want to provide a brief note that students can give to their parents or the interviewee to explain the purpose of the career interview worksheet. You could also suggest that parents or guardians record their student's interview so that it can be uploaded to the My Files app.)

Model appropriate interview techniques for students. Students should read their questions clearly and carefully and listen to their subject's responses. Remind students to say "Thank you for your time" when they have finished interviewing their subject.

As an extension activity, you can invite someone who works in your community to the class to speak about his or her job. In groups, have your students brainstorm questions they could ask the guest. Then, as a class, decide on several that you will pose to the guest. Have volunteers ask the questions the class has composed during the interview.

My Career Interview

Here are some questions to ask the person you are interviewing:

1. What is your occupation?

2. What education did you need to get your job?

3. What are 3 words that describe where you work (your work environment)?

•

•

•

4. What are 3 tasks you do in your job?

•

•

•

5. What are 3 other occupations of people you work with?

-

-

-

6. Is there anything about your occupation that is related to your interests or hobbies?

7. Is there anything else you would like to tell me about your job?



Don't forget to thank the person you're interviewing for his or her time.