

2020 Back to School Special Edition



The First 10 Days of

# Morning Meetings

Purposeful and Engaging Plans  
in Response to COVID-19



Responsive Classroom®

Dear Fellow Educators,

2020 has been a year that none of us will ever forget. The impact of COVID-19, along with the demand for equity, diversity, and inclusion stemming from the murder of George Floyd, can be felt from coast to coast. This resource is the Center for Responsive Schools' response to the numerous requests from teachers across the country and around the globe for support in returning to school during these unprecedented times.

As students and teachers start the 2020-2021 school year, this opening of schools will be vastly different from any other school year. Some schools will be returning to all in-person learning, some will be using remote learning models, and some will be using a hybrid of the two. There is a mixture of anxiety and excitement among students, parents, teachers, and administrators. As we return, we want every student to feel welcomed, seen, accepted, and supported.

This is a resource by teachers for teachers. Educators from all over the United States answered CRS' call for ideas, strategies, and tips for the return to school. The contributors specifically designed the first ten days of Morning Meeting (for kindergarten through sixth grade) and Responsive Advisory Meeting (for sixth through eighth grade) to help reconnect and build positive learning communities, with both social distancing and virtual learning in mind.

Whether your school year starts in person, on a screen, or both, may this resource help you bring hope and joy to your students and your schools at a time when connection and community are more important than ever.

Sincerely,  
Center for Responsive Schools

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# Morning Meeting

## Introduction

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The *Responsive Classroom* practice of Morning Meeting provides students with a safe and predictable environment in which to grow and connect socially, emotionally, and academically. As students return to school in the fall, whether virtually or in spaces that have been transformed to allow for social distancing, this practice remains a key tool in supporting students as they navigate the unknowns of the school year. As we embark on this new challenge, we want to keep the goals of Morning Meeting alive while adapting in response to our current needs.

### **Morning Meeting (K–6)**

Morning Meeting allows for a predictable time for students and teachers alike to build community in the midst of uncertainty.

### ***Goals of Morning Meeting***

- To set a tone for respectful and engaged learning in a climate of trust
- To create the positive power of community by fulfilling students' needs to belong, to feel significant, and to have fun
- To model and practice social and emotional skills
- To merge social, emotional, and academic learning

#### Week 1 Goals:

- Establish predictability and a sense of safety
- Create a sense of belonging and significance for students
- Encourage and share experiences and connections to create a welcoming and inclusive environment

#### Week 2 Goals:

- Continue to build and foster connections and a sense of safety
- Strengthen and support established relationships
- Nurture the positive community through building a continued repertoire of shared experiences

### **Morning Meeting Considerations**

You will need to adapt Morning Meeting to fit your school's safety guidelines, space constraints, and combination of in-person and virtual learning. As you make necessary modifications, we offer the same advice that we offer teachers who have time constraints: focus on your goals and work with the structures you have in place.

- Some teachers may not be able to achieve a circle for Morning Meeting given social distancing precautions and space constraints in classrooms. We continue to use the word "circle" in the pages that follow as it is the ideal for Morning Meetings. However, you can think of "circle" as representing an order to follow during your meeting. Whether meeting in person or virtually, it can be helpful to predetermine the order for your circle and post it for all to see, using pictures as students learn names. If you are not able to physically be in a circle, you can alter any original activity directions to fit your particular classroom situation.
- In many cases, a partner share is recommended. To form partners in person, pair up students with the person seated closest to them. As students learn to navigate the space, maintain a six-foot distance, and speak with a mask, they can move to stand with different partners in the room. Online partnerships can be created by posting a list of partners for students to chat with or pairing students together in breakout rooms. If a breakout function is not available, an "around-the-screen" sharing can be substituted for a partner chat.

### ***Considerations for Social Distancing***

In the midst of our world's pandemic, having the opportunity to gather with students in person can be rewarding and can present unique challenges as you seek to meet requirements to keep students and adults safe. In implementing Morning Meeting to allow for social distancing and other safety measures, here are a few things to consider:

- Keep the focus on the goals for Morning Meeting. A Morning Meeting conducted from individual seats will still go a long way in creating a classroom community compared to having no Morning Meeting at all.
- Allow students to stand around the perimeter of your space if this is developmentally appropriate and your space allows for this modification.
- Adjust seating so students can see as many classmates as possible.
- Consider alternating between standing in a distanced circle and sitting at desks for different components. (Sharing and morning message could be seated components.)
- Select greetings and activities that do not require students to touch or to be in close proximity.
- Try alternative spaces for Morning Meeting, either indoors or outdoors (common area, multipurpose rooms, outdoor fields, blacktops, etc.).
- Review expectations and use Interactive Modeling to support student success.

### ***Considerations for Virtual Platforms***

The virtual classroom has become more common as schools adjust to keep students and staff safe and student learning going. Whether using an asynchronous virtual platform or a synchronous virtual platform to implement Morning Meeting, here are a few things to consider:

- Review, learn, and become familiar with your virtual platform and its features.
- Focus on the goals of Morning Meeting and plan components to meet the needs of students within the virtual platform.
- Use online tools like breakout rooms and screen sharing to support in scaffolding the meeting.
- Keep the classroom routine simple and predictable.
- Not everybody has to talk, but it's important that everyone can be heard and seen.
- It's okay if some elements/components are done individually and brought together for the whole group to enjoy and engage with at another time, as would be the case with asynchronous learning.
- Review expectations and use Interactive Modeling to support student success. Different skills are required to engage online, so be sure to teach these explicitly.

### ***Additional Considerations***

- **Hybrid Classrooms:** Many schools are returning to the school year using a hybrid model where some students participate virtually while others attend in person. It can be hard to be in two places at once! Therefore, you may only be able to do Morning Meeting with your students in person. You may then consider building in time once every week or two to have all students participate, either in person or virtually, in a Morning Meeting where all can be seen and heard. This opportunity will allow students to build a community with the students they will interact with on an immediate, day-to-day basis and start to connect with students they may potentially interact with as the school year progresses.
- **Scaffolding Morning Meeting:** In the following pages, we have provided ideas for each component for each grade level. Keep in mind that it is okay to begin with a few components before implementing all four. As you begin, you may consider doing a simple greeting or "greetivity" (combination of a greeting and activity such as clapping syllables to names) and then the message.
- **Trauma:** Teachers and students alike will be entering the school year with many emotions. They may feel fear about being safe in the classroom, anxiety about reengaging in person after learning online, and everything in between. This experience is new and unknown for all. For these reasons, students may be hesitant to participate fully. The teacher may want to do the heavy lifting at first so students can ease into the interactive components. It is also important to acknowledge the feelings students have while giving them space to forget about stressors and focus on creating joy and connection. During this time, it is

important to lead with empathy and make adjustments for students and adults to participate as they are comfortable.

- **Equity:** Students will be returning to school having had varying experiences over the past few months. As we settle into the school year, it is important to use inclusive activities that allow each person to participate and establish a sense of belonging, significance, and fun. Morning Meeting is a perfect place for students to begin to be seen and heard for their own unique identity.
  - One key aspect that makes a person unique is their name. Students may be apprehensive to speak up on the first day, either in person or virtually, so many of the Day 1 greetings ask teachers to greet students by name. It is important to pronounce each person's name appropriately. Therefore, it may be a good idea to connect with each student individually prior to the start of the school year or the beginning of the day to learn their name.
  - Because Morning Meeting is a perfect place to begin helping students be seen and heard, we need to pay careful attention to what students see and hear. We do not want Morning Meeting to be a place where misbehaviors and names associated with those misbehaviors are pointed out. This is counterintuitive to the community we are trying to build. For this reason, we have included a daily focus. The daily focus highlights some skills to model and address as you set students up for success with Morning Meeting.
  - Students will come to Morning Meeting with different levels of self-control. Carefully observe student behavior and be aware of when to make adjustments. If you notice one or two students off task during the greeting, keep the focus on the goal for the day rather than these one or two distractions. However, if you notice student attention starting to wane and many students struggling to stay attentive, find a stopping point, read the message, and then find time later in the day to do a quick share or activity.

# The First Ten Days of First Grade Morning Meetings

## Considerations

### Developmental considerations for six-year-olds:

- Enjoy being active both inside and outdoors
- Tremendous capacity for enjoyment
- Sometimes more influenced by happenings at home than at school
- Enjoy explaining things and sharing about things they like
- Enjoy and learn from games, poems, riddles, and songs

## Recommendations

| In-Person   | Virtual  |
|---|--|
| <p>If the space is large enough that a circle can be achieved, place markers six feet apart, and model how to come to the circle and sit on a spot. Call students one by one to the circle. If there is not enough space in the classroom, help students define the personal space around their chair/desk and take time to teach students how to turn and look at the speaker.</p> <p>If students are wearing a mask, it may take them some time to adjust to using the mask, so talking and hearing others may be hard at first. Ease into sharing so everyone can hear.</p> <p>Consider focusing on one thing each day to model and reinforce. The goal is to build community.</p> | <p>Use a digital platform so students can see each other.</p> <p>Consider which virtual features you will use, and plan to use Interactive Modeling to support students in being successful using these tools.</p> <p>Share the platform you will be using with parents and invite them to practice with family members or friends prior to the start of the school year.</p> <p>Mute all students at the beginning of the meeting and ease into interactivity.</p> <p>Consider focusing on one thing each day to model and reinforce. The goal is to build community.</p> |

### Note:

We have provided full plans for you for each day. However, you might choose to spread out the suggestions from Day 1 over several days, as your ultimate goal is to create community. You could simply do a greeting on Day 1 and gradually build into a full Morning Meeting.

# Week 1 • Day 1

## Week 1 Goals:

- Establish predictability and a sense of safety
- Create a sense of belonging and significance for students
- Encourage and share experiences and connections to create a welcoming and inclusive environment

**Daily Focus:** Friendly and safe participation and following simple directions

## Greeting: Good Morning Wave

| In-Person  | Virtual  |
|--|--|
| <p>If your space allows for a large enough circle to accommodate all students, designate student spaces six feet apart and model how students will come to the circle and sit in their designated spaces. If students will remain at their seats/desks, model for students how they will turn their bodies to face each speaker during the greeting. Once everyone is ready, greet each student one at a time by saying “Good morning, _____!” Classmates wave and echo the teacher’s greeting until all students have been greeted.</p> | <p>If the virtual platform you are using has multiple viewing options, teach students how to locate the viewing option that will allow them to see the most people on the screen. Teach students how to identify their video tiles on the computer screen. Explain that as you greet each student by name, each student will have the opportunity to wave back. Greet each student by saying “Good morning, _____!” and waving at the student. The student who was named will wave back.</p> |

## Sharing: Sometimes I Feel . . .

| In-Person   | Virtual  |
|---|--|
| <p>Explain to students that this school year might feel different for some people and that it is normal to have lots of different feelings for many different reasons. Tell students that you will share some different feelings that you have experienced, and if they feel the same way, they can indicate this with a “me too” gesture like a thumbs up or a hand raise.</p> <p>Say “Sometimes I feel _____,” and allow students to show a connection. Some examples:</p> <ul style="list-style-type: none"> <li>• excited</li> <li>• nervous</li> <li>• shy</li> <li>• scared</li> <li>• angry</li> <li>• silly</li> <li>• happy</li> </ul> | <p>Explain to students that this school year might feel different for some people and that it is normal to have lots of different feelings for many different reasons. Tell students that you will share some different feelings that you have experienced, and if they feel the same way, they can indicate this with a thumbs up or a hand raise, either visibly on screen or by using a thumbs up option on the virtual platform. Take a moment to show students how to use these features.</p> <p>Say “Sometimes I feel _____,” and allow students to show a connection. Some examples:</p> <ul style="list-style-type: none"> <li>• excited</li> <li>• nervous</li> <li>• shy</li> <li>• scared</li> <li>• angry</li> <li>• silly</li> <li>• happy</li> </ul> |



**Group activity:** Red Light, Green Light

| In-Person  | Virtual   |
|--|---|
| <p>Have students stand in their spaces. When you, as the traffic controller, say “Green light,” everyone starts dancing and wiggling around. When you say “Red light,” everyone has to freeze. Repeat.</p> | <p>Have students stand in front of their screens so that they can be seen on camera. When you, as the traffic controller, say “Green light,” everyone starts dancing and wiggling around. When you say “Red light,” everyone has to freeze. Repeat.</p> |

**Morning message:**

| In-Person  | Virtual   |
|--|---|
| <p>Post the message on a chart or project it for students to see. Read the message aloud.</p> <p>[Date]<br/>Good morning!<br/>Today is our first day of first grade.<br/>Let’s have a great day!<br/>[Closing and signature]</p> | <p>Let students know that you have a message to share, and that when you share your message, they will see something different on their screen. They may not be able to see as many of their friends, but they will see the message. Share your screen to show the message to your students. Read the message aloud.</p> <p>[Date]<br/>Good morning!<br/>Today is our first day of first grade.<br/>Let’s have a great day!<br/>[Closing and signature]</p> |

# Week 1 • Day 2

## Daily Focus: Remembering and expanding on routines

### Greeting: Good Morning Sparkler

#### In-Person

Review with students how to gather for Morning Meeting. Then explain that today students will greet classmates with a sparkler. Model this for students by clapping your hands in front of you, then raising your hands overhead and separating them (palms forward), and opening them to either side while wiggling your fingers as you lower your arms. Greet each student one at a time by saying, “Good morning, \_\_\_\_\_!” The other students do a “sparkler” and echo the teacher’s greeting. Repeat for each student until all have been greeted.

#### Virtual

Remind students that they will begin each day with Morning Meeting and that they will start with a greeting. Remind students of how to locate the speaker on the screen. Tell them that today they will greet classmates with a “sparkler.” Model this for students by clapping your hands in front of you, then raising your hands overhead and separating them (palms forward), and opening them to either side while wiggling your fingers as you lower your arms. Greet each student one at a time by saying, “Good morning, \_\_\_\_\_!” The other students do a “sparkler” and echo the teacher’s greeting. Repeat for each student until all have been greeted.

### Sharing: Sometimes I Like . . .

#### In-Person

Tell students that you will share some different things that you like, and that if they feel the same way, they can indicate this with a “me too” gesture like a thumbs up or a hand raise. Say “Sometimes I like \_\_\_\_\_” and allow students to show a connection.

Some examples:

- to read
- to play
- to see friends
- to meet new people
- to write
- to exercise
- to try new things

#### Virtual

Tell students that you will share some different things that you like, and if they feel the same way, they can indicate this with a thumbs up or a hand raise, either visibly on screen or by using a thumbs up option on the virtual platform. Take a moment to remind students how to use these features. Say “Sometimes I like \_\_\_\_\_” and allow students to show a connection.

Some examples:

- to read
- to play
- to see friends
- to meet new people
- to write
- to exercise
- to try new things

### Group activity: Red Light, Green Light

#### In-Person

Remind students of the activity from yesterday. Explain that today, instead of wiggling or dancing, they are going to think of safe exercises they can do in their spaces (for example, jumping jacks, toe touches, squats). Have students stand in their spaces. When you, as the traffic controller, say “Green light,” everyone starts exercising. When you say “Red light,” everyone has to freeze. Repeat.

#### Virtual

Remind students of the activity from yesterday. Explain that today, instead of wiggling or dancing, they are going to think of safe exercises they can do in their spaces (for example, jumping jacks, toe touches, squats). Have students stand in front of their screens so that they can be seen on camera. Remind students to be mindful of items near them. When you, as the traffic controller, say “Green light,” everyone starts exercising. When you say “Red light,” everyone has to freeze. Repeat.

**Morning message:**

**In-Person**

Post the message on a chart or project it for students to see. Read the message aloud and point to each word as you read to the class.

[Date]

Good morning!

It's the second day of school.

We will learn more about each other today!

[Closing and signature]

**Virtual**

Let students know that you have a message for the day to share with them. Display the message and read it aloud. If available, use a pointing tool or the cursor to point to each word as you read.

[Date]

Good morning!

It's the second day of school.

We will learn more about each other today!

[Closing and signature]

# Week 1 • Day 3

**Daily Focus:** Feeling comfortable stating names and identifying commonalities

## Greeting: First Name Self-Introduction

### In-Person

Review with students how to gather for Morning Meeting. Then explain the greeting. Begin by introducing yourself: “Good morning. My name is \_\_\_\_\_.” Invite all students to respond by saying, “Good morning, \_\_\_\_\_.” Students can wave or do a sparkler to greet you.

Then invite one student to continue by introducing themselves to the class: “Good morning. My name is \_\_\_\_\_.” The class responds, “Good morning, \_\_\_\_\_!” (wave or sparkler). Each student takes a turn introducing themselves until all students have been greeted.

### Virtual

Take a moment to remind students that they will begin each day with Morning Meeting and that they will start with a greeting. Remind students of how to locate the person speaking on the screen and how to mute and unmute. Begin by introducing yourself: “Good morning. My name is \_\_\_\_\_.” Invite all students to respond by saying, “Good morning, \_\_\_\_\_.” Students can wave or do a sparkler to greet you.

Post or share a list indicating the order in which students will be greeted. Then invite the first student on the list to begin by introducing themselves to the class: “Good morning. My name is \_\_\_\_\_.” The class responds, “Good morning, \_\_\_\_\_!” (wave or sparkler). Each student takes a turn introducing themselves until all students have been greeted.

Note: Allow only the students speaking to unmute when introducing themselves.

## Sharing: Around-the-Circle (Colors)

### In-Person

Tell the students they will be sharing one color they like. Provide a few examples, and then give think time. When students are ready, have them complete the following sentence: “A color I like is \_\_\_\_\_.” Students take turns sharing.

### Virtual

Tell the students they will be sharing one color they like. Provide a few examples, and then give think time. Post the sharing order so that students will be prepared to share their color when it is their turn. When students are ready, have them complete the following sentence: “A color I like is \_\_\_\_\_.” Students take turns sharing.

Note: Allow students to practice using virtual features like a thumbs up to indicate that they also like the color that was shared.

**Group activity: Just Like Me!****In-Person**

This category game can help students make connections with each other. Begin by naming something you like, for example, “I like to swim.” Anyone who also likes to swim stands up and says, “Just like me!” and then sits back down. State something else you like, and those who connect with it stand up and say, “Just like me!” and then sit back down. Try to use inclusive statements so that everyone gets a chance to stand, as well as more personal ones that help students connect with others.

Suggested categories:

- foods (example: I like fruits, sweets, etc.)
- activities (example: I like playing games, swimming, etc.)
- colors (example: I like the color blue, red, etc.)

**Virtual**

This category game can help students make connections with each other. Begin by having all students “hide/stop” video. Name something you like, for example, “I like to swim.” Anyone who also likes to swim shows their video, wiggles their fingers, or waves, while remaining muted. Try to use inclusive statements so that everyone is recognized, as well as more personal ones that help students connect with others.

Suggested categories:

- foods (example: I like fruits, sweets, etc.)
- activities (example: I like playing games, swimming, etc.)
- colors (example: I like the color blue, red, etc.)

**Morning message:****In-Person**

Post the message on a chart or project it for students to see. Read the message aloud, pointing to each word as you read.

[Date]

Good Morning, First Graders!

Today is \_\_\_\_\_.

What is something you like to do?

[Closing and signature]

Allow a few students to share their responses to the question in the message.

**Virtual**

Let students know that you have a message for the day to share with them. Display the message and read it aloud. If available, use a pointing tool or the cursor to point to each word as you read.

[Date]

Good Morning, First Graders!

Today is \_\_\_\_\_.

What is something you like to do?

[Closing and signature]

Allow a few students to share their responses to the question in the message using an agreed-upon feature such as a raised hand or thumbs up.

# Week 1 • Day 4

**Daily Focus:** Turn taking and active listening

## Greeting: Good Morning Greeting

| In-Person   | Virtual  |
|---|--|
| <p>Invite students to begin Morning Meeting and remind them that they will continue to get to know each other and learn each other's names. Begin by greeting one student, who returns your greeting. Then, that student greets the student to their left, and that person greets them back.</p> <p>Teacher: "Good morning, [Student 1]!"</p> <p>Student 1: "Good morning, [teacher]! Good morning, [Student 2]!"</p> <p>Student 2: "Good morning, [Student 1]! Good morning, [Student 3]!"</p> <p>The greeting proceeds until all students have been greeted and greeted others.</p> | <p>Remind students that they will continue getting to know each other and learning each other's names during their Morning Meeting. Post the greeting order for students to see, and remind students of any online features they will be using today. Introduce the greeting.</p> <p>Begin by greeting one student, who returns your greeting. Then, that student greets the next student on the list, and that person greets them back.</p> <p>Teacher: "Good morning, [Student 1]!"</p> <p>Student 1: "Good morning, [teacher]! Good morning, [Student 2]!"</p> <p>Student 2: "Good morning, [Student 1]! Good morning, [Student 3]!"</p> <p>The greeting proceeds until all students have been greeted and greeted others.</p> <p>Note: The final student on the list greets the teacher.</p> |

## Sharing: Around-the-Circle (Foods)

| In-Person  | Virtual   |
|--|---|
| <p>Remind students that just as they did yesterday, they are going to find out more about each other during the around-the-circle share. Tell the students that today they will be sharing a food they like. Provide a few examples, and then give think time.</p> <p>When students are ready, have them complete the following sentence: "A food I like is _____." Students take turns sharing.</p> | <p>Remind students that just as they did yesterday, they are going to find out more about each other during the around-the-circle share. Tell the students that today they will be sharing a food they like. Provide a few examples, and then give think time. Post the student order for students to refer to.</p> <p>When students are ready, have them complete the following sentence: "A food I like is _____." Students take turns sharing.</p> <p>Note: Allow students to practice using virtual features like a thumbs up if they also like the food that a classmate shared.</p> |

**Group activity: Just Like Me!****In-Person**

Share with students that they will be doing the activity Just Like Me again today. Review the activity. Begin by naming something you like, for example, “I like horses.” Anyone who also likes horses stands up and says, “Just like me!” and then sits back down.

Use statements that reflect what students have shared about themselves so far in the first week of school. When students are ready, let them lead the activity. Suggested categories:

- Favorite animals (“I like elephants.”)
- Hobbies/pastimes students enjoy outside of school (“I like to use sidewalk chalk.”)
- Books/stories students like (“I like the book \_\_\_\_.”)

**Virtual**

Share with students that they will be doing the activity Just Like Me again today. Review the activity. Begin by having all students “hide/stop” video. Begin by naming something you like, for example, “I like horses.” Anyone who also likes horses shows their video, wiggles their fingers, or waves, while remaining muted.

Use statements that reflect what students have shared about themselves so far in the first week of school. When students are ready, let them lead the activity. Suggested categories:

- Favorite animals (“I like elephants.”)
- Hobbies/pastimes students enjoy outside of school (“I like to use sidewalk chalk.”)
- Books/stories students like (“I like the book \_\_\_\_.”)

**Morning message:****In-Person**

Post the message on a chart or project the message for students to see. Read the message aloud, pointing to each word as you read.

[Date]

Good Morning, Learners!

Today is \_\_\_\_.

What is one thing you like about school?

[Closing and signature]

Allow a few students to share their responses to the question in the message.

**Virtual**

Let students know that you have a message for the day to share with them. Display the message and read the message aloud. If available, use a pointing tool or the cursor to point to each word as you read.

[Date]

Good Morning, Learners!

Today is \_\_\_\_.

What is one thing you like about school?

[Closing and signature]

Allow a few students to share their responses to the question in the message using an agreed-upon feature such as a raised hand or thumbs up.

# Week 1 • Day 5

**Daily Focus:** Continue building comfort with sharing and with speaking confidently in front of the group

## Greeting: Good Morning With a Wave

### In-Person

Today, as students close the week, they will have the opportunity to greet each other by name just as they did yesterday.

Begin by greeting one student with a wave. That student returns your greeting wave, then greets the student to their left with a wave; that person greets them back with a wave.

Teacher: “Good morning, [Student 1]!” (waves)

Student 1: “Good morning, [teacher]!” (waves)

Good morning, [Student 2]!” (waves)

Student 2: “Good morning, [Student 1]!” (waves)

Good morning, [Student 3]!” (waves)

The greeting proceeds until all students have been greeted and greeted others.

### Virtual

Today, as students close the week, they will have the opportunity to greet each other by name just as they did yesterday. Post the greeting order so that students know when they will be greeted. Remind students they will need to unmute to greet and then mute afterward.

Begin by greeting one student with a wave. That student returns your greeting wave, then greets the next student on the list with a wave; that person greets them back with a wave.

Teacher: “Good morning, [Student 1]!” (waves)

Student 1: “Good morning, [teacher]!” (waves)

Good morning, [Student 2]!” (waves)

Student 2: “Good morning, [Student 1]!” (waves)

Good morning, [Student 3]!” (waves)

The greeting proceeds until all students have been greeted and greeted others.

## Sharing: Around-the-Circle (Something I Enjoy Doing)

### In-Person

Tell students that they will get to share something that they enjoy doing. They can choose something they enjoy doing in school or outside of school.

Give a few examples and offer think time for students to decide on what they will share. Begin by stating something you like to do. Then invite students to share around the circle by completing this sentence: “Something I like to do is \_\_\_\_\_.”

Continue until everyone has had a chance to share.

### Virtual

Tell students that they will get to share something that they enjoy doing. They can choose something they enjoy doing in school or outside of school.

Give a few examples and offer think time for students to decide on what they will share. Post the student order so that students know when it is their turn to share. Remind students to unmute when it is their turn to share. Begin by stating something you like to do. Then invite students to share by completing this sentence: “Something I like to do is \_\_\_\_\_.”

Continue until everyone has had a chance to share.



**Group activity:** Poem: My Tooth**In-Person**

Invite students to stand. Tell them that today they will learn a poem. Demonstrate the following actions while you recite the poem. Then recite the poem again, with students doing the actions along with you.

“My Tooth”

My tooth fell out and left a space (pantomime tooth falling out)

So big my tongue can touch my face (spread arms out wide)

And every time I smile I show (make a big smile)

The place where something used to grow (point to “empty” space in mouth)

I miss my tooth as you can guess (make a sad face)

But now I have to brush one less (smile and pretend to brush teeth)

—Anonymous

**Virtual**

Invite students to stand and remain muted. Explain that today they will learn a poem. Demonstrate the following actions while you recite the poem. Then recite the poem again, with students doing the actions along with you.

“My Tooth”

My tooth fell out and left a space (pantomime tooth falling out)

So big my tongue can touch my face (spread arms out wide)

And every time I smile I show (make a big smile)

The place where something used to grow (point to “empty” space in mouth)

I miss my tooth as you can guess (make a sad face)

But now I have to brush one less (smile and pretend to brush teeth)

—Anonymous

**Morning message:****In-Person**

Post the message on a chart or project it for students to see. Read the message aloud point to each word as you read.

[Date]

Good Morning, Active Kids!

Today is \_\_\_\_\_.

What is one thing you hope to do this weekend?

[Closing and signature]

Allow a few students to share their responses to the question in the message.

**Virtual**

Let students know that you have a message for the day to share with them. Display the message and read it aloud. If available, use a pointing tool or the cursor to point to each word as you read.

[Date]

Good Morning, Active Kids!

Today is \_\_\_\_\_.

What is one thing you hope to do this weekend?

[Closing and signature]

Allow a few students to share their responses to the question in the message using an agreed-upon feature such as a raised hand or thumbs up.

## Week 2 • Day 6

### Week 2 Goals:

- Continue to build and foster connections and a sense of safety
- Strengthen and support established relationships
- Nurture the positive community through building a continued repertoire of shared experiences

**Daily Focus:** Reestablishing connections and practicing safe movements

### Greeting: Here Today

| In-Person  | Virtual  |
|--|--|
| <p>Welcome students back for their second week together. Review with students how Morning Meeting should look and sound. Explain that the greeting today is a chant. Model the chant and accompanying movements for students.</p> <p>The student who is being greeted stands. Then the teacher and class chant and do the movements.</p> <p>“ _____ is here today.” (wave)</p> <p>“ _____ is here today.” (wave)</p> <p>“It’s a great day because _____ is here today.” (sparkler gesture from Day 2)</p> <p>Continue until each student has been greeted.</p> | <p>Welcome students back for their second week together. Review with students how Morning Meeting should look and sound. Post the greeting order. Explain that the greeting today is a chant. Model the chant and accompanying movements for students.</p> <p>The student who is being greeted stands. Then the teacher and class chant and do the movements.</p> <p>“ _____ is here today.” (wave)</p> <p>“ _____ is here today.” (wave)</p> <p>“It’s a great day because _____ is here today.” (sparkler gesture from Day 2 )</p> <p>Continue until each student has been greeted.</p> |

### Sharing: Around-the-Circle (Weekend Activity)

| In-Person  | Virtual  |
|--|--|
| <p>Tell the students they will be sharing their favorite weekend activity. Give time to think. Model how this will look and sound by completing the sentence stem yourself. When students are ready, have them take turns completing the sentence: “My favorite weekend activity is _____ because _____.”</p> <p>Tip: For large groups, consider having half the class share one day and the rest of the class share the next day.</p> | <p>Tell the students they will be sharing their favorite weekend activity. Give time to think. Model how this will look and sound. Post the sharing order and have students unmute when it is their turn to share. Have them take turns completing the sentence: “My favorite weekend activity is _____ because _____.”</p> <p>Tip: For large groups, consider having half the class share one day and the rest of the class share the next day.</p> |

**Group activity: Pantomime Favorite Activity****In-Person**

Let students know that they're each going to pantomime an activity they enjoy doing. Give them a minute to think of an activity and a simple movement they can do to represent that activity (for example, pretending to swing a baseball bat). Going around the circle, each student does their movement. Classmates can raise their hand to guess the activity.

Remind students to wait until the pantomime is finished before raising their hand to guess. The student who is demonstrating their activity can allow up to two guesses before sharing what was being pantomimed.

Tip: If you have a large group of students, consider taking volunteers or doing half of the group today and continuing with the other half of the group tomorrow.

**Virtual**

Let students know that they're each going to pantomime an activity they enjoy doing, and then classmates will guess what the activity is. Give them a minute to think of an activity and a simple movement they can do to represent that activity (for example, pretending to swing a baseball bat). While students are thinking, post the student order so that students will know when their turn arrives.

Remind students to wait until the pantomime is finished before raising their hand to guess the activity, either by using a virtual feature or by visibly raising their hand on the screen. The student who is demonstrating their activity can allow up to two guesses before sharing what was being pantomimed.

Tip: If you have a large group of students, consider taking volunteers or doing half of the group today and continuing with the other half of the group tomorrow.

**Morning message:****In-Person**

Post the message on a chart or project it for students to see. Read the message aloud, pointing to each word as you read to the class.

[Date]

Welcome back, First Graders!

Today is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Think about your weekend.

What is one thing you liked doing?

[Closing and signature]

Allow a few students to share their responses to the question in the message.

**Virtual**

Let students know that you have a message for the day to share with them. Display the message and read it aloud. If available, use a pointing tool or the cursor to point to each word as you read.

[Date]

Welcome back, First Graders!

Today is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Think about your weekend.

What is one thing you liked doing?

[Closing and signature]

Allow a few students to share their responses to the question in the message using the agreed-upon feature such as a raised hand or thumbs up.

Let students know that tomorrow, they will get to see the message before they start Morning Meeting, and then they will read it at the end of Morning Meeting.

# Week 2 • Day 7

**Daily Focus:** Learning about one another through movement and continuing to practice safe movements

## Greeting: Strike a Pose

### In-Person

Welcome students to Morning Meeting and explain the greeting for the day. Each student will strike a pose when they introduce themselves. Brainstorm types of poses that students can do in their space, for example, standing tall with hands on hips. Model your introduction: “Good morning! I’m \_\_\_\_\_.” (Then strike your pose). The students respond by saying, “Good morning, \_\_\_\_\_,” and copying your pose. The next student then introduces themselves and strikes their pose. The class responds, “Good morning, \_\_\_\_\_” and copies the pose. This continues until all students have been greeted.

### Virtual

Note: If possible, display the message before students join the online community.

Welcome students to Morning Meeting and explain the greeting for the day. Review any virtual features students will need in order to be successful with today’s greeting. Then explain the greeting. Each student will strike a pose when they introduce themselves. Brainstorm types of poses that students can do that will show on camera, for example, standing tall with hands on hips. Model your introduction: “Good morning! I’m \_\_\_\_\_.” (Then strike your pose). The students respond by saying, “Good morning, \_\_\_\_\_,” and copying your pose. The next student then introduces themselves and strikes their pose. The class responds, “Good morning, \_\_\_\_\_” and copies the pose. This continues until all students have been greeted.

Tip: Make sure all students are visible, and only the student who is introducing themselves should be unmuted.

## Sharing: Around-the-Circle (Characters)

### In-Person

Students will share a book or cartoon character they like and why. Brainstorm some different characters with students and reasons why people might like them. Provide think time, and then model how students will share using this sentence: “A character I like is \_\_\_\_\_ because \_\_\_\_\_.” Give every student an opportunity to share. Remind students of the silent signal they learned on Day 1 to show that they connect with something another student is sharing.

### Virtual

Students will share a book or cartoon character they like and why. Post the same order for sharing that was used for the greeting. Remind students how to use features of the virtual platform, such as thumbs up or raised hand, to show that they connect with something another student is sharing. Brainstorm some different characters with students and reasons why people might like them. Provide think time, and then model how students will share using this sentence: “A character I like is \_\_\_\_\_ because \_\_\_\_\_.” Give every student an opportunity to share.

**Group activity: Pantomime an Animal****In-Person**

Let students know that they're going to do the pantomime activity again, but this time with an animal. Give them a minute to think of an animal and a simple movement they can do to represent that animal (for example, swinging both arms from side to side for an elephant). Ask for a student volunteer to begin and show their movement. Remind students to wait until the pantomime is finished before they raise their hand to guess. Allow for up to three guesses. Try several rounds.

**Virtual**

Let students know that they're going to do the pantomime activity again but this time with an animal. Give them a minute to think of an animal and a simple movement they can do to represent that animal (for example, swinging both arms from side to side for an elephant). Remind students to remain muted and to make sure they are visible on the screen, and then ask for a student volunteer to begin. The student then does their movement. Remind students to wait until the pantomime is finished before they raise their hand to guess. Allow for up to three guesses. Try several rounds.

**Morning message:****In-Person**

Post the message on a chart or project it for students to see. Read the message aloud, pointing to each word as you read. Then read the message a second time and invite students to read along with you.

[Date]

Good Morning, Class!

Today is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

We have been together for a whole week already!

What is one thing you like about first grade so far?

[Closing and signature]

Allow a few students to share their responses to the question in the message.

**Virtual**

Display the message and read it aloud. If available, use a pointing tool or the cursor to point to each word as you read. Then read the message a second time and invite students to read along with you.

[Date]

Good Morning, Class!

Today is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

We have been together for a whole week already!

What is one thing you like about first grade so far?

[Closing and signature]

Allow a few students to share their responses to the question in the message using an agreed-upon feature such as a raised hand or thumbs up.

# Week 1 • Day 8

**Daily Focus:** Generating ideas to support in creating hopes and dreams

## Greeting: Strike a Pose With First and Last Names

### In-Person

Tell students that they will get to do the strike a pose greeting again, and today they will add last names. Explain that students can choose a different pose or do the same one they did yesterday. Model your introduction: “Good morning! I’m [first and last name]” (then strike your pose). The students respond by saying, “Good morning, [first and last name]” and copying your pose. The next student then introduces themselves using their first and last name and strikes their pose. The class responds, “Good morning, \_\_\_\_\_,” and copies the pose. This continues until all students have been greeted using their first and last names.

### Virtual

Review with students how they should prepare for Morning Meeting in the virtual community and model how this looks and sounds. Post the greeting order and then explain the greeting. Tell students that they will get to do the strike a pose greeting again, and today they will add last names. Explain that students can choose a different pose or do the same one they did yesterday. Model your introduction: “Good morning! I’m [first and last name]” (then strike your pose). The students respond by saying, “Good morning, [first and last name]” and copying your pose. The next student then introduces themselves using their first and last name and strikes their pose. The class responds, “Good morning, \_\_\_\_\_,” and copies the pose. This continues until all students have been greeted using their first and last names.

Tip: Make sure all students are visible, and only the student who is introducing themselves should be unmuted.

## Sharing: Around-the-Circle (First Grade So Far)

### In-Person

Tell students to think about something that they have noticed about first grade so far. Give a few examples and offer think time for students to decide on what they will share. When students are ready, have them take turns completing the sentence “Something I notice about first grade is \_\_\_\_\_.” Continue until everyone has had a chance to share.

### Virtual

Tell students to think about something that they have noticed about first grade so far. Give a few examples and offer think time for students to decide on what they will share. Post the same sharing order as used in the greeting. When students are ready, have them take turns completing the sentence “Something I notice about first grade is \_\_\_\_\_.” Continue until everyone has had a chance to share.

**Group activity:** What's in My Bag?**In-Person**

In today's activity, students will have to do a little detective work to guess what you have in your bag. Place something in your bag that is related to what students will learn this year in first grade (for example, a ruler).

Tell students that you will provide clues about what is inside the bag and students can guess what it is. Let them know that you will not comment on their guesses, but after a few guesses you will give an additional clue until you have given four clues. Then you will reveal what is in your bag.

Say: "I have something in my bag. The thing inside my bag is [long]" (name a characteristic). Allow a few moments for students to think, and then invite a few students to guess. However, give no responses as to whether the guesses are correct or incorrect.

After a few guesses, give another clue: "The thing in my bag is [long] and [flat]." Again allow a few moments for students to think. Then invite students to share a guess. Continue until you have given all four clues and then reveal what is in the bag. Acknowledge that many thoughtful guesses were shared.

**Virtual**

In today's activity, students will have to do a little detective work to guess what you have in your bag. Place something in your bag that is related to what students will learn this year in first grade (for example, a ruler).

Tell students that you will provide clues about what is inside the bag and students can guess what it is. Let them know that you will not comment on their guesses, but after a few guesses you will give an additional clue until you have given four clues. Then you will reveal what is in your bag.

Say: "I have something in my bag. The thing inside my bag is [long]" (name a characteristic). Allow a few moments for students to think. Students can use the raised hand or thumbs up feature to indicate that they would like to guess. However, give no responses as to whether the guesses are correct or incorrect.

After a few guesses, give another clue: "The thing in my bag is [long] and [flat]." Again allow a few moments for students to think. Then invite students to share a guess. Continue until you have given all four clues and then reveal what is in the bag. Acknowledge that many thoughtful guesses were shared.

**Morning message:****In-Person**

Post the message on a chart or project it for students to see. Read the message aloud, pointing to each word as you read. Then read the message a second time and invite students to read along with you.

[Date]

Good Morning, First Graders!

Today is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

We will start thinking about what we want to learn in first grade.

[Closing and signature]

**Virtual**

Display the message and read it aloud. If available, use a pointing tool or the cursor to point to each word as you read. Then read the message a second time and invite students to read along with you.

[Date]

Good Morning, First Graders!

Today is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

We will start thinking about what we want to learn in first grade.

[Closing and signature]



# Week 2 • Day 9

## Daily Focus: Counting and safe movements

### Greeting: Jump In, Jump Out

#### In-Person

Invite students to Morning Meeting and explain that today's greeting is a group greeting that involves chanting and moving. Before beginning, review safe movements: jumping in, jumping out, and turning safely in their space.

Review the words in the chant as needed, and have students stand. Select a student to go first. The group repeats the chant below while the first student performs the actions. The process is repeated until everyone has been greeted.

"Jump in" – Student jumps forward

"Jump out" – Student jumps back

"Turn yourself about" – Student turns once

"We want to know your name, so call it out" – Student says their name

"Good morning, \_\_\_\_\_!" – Everyone waves

Tip: If you have a large group, consider doing multiple students at once or allowing the whole class to do the motions.

#### Virtual

Welcome students to the online community and explain that today's greeting is a group greeting that involves chanting and moving. Before beginning, review safe movements: jumping in, jumping out, and turning safely in their space.

Review the words in the chant as needed.

Post a greeting order list and allow the student or students who will be greeted to show video. Everyone else's video will remain hidden until it's time to wave. Begin with the first student or first two or three students on the list. The group repeats the chant below while the visible student(s) performs the actions. The process is repeated until everyone has been greeted.

"Jump in" – Student jumps forward

"Jump out" – Student jumps back

"Turn yourself about" – Student turns once

"We want to know your name, so call it out" – Students unmute and says their name.

"Good morning, \_\_\_\_\_!" – Everyone waves

### Sharing: Around-the-Circle (My Favorite Thing About First Grade)

#### In-Person

Tell students that they will share their favorite thing about first grade so far. Brainstorm some examples as a group and then give students time to think about a response. Invite students to share one at a time using this sentence: "My favorite thing about first grade so far is \_\_\_\_\_." Continue until everyone has had a chance to share.

#### Virtual

Post the sharing order for students to see.

Tell students that they will share their favorite thing about first grade so far. Brainstorm some examples as a group and then give students time to think about a response. Invite students to share one at a time using this sentence: "My favorite thing about first grade so far is \_\_\_\_\_." Continue until everyone has had a chance to share.



**Group activity: Pop-Up Number****In-Person**

Begin with everyone seated. Establish the order that students will follow, either around a circle or posted for students to see. State a number from 1 through 10 (for example, 3) and explain that this is the “pop-up” number. Going around the circle or room, students count aloud from 1 to 3, and every third student says “pop” and “pops” to their feet and remains standing. Students who are seated continue counting from 1 to 3 until everyone has popped up.

**Virtual**

Post the order that students will follow for the activity. Invite all students to “hide/stop” video. State a number from 1 through 10 (for example, 3) and explain that this is the “pop-up” number. Going down the student list, students unmute when it’s their turn to say a number. They count aloud from 1 to 3, and every third student says “pop” and shows their video. Students who are still hidden continue counting from 1 to 3 until everyone has “popped up” on the screen.

**Morning message:****In-Person**

Post the message on a chart or project it for students to see. Read the message aloud, pointing to each word as you read. Then read the message a second time and invite students to read along with you.

[Date]

Good Morning, First Graders!

Today is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

We will do some counting today. Think about numbers you know.

[Closing and signature]

**Virtual**

Display the message and read it aloud. If available, use a pointing tool or the cursor to point to each word as you read. Then read the message a second time and allow students to read along with you.

[Date]

Good Morning, First Graders!

Today is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

We will do some counting today. Think about numbers you know.

[Closing and signature]

## Week 2 • Day 10

**Daily Focus:** Learning songs/chants to add to a shared repertoire and engage in further conversation to support in sharing hopes and dreams

**Greeting:** Hello, Neighbor!

| In-Person  | Virtual   |
|--|---|
| <p>Post the words, along with drawings of the motions. Tell students they will repeat the chant and stay safely in their space as they do the motions. Model the greeting for students to see, then invite the students to join you. Everyone says the chant in unison and does the accompanying motions:</p> <p>“Hello, neighbor, what d’ya say?” (Wave to classmates.)</p> <p>“It’s gonna be a wonderful day.” (Circle arms overhead and lower to sides.)</p> <p>“So clap your hands and boogie on down.” (Clap hands three times and wiggle down.)</p> <p>“Give a little jump and turn around.” (Gently jump and turn in place.)</p> <p>Repeat the chant, encouraging students to wave at different people each time.</p> | <p>Post the words, along with drawings of the motions. Tell students that they will repeat the chant while muted because of sound delay and/or feedback and stay safely in their space in front of the screen as they do the motions. Model the greeting for students to see, then invite the students to join you. Everyone says the chant in unison and does the accompanying motions:</p> <p>“Hello, neighbor, what d’ya say?” (Wave to classmates on the screen.)</p> <p>“It’s gonna be a wonderful day.” (Circle arms overhead and lower to sides.)</p> <p>“So clap your hands and boogie on down.” (Clap hands three times and wiggle down.)</p> <p>“Give a little jump and turn around.” (Gently jump and turn in place.)</p> <p>Repeat the chant several times.</p> |

**Sharing:** Around-the-Circle (My Hope for First Grade)

| In-Person   | Virtual   |
|---|---|
| <p>Begin today by sharing some of the things that students will learn in first grade. If you have visuals or items to share with students, be sure to show these, too. Tell students they will have a chance to share something that they are looking forward to learning about in first grade. Give think time for students to decide on what they will share. When students are ready, have them take turns completing the sentence “In first grade, I hope to learn _____.” Continue until everyone has had a chance to share.</p> | <p>Begin today by sharing some of the things that students will learn in first grade. If you have visuals or items to share with students be sure to show these, too. Tell students they will have a chance to share something that they are looking forward to learning about in first grade. Give think time for students to decide on what they will share. Post the sharing order (use the same order from the greeting). When students are ready, have them take turns completing the sentence “In first grade, I hope to learn _____.” Continue until everyone has had a chance to share.</p> |

**Group activity: Hi! My Name is Joe!****In-Person**

Explain to students that today they will do an activity in which they will have to listen to know which parts of their bodies to move. Remind students of how to move their bodies safely and stay in their space as they do so. (Note: Underlined words can be replaced with other people or pets.)

Hello! My name is Joe,  
And I work in a button factory.  
I have a wife, and a dog, and a family.  
One day, my boss said to me,  
“Hey, Joe. Are you busy?”  
I said, “No.”  
He said, “Push that button with your [right hand].”

On the last line, everyone begins pushing an imaginary button with their right hand. The chant then repeats as everyone keeps pushing the button with their right hand. The next time, at the last line, the boss tells Joe to push the button with his left hand. Now everyone pushes buttons with both their right and left hands. The chant continues, adding in a right foot, left foot, chin, hip, elbow—and whatever other body parts you (or students) want to add, while continuing to keep all the previously named parts in motion. To end the chant, the boss asks, “Are you busy?” Everyone then exclaims, “Yes!”

Tip: Introduce a couple of body parts at a time and build to whole-body movement.

**Virtual**

Explain to students that today they will do an activity in which they will have to listen to know which parts of their bodies to move. Remind students of how to move their bodies safely and stay in their space as they do so. Also, remind students that they will remain muted but visible. (Note: Underlined words can be replaced with other people or pets.)

Hello! My name is Joe,  
And I work in a button factory.  
I have a wife, and a dog, and a family.  
One day, my boss said to me,  
“Hey, Joe. Are you busy?”  
I said, “No.”  
He said, “Push that button with your [right hand].”

On the last line, everyone begins pushing an imaginary button with their right hand. The chant then repeats as everyone keeps pushing the button with their right hand. The next time, at the last line, the boss tells Joe to push the button with his left hand. Now everyone pushes buttons with both their right and left hands. The chant continues, adding in a right foot, left foot, chin, hip, elbow—and whatever other body parts you (or students) want to add, while continuing to keep all the previously named parts in motion. To end the chant, the boss asks, “Are you busy?” Everyone then exclaims, “Yes!”

Tip: Introduce a couple of body parts at a time and build to whole-body movement.

**Morning message:****In-Person**

Post the message on a chart or project it for students to see. Read the message aloud, pointing to each word as you read. Then read the message a second time and invite students to read along with you.

[Date]  
Good Morning, First Graders!  
Today is \_\_\_\_\_.  
It is our tenth day of school!  
[Closing and signature]

**Virtual**

Display the message and read it aloud. If available, use a pointing tool or the cursor to point to each word as you read. Then read the message a second time and allow students to read along with you.

[Date]  
Good Morning, First Graders!  
Today is \_\_\_\_\_.  
It is our tenth day of school!  
[Closing and signature]

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