

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

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 Fourth Grade Morning Meeting

Considerations

Developmental considerations for nine-year-olds:

- Restless, can't sit still for long
- Like to push physical limits and tire easily
- Industrious and curious
- Beginning to be aware of bigger world ideas, including worrying about global issues
- Have difficulty with abstractions, such as large numbers, yet love descriptive language and word play
- Competitive and may be critical of self and others; may form cliques
- Often feel worried or anxious; can be sullen, moody, aloof one minute and then goofy and fun-loving the next

Recommendations

In-Person	Virtual
<p>New routines for social distancing should be taught through Interactive Modeling, starting with the “what” and “why.”</p> <p>If your space is large enough for a circle, consider using place markers for the spacing and model how to come to the designated spot.</p> <p>If students are wearing masks, 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. Avoid voice-overs (repeating what students have just said).</p> <p>Don't look for perfection. Keep the goals in mind, while creating a daily routine that students will look forward to each day, and adjust as needed.</p>	<p>New routines for virtual interaction need to be taught and modeled, including clear expectations for muting/unmuting, video on/off, etc. Students will lean on you for direction and consistency. Simple rules such as “Only your face in the screen” and “Video on” will help build routines for participation.</p> <p>Consider a visual cue for students to mute or unmute. Tell students they will all be muted when they enter the meeting and explain how to unmute when it is their turn to talk.</p> <p>Don't look for perfection. Keep the goals in mind, while creating a daily routine that students will look forward to each day, and adjust as needed. When you make mistakes, students will see you as a learner, which helps build trust and mutual respect.</p>

Week 1 Goals:

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

Daily Focus: Simple interaction and participation in the Morning Meeting; introduce what a Morning Meeting is and the simple rules for the meeting, depending on whether it is in-person or virtual.

Greeting: First and Last Name Introduction and Good Morning

In-Person	Virtual
<p>Explain that today everyone will introduce themselves using their first and last name, and then they will be greeted by the class. Model the introduction: “Hi, my name is ____.” Tell students to now all greet you by saying, “Good morning, ____.” Each student then introduces themselves with their first and last name and classmates respond, “Good morning, ____.”</p> <p>If in a circle, go around the circle. If not, you can call the order of who should go next. If students are wearing masks, remind them they may need to speak more loudly than usual so everyone can hear them.</p>	<p>Explain that today everyone will introduce themselves using their first and last name, and then they will be greeted by the class. Post the order so students will know when it is their turn. Then model the introduction: “Hi, my name is ____.” Tell students to now all greet you by waving and saying, “Good morning, ____.” Each student then introduces themselves with their first and last name and classmates wave and respond, “Good morning, ____.”</p> <p>When students introduce themselves, they should unmute, but they should remain muted when they are waving and saying “Good morning” to others.</p>

Sharing: Around-the-Circle (Favorite Thing to Do Outside)

In-Person	Virtual
<p>As you introduce sharing, remind students that each day we'll be getting to know each other through sharing. We all have different feelings on our first day of school, especially our first day in school with masks, social distancing, etc. Those feelings can make it harder to think or share. To help students out with sharing, give these supports:</p> <ul style="list-style-type: none"> • Give thinking time by having students give a thumbs up when ready. • Say it's OK to share something someone else has said; it shows you have something in common. • Tell students if they pass, you'll come back to them so everyone can learn more about each person. <p>Explain that the around-the-circle sharing topic today is a favorite thing to do outside. Give thinking time and have all show a thumbs up when ready. Model the sentence by sharing your own favorite thing: "My favorite thing to do outside is . . ."</p> <p>Each person shares around the circle. You may need to call on the next person if students aren't able to sit in a circle.</p>	<p>As you introduce sharing, remind students that each day we'll be getting to know each other through sharing. We all have different feelings on our first day of school, and our first day in a virtual classroom. Those feelings can make it harder to think or share. To help students out with sharing, give these supports:</p> <ul style="list-style-type: none"> • Give thinking time by having students give a thumbs up when ready. • Say it's OK to share something someone else has said; it shows you have something in common. • Tell students if they pass, you'll come back to them so everyone can learn more about each person. • Remind students to unmute when it is their turn to share and then mute again when finished sharing. <p>Introduce that the around-the-screen sharing topic today is a favorite thing to do outside. Give thinking time and have all show a thumbs up when ready.</p> <p>Model the sentence by sharing your own favorite thing: "My favorite thing to do outside is . . ." Call on each student to share around the screen. Remind to unmute and mute.</p>

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

Introduce Just Like Me as a way to have fun and continue to get to know 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. Continue with other statements. 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. Remind students to notice who has something in common with them.

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

Introduce Just Like Me as a way to have fun and continue to get to know each other. Begin by naming something you like, for example, “I like to swim.” Anyone who also likes to swim responds with jazz hands (two waving hands) and says “Just like me” (while remaining muted). Continue with other statements. Try to use inclusive statements so that everyone gets a chance to show they feel the same, as well as more personal ones that help students connect with others. Remind students to notice who has something in common with them.

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**

Display the message on a whiteboard or screen prior to the meeting. At this time, read the message aloud to students for the first day.

[Date]

Happy First Day of School, Fourth Graders!

I am so excited for this first day of school, even though it will be a little different for all of us. I’m looking forward to getting to know each of you and find out all you’ve learned in third grade.

Have a great first day!

[Closing and signature]

Tell students that each day the message will be displayed for them to read when they enter the classroom. They will read it on their own before the meeting so they’re prepared to read it together at the end of Morning Meeting.

Virtual

Display the message on the screen prior to the meeting. At this time, read the message aloud to students for the first day.

[Date]

Happy First Day of School, Fourth Graders!

I am so excited for this first day of school, even though it will be a little different for all of us. I’m looking forward to getting to know each of you and find out all you’ve learned in third grade.

Have a great first day!

[Closing and signature]

Tell students that each day they will see the message displayed on a slide and that they should first read it on their own before you read it with them at the end of the meeting.

Daily Focus: Active listening and engaging with others while practicing responsibility

Greeting: First Name Wave

In-Person	Virtual
<p>Introduce by connecting to yesterday. “We learned everyone’s names yesterday. Some of us will remember them, and some may need a reminder. Today, we’ll practice introducing ourselves like we don’t know each other’s names and then greet with a wave. Watch as I model.” Look to the next person in the circle. “Hi, I’m _____. What’s your name?” When the student responds, wave and say, “Good morning, _____.” The student waves and returns, “Good morning, _____.” If you are not sitting in a circle, you can name the next student, ensuring every student is greeted.</p>	<p>Post or share a list indicating the order in which students will be greeted. Introduce the greeting by connecting to yesterday. “Yesterday, we learned each other’s names, and today, we’ll greet each other in our group by saying good morning and waving. Watch how I model saying hello to one person.” Turn to the first student on the list and say, “Good morning, _____,” and wave. Then, have that student say “Good morning” back to you and wave. Remind students to unmute to speak and then mute again. Students continue greeting the next student on the list until everyone has been greeted.</p>

Sharing: Around-the-Circle (Best Thing About First Day)

In-Person	Virtual
<p>Today, each person is going to share one best thing about the first day of school. Do a quick review of yesterday and all the possibilities. Have students show a thumbs up when they are ready to share. Remind students it is OK to repeat what someone else said. If they need more time, they can pass and you’ll come back to them. Each person around the circle names one thing that they liked best about the first day. You can end with a focused “Who remembers” question based on categories of sharing. For example, “Who remembers someone who liked Morning Meeting best?”</p>	<p>Today each person is going to share one best thing about the first day of school. Do a quick review of yesterday and all the possibilities. Have students show a thumbs up when they are ready to share. Remind students it is OK to repeat what someone else said. If they need more time, they can pass and you’ll come back to them. As you say each student’s name, they say one thing that they liked best about the first day. You can end with a focused question of “What do we have in common?” Ask for student volunteers to share a category they noticed. If students fit that category, they can do jazz hands or put a thumb up.</p>

Group activity: Human Protractor

In-Person	Virtual
<p>Students use their bodies to form a human-size protractor. Students can do this standing in their circle spots or by their desks if needed. Touching toes is zero, and standing with arms stretched straight up is 10. Model how to show zero, 5, and 10. Name different numbers between zero and 10 and have students move their body to show those numbers. Then move into simple number sentences, for example, what is 10 minus 9? Change the number range (0–30, 0–100, etc.) and name new numbers within that new range. Move into simple number sentences in the number range that is appropriate for the ability of your students. Finally, you could ask for volunteers to call out a number sentence.</p>	<p>While standing in their view screen, students use their bodies to form a human-size protractor. Touching toes is zero, and standing with arms stretched straight up is 10. Model how to show zero, 5, and 10. Name different numbers between zero and 10 and have students move their body to show those numbers. Then move into simple number sentences, for example, what is 10 minus 9? Change the number range (0–30, 0–100, etc.) and name new numbers within that new range. Move into simple number sentences in the number range that is appropriate for the ability of your students. Finally, you could ask for volunteers to call out a number sentence.</p>

Morning message:

In-Person	Virtual
<p>Display the message on a whiteboard or screen prior to the meeting.</p> <p>[Date]</p> <p>Good Morning, Fourth Graders!</p> <p>What a busy first day of school we had yesterday. It is so fun getting to learn together and get to know each other. What is something you are looking forward to learn about in fourth grade? I'm looking forward to hearing all your learning goals!</p> <p>[Closing and signature]</p> <p>After reading the message to students, have them think of things they want to learn. Then, read the message out loud together, taking time after reading to hear their learning goals.</p>	<p>Display the message on the screen prior to the meeting.</p> <p>[Date]</p> <p>Good Morning, Fourth Graders!</p> <p>What a busy first day of school we had yesterday. It is so fun getting to learn together and get to know each other. What is something you are looking forward to learn about in fourth grade? I'm looking forward to hearing all your learning goals!</p> <p>[Closing and signature]</p> <p>After reading the message to students, have them think of things they want to learn. Have students take turns raising their hand and sharing what they're looking forward to learning.</p>

Daily Focus: Making connections with others while practicing assertiveness

Greeting: Good Morning Greeting

In-Person	Virtual
<p>Connect to yesterday. “Yesterday, we practiced introducing ourselves and asking others’ names. As we get to know each other, we start to remember names, but we may forget.” Today, have a student begin by greeting the next person in the circle by saying “Good morning, _____,” and have that student respond, “Good morning, _____.” Students continue greeting each other around the circle until all are greeted. If students aren’t in a circle, help direct the next person to greet. Remind students to ask for names if they can’t recall them.</p>	<p>Connect to yesterday. “Yesterday, we greeted each other by following the order of names on the list.” Today, have students greet each other around the screen by taking the initiative to name the person they are greeting. “I will start by saying good morning to one person. Good morning, _____.” Give that student a chance to unmute and return the greeting. “Now Adam will pick a person to greet in the same way.” Consider asking those who have been greeted to put a thumb up in the screen so students can remember who has been greeted. Continue until every person has been greeted.</p>

Sharing: Around-the-Circle (Favorite Game to Play)

In-Person	Virtual
<p>Connect to the previous days’ sharing by stating, “When we each share, I notice that many of you have things in common. Today, when we share, we’re going to practice using a hand signal to show we have something in common.” Model a silent hand signal. “Let’s try one. I enjoyed being in school again on the first day.” Students who felt the same way show the hand signal.</p> <p>Introduce the sharing. “Everyone will share a favorite game they like to play. Think about games you play at home or school, alone or with others, on devices or not. When you are ready with your game, put your thumb up.” Remind students they may have the same response as others. Tell students that if they like the same game, they can use the connection hand signal. Share your favorite game, then move around the circle.</p>	<p>Connect to the previous days’ sharing by stating, “When we each share, I notice that many of you have things in common. Today, when we share, we’re going to practice using a hand signal to show we have something in common.” Model a silent hand signal. “Let’s try one. I enjoyed being in school again on the first day.” Students who felt the same way show the hand signal.</p> <p>Introduce the sharing today. “Everyone will share a favorite game they like to play. Think about games you play at home or school, alone or with others, on devices or not. When you are ready with your game, put your thumb up.” Remind students they may have the same response as others. Tell students that if they like the same game, they can use the connection hand signal. Share your favorite game, then call on others to share around the screen. Remind students to unmute prior to sharing.</p>

Group activity: Step Into the Circle**In-Person**

Tell students that they will get to learn more about who has something in common with them by playing the game Step Into the Circle. Tell them that you'll name a characteristic that may describe them. If it does, they'll stand up and take one step into the circle. Once in the circle, they can wave or say hi to others in the circle until you say "Step back." Explain that everyone will have a turn to step in. Begin by saying, "Step into the circle if you're the teacher." Stand up and take one step in. Wave to students, then say "Step back" and take a step back.

Name several categories that may describe your fourth graders:

- Step into the circle if you have a pet
- Step into the circle if you play a sport
- Step into the circle if you have a family member at this school
- Step into the circle if you are 9 years old

Continue to do several rounds, making sure everyone has had a chance to be in the circle.

Virtual

Tell students that they will get to learn more about who has something in common with them by playing the game Step Into the Circle. Tell them that you'll name a characteristic that may describe them. If it does, they will stand up in their screen and wave to others who are standing. Those standing can wave or say hi to each other until you say "Step back." Explain that everyone will have a turn to "step in." Begin by saying, "Step into the circle if you're the teacher." Stand up and wave to students, then say "Step back" and take a step back.

Name several categories that may describe your fourth graders:

- Step into the circle if you have a pet
- Step into the circle if you play a sport
- Step into the circle if you have a family member at this school
- Step into the circle if you are 9 years old

Continue to do several rounds, making sure everyone has had a chance to be in the circle.

Morning message:**In-Person**

Display the message on a whiteboard or screen prior to the meeting.

[Date]

Good Morning, Fourth Graders,

We've had two great days together. We're learning so much about each other, which will help us learn together this year. Today we'll keep practicing safety at recess. What do you like better:

Indoor Recess Outdoor Recess

I'm looking forward to another great day!

[Closing and signature]

Read the message together. If students can put a mark on the message while safely distancing, they can initial or check under a column. If not, have them raise their hand for the one they like best.

Virtual

Display the message on the screen prior to the meeting.

Read aloud together. Have students stay muted and read aloud with you:

[Date]

Good Morning, Fourth Graders,

We've had two great days together. We're learning so much about each other, which will help us learn together this year. We'll also play lots of games together. Where do you prefer to play?

Inside Outside

I'm looking forward to another great day!

[Closing and signature]

After reading the message, go back to gallery view. Have students raise their hand or give a thumbs up for their choice.

Week 1 • Day 4

Daily Focus: Continue to make connections with others while practicing cooperation

Greeting: Peace Sign Greeting

In-Person

Today, each student will greet the student next to them by showing a peace sign and saying “Good morning, _____,” and the student greeted will return the peace sign and say, “Good morning, _____.” This continues around the circle until all are greeted. If students aren’t in a circle, help direct the next person to greet. Remind students to ask for names if they can’t recall them.

Virtual

Today, have students greet each other around the screen by naming the person they are greeting. Remind students to unmute to greet and then mute again. Begin by greeting a student with “Good morning, _____” while showing a peace sign. Then give the student a chance to return the greeting. That student will choose someone else to greet. Consider asking those who have not been greeted to raise their hand or put a thumb up in the screen. Continue until every person has been greeted.

Sharing: Around-the-Circle (Favorite Meal)

In-Person

Introduce this sharing by having students think about their favorite meal. Tell students to think about meals they eat at home, on holidays, or at school. State they can name a favorite meal of the day (breakfast, etc.) or a specific meal (lasagna, etc.). Remind students to give a thumbs up when ready. To help focus listening, ask a few “who remembers” questions at the end and have students point to students who match that description.

Virtual

Introduce this sharing by having students think about their favorite meal. Tell students to think about meals they eat at home, on holidays, or at school. State they can name a favorite meal of the day (breakfast, etc.) or a specific meal (lasagna, etc.). Remind students to give a thumbs up when ready. To help focus listening, have students use the connection sign to show if they also like the meal someone shared.

Group activity: Heads or Tails

In-Person

Introduce this activity by showing how you can flip a coin and guess if it will land with the heads up or tails up. For this activity, students will predict if you will flip heads or tails by putting their hands either on their heads or hips. Engage students to think about probability to help determine if they should predict head or tails. Once they commit to their guess, flip the coin. If they predicted correctly, they remain standing. If they predicted incorrectly, they sit down. Keep doing flips until there is one person left. Do a few rounds if time. Use this activity to talk about sportsmanship and empathy.

Virtual

Introduce this activity by showing how you can flip a coin and guess if it will land with the heads up or tails up. For this activity, students will stand in their screen and will predict if you will flip heads or tails by putting their hands either on their heads or hips. Engage students to think about probability to help determine if they should predict head or tails. Once they commit to their guess, flip the coin. If they predicted correctly, they remain standing. If they predicted incorrectly, they sit down. Keep doing flips until there is one person left. Do a few rounds if time. Use this activity to talk about sportsmanship and empathy.

Morning message:

In-Person	Virtual
<p>Display the message on a whiteboard or screen prior to the meeting.</p> <p>[Date]</p> <p>Good Morning, Cooperative Fourth Graders!</p> <p>We've been working on building our classroom community and finding things we have in common. When we cooperate together, we can learn more and have fun together. Think about places where you get to cooperate with others. Be ready to share.</p> <p>[Closing and signature]</p> <p>Read the message together, creating one voice. Point out that we cooperated to read the message. Engage students in a conversation about where they cooperate:</p> <ul style="list-style-type: none"> • Home: helping get ready in the morning, making a meal, etc. • Bus: sharing seats and having conversations with others • Clubs or teams • Playground • Classroom 	<p>Display the message on the screen prior to the meeting.</p> <p>[Date]</p> <p>Good Morning, Cooperative Fourth Graders!</p> <p>We've been working on building our classroom community and finding things we have in common. When we cooperate together, we can learn more and have fun together. Think about times when you get to cooperate with others. Be ready to share.</p> <p>[Closing and signature]</p> <p>Read the message aloud together, but keep students muted due to the delay. Point out that we cooperated to read the message. Engage students in a conversation about when they cooperate:</p> <ul style="list-style-type: none"> • Playing games • Making a meal • Helping siblings or parents • Sharing the computer • Doing chores

Daily Focus: Making simple decisions, which leads to the rule-making process

Greeting: Pick One Greeting

In-Person	Virtual
<p>Remind students that they have practiced three different greetings this week: wave, good morning, and peace sign. Tell students that they will pick which one they want to use to greet another person in the classroom today. Explain that you'll talk about making decisions today, and this is the first decision they will be making. Model the three greetings and have students give a thumbs up when they're ready. Tell students that when they greet a person, that person will respond with the same greeting, then will turn and greet the next student using the greeting they selected. Remind students to ask if they don't recall names. Continue around the circle until everyone is greeted.</p>	<p>Remind students that they have practiced three different greetings this week: wave, good morning, and peace sign. Tell students that they will pick which one they want to use to greet another person today. Explain that you'll talk about making decisions today, and this is the first decision they will be making. Model the three greetings and have students give a thumbs up when they're ready. Tell students that when they greet a person, that person will respond with the same greeting, then will turn and greet the next student using the greeting they selected. Remind students to unmute when greeting and returning the greeting. Continue until everyone is greeted.</p>

Sharing: Weekend Share

In-Person	Virtual
<p>Students should think about what they like to do on the weekend and why. Talk about the challenges of current times and explain that students could choose things they like to do now or hope to do again in the future. Introduce a sentence stem: "I like to ____ on the weekends because ____." Have students signal they are ready to share with a thumbs up. Have students share around the circle or room. Remind students to use the connection sign if they also like doing similar activities on weekends.</p>	<p>Students should think about what they like to do on the weekend and why. Talk about the challenges of current times and explain that students could choose things they like to do now or hope to do again in the future. Introduce a sentence stem: "I like to ____ on the weekends because ____." You might choose to put the sentence stem in the chat box so students can remind themselves. Have students signal they are ready to share with a thumbs up. Have students share around the screen, while you call the order. Remind students to use the connection sign if they also like doing similar activities on weekends.</p>

Group activity: Group Counting

In-Person	Virtual
<p>Tell students the goal of this activity is to practice assertiveness to achieve a goal. You will name a number and students will count from one to the named number by saying the next number, but only one person can say a number at a time. If two or more people say a number at the same time, the counting goes back to one. Start the game with a smaller number. Try a few rounds.</p>	<p>Tell students the goal of this activity is to practice assertiveness to achieve a goal. You will name a number and students will counting from one to the named number by saying the next number, but only one person can say a number at a time. If two or more people say a number at the same time, the counting goes back to one. Start the game with a smaller number. Try a few rounds.</p>

Morning message:

In-Person

Display the message on a whiteboard or screen prior to the meeting.

[Date]

Hello Fourth Graders!

We have had a busy week and learned so much about each other. As we talk today about what kind of classroom we want, start thinking about how rules help us have a positive school community. Be ready to share.

[Closing and signature]

Read the message together with students. Ask students to share rules that are used in the school and classroom. Reflect on how the rules for Group Counting may have been frustrating but helped us to achieve our goal. Rules in school can be frustrating but will help us achieve our learning goals.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Hello Fourth Graders!

We have had a busy week and learned so much about each other. As we talk today about what kind of classroom we want, start thinking about how rules help us have a positive school community. Be ready to share.

[Closing and signature]

Read the message together with students while they remain muted. Ask students to share rules that are used in the school and classroom. Reflect on how the rules for Group Counting may have been frustrating but helped us to achieve our goal. Rules in school can be frustrating but will help us achieve our learning goals.

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: Continue to build a sense of positive community while slowly increasing the challenge by teaching and practicing responsibility to participate and include others

Greeting: Good Morning to Anyone Who . . .

In-Person	Virtual
<p>Tell students this greeting is like the activity you did last week, Step Into the Circle. You will name categories that may describe the students. If the category describes them, they step into the circle, say “Good morning” to others in the circle, and then step back. Begin by naming categories that help reflect the first week of school, and end with one that will ensure everyone is included. For example:</p> <p>“Good morning to anyone who . . .”</p> <ul style="list-style-type: none"> • Met someone new last week • Was glad to be back in school • Learned something new last week • Is a fourth grader 	<p>Tell students this greeting is like the activity you did last week, Step Into the Circle. You will name categories that may describe the students. If the category describes them, they should stand up in their screen and greet others by unmuting and saying “Good morning.” Begin by naming categories that help reflect the first week of school, and end with one that will ensure everyone is included. For example:</p> <p>“Good morning to anyone who . . .”</p> <ul style="list-style-type: none"> • Met someone new last week • Was glad to be back in school • Learned something new last week • Is a fourth grader

Sharing: Partner Share (Pets)

In-Person	Virtual
<p>Introduce the idea of partner shares as a way to talk to one other student on a topic. Today’s topic is to share about pets you have or wish you had. Remind students to stay on the topic and give time for each person to share while safely distancing. Assign partnerships.</p>	<p>Introduce the idea of partner shares as a way to talk to one other student on a topic. Today’s topic is to share about pets you have or wish you had. Remind students to stay on the topic and give time for each person to share in a breakout room. Assign partnerships. If your virtual teaching model doesn’t allow for partnerships, do this as an around-the-screen share.</p>

Group activity: Shake It Down

In-Person	Virtual
<p>Tell students that this activity will get them moving while counting. Have students stand and show how they will first shake their right hand, then left hand, then right foot, then left foot while they chant the numbers, and then say “Cut”:</p> <p>“1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!”</p> <p>(Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.)</p> <p>“Cut!” (Pretend to slice or cut right hand down on left palm.)</p> <p>“1, 2, 3, 4, 5, 6, 7, 8!”</p> <p>(Shake right hand eight times and then repeat with left hand, right foot, and left foot.)</p> <p>“Cut!” (Pretend to slice or cut right hand down on left palm.)</p> <p>Repeat the chant and actions, cutting down to 4, then 2, and then 1.</p> <p>“Shake it down!” (Shake whole body once from top to bottom.)</p>	<p>Tell students that this activity will get them moving while counting. Students stay muted for this activity, and they should stand and count in the screen. Show how they will first shake their right hand, then left hand, then right foot, then left foot while they chant the numbers, and then say “Cut”:</p> <p>“1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!”</p> <p>(Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.)</p> <p>“Cut!” (Pretend to slice or cut right hand down on left palm.)</p> <p>“1, 2, 3, 4, 5, 6, 7, 8!”</p> <p>(Shake right hand eight times and then repeat with left hand, right foot, and left foot.)</p> <p>“Cut!” (Pretend to slice or cut right hand down on left palm.)</p> <p>Repeat the chant and actions cutting down to 4, then 2, and then 1.</p> <p>“Shake it down!” (Shake whole body once from top to bottom.)</p>

Morning message:

In-Person	Virtual
<p>Display the message on a whiteboard or screen prior to the meeting.</p> <p>[Date]</p> <p>Good Morning, Responsible Fourth Graders!</p> <p>Today, we’ll start <u>thinking</u> about the jobs we will have for taking care of ourselves and our school this week. As we practice being responsible, we will also <u>talk</u> about how rules will help us <u>work</u> together as a class and school. What rules are we using this year for safe social distancing?</p> <p>[Closing and signature]</p> <p>Before reading the message together, ask for ideas on how to act out the three underlined words. Read together with the actions for the underlined words.</p>	<p>Display the message on the screen prior to the meeting.</p> <p>[Date]</p> <p>Good Morning, Responsible Fourth Graders!</p> <p>Today, we’ll start <u>thinking</u> about the jobs we will have for taking care of ourselves and our class this week. As we practice being responsible, we will also <u>talk</u> about how rules will help us <u>work</u> together as a class and school. What rules are we using this year for virtual learning?</p> <p>[Closing and signature]</p> <p>Before reading the message together, ask for ideas on how to act out the three underlined words. Read together (with muting) with the actions for the underlined words.</p>

Daily Focus: Continue to add challenge while teaching and practicing assertiveness and empathy

Greeting: Good Morning Pinkie Wave

In-Person	Virtual
<p>Students will say “Good morning, _____” to a student next to them and do a wave with their pinkie finger. As students pass the wave around the circle, use reinforcing language to support students’ making eye contact and using names or asking for reminders.</p>	<p>Students will unmute and say “Good morning, _____” to a student in the screen and do a wave with their pinkie finger. As students pass the wave around the screen, use reinforcing language to support students’ using names or asking for reminders. You may need to call the order or have those not greeted hold up a hand or pinkie.</p>

Sharing: Popcorn Share (Favorite Snack)

In-Person	Virtual
<p>Tell students to think of their favorite snack. Brainstorm a few, including some healthy options. Have students show they’re ready to share by giving a thumbs up. Describe a popcorn share by connecting to popping corn—once a kernel is popped, it changes from a seed to a fluffy piece of popcorn. When they share today, they will pop by standing up and saying “pop.” The trick is that only one person can share at a time, so if two stand up to share, they both sit down again. If only one person stands, they say their snack and stay standing. At that time, anyone else who has the same favorite snack stands up, says “pop pop,” and stays standing (here, multiple people can pop up). Keep going until everyone is standing. If there’s time, repeat with another topic to share.</p> <p>Engage students in a discussion regarding empathy and assertiveness. “What did you notice happened when someone made a mistake?” “How did it feel to try to be the first to stand up, but then two of you stood and had to sit down?”</p>	<p>Tell students to think of their favorite snack. Brainstorm a few, including some healthy options. Have students show they’re ready to share by giving a thumbs up. Describe a popcorn share by connecting to popping corn—once a kernel is popped, it changes from a seed to a fluffy piece of popcorn. When they share today, they will pop by standing up and saying “pop.” The trick is that only one person can share at a time, so if two stand up to share, they both sit down again. If only one person stands, they say their snack and stay standing. At that time, anyone else who has the same favorite snack stands up, unmutes, says “pop pop,” and stays standing (here, multiple people can pop up). Keep going until everyone is standing. If there’s time, repeat with another topic to share.</p> <p>Engage students in a discussion regarding empathy and assertiveness. “What did you notice happened when someone made a mistake?” “How did it feel to try to be the first to stand up, but then two of you stood and had to sit down?”</p>

Group activity: Do What I Said, Not What I Say

In-Person	Virtual
<p>Tell students that this activity is to get them moving while NOT following directions. First, you'll give a direction and students WON'T follow it. Then you'll give a second direction, and they'll follow the FIRST direction. The pattern will continue. Possible directions could be:</p> <ol style="list-style-type: none"> 1. Stand up 2. Touch your knees 3. Pat your back 4. Turn around 5. Cross your arms 6. Touch your head 7. Sit down 8. Sit down 	<p>Tell students that this activity is to get them moving while NOT following directions. First, you'll give a direction and students WON'T follow it. Then you'll give a second direction, now they'll follow the FIRST direction. The pattern will continue. Possible directions could be:</p> <ol style="list-style-type: none"> 1. Stand up 2. Touch your knees 3. Pat your back 4. Turn around 5. Cross your arms 6. Touch your head 7. Sit down 8. Sit down

Morning message:

In-Person	Virtual
<p>Display the message on a whiteboard or screen prior to the meeting.</p> <p>[Date]</p> <p>Good Morning, Empathetic Fourth Graders,</p> <p>While school is very different this year, one thing is the same—how much you care for each other. One way to show our care is by showing empathy. I've seen students showing empathy when someone forgets a name or forgets to distance by kindly reminding them.</p> <p>When do you show empathy? How does it feel when someone shows empathy to you?</p> <p>[Closing and signature]</p> <p>Read aloud together. Engage in a discussion about empathy.</p>	<p>Display the message on the screen prior to the meeting.</p> <p>[Date]</p> <p>Good Morning, Empathetic Fourth Graders,</p> <p>While school is very different this year, one thing is the same—how much you care for each other. One way to show our care is by showing empathy. I've seen students showing empathy when someone forgets a name or forgets to unmute by kindly reminding them.</p> <p>When do you show empathy? How does it feel when someone shows empathy to you?</p> <p>[Closing and signature]</p> <p>Read aloud together. Engage in a discussion about empathy.</p>

Daily Focus: Continue to add challenge while applying academic skills

Greeting: Action Name Greeting

In-Person	Virtual
<p>Have students think of actions they can do safely in their space, such as jumping, twirling, stomping, skipping, etc. Students pick one action for their greeting and give a thumbs up when they're ready. Tell students it's OK if someone picks the same action. Begin by saying, "Good morning, I'm _____" while doing an action (for example, jogging in place). Students will respond with "Good morning, _____" while repeating your action. Continue around the circle until everyone is greeted.</p>	<p>Have students think of actions they can do safely in their space, such as, jumping, twirling, stomping, skipping, etc. Students pick one action for their greeting and give a thumbs up when they're ready. Tell students it's OK if someone picks the same action. Begin by saying, "Good morning, I'm _____" while doing an action (for example, jogging in place). Students will respond with "Good morning, _____" while repeating your action. Continue until everyone is greeted. Students can unmute when they share.</p>

Sharing: Partner Share (What I Like to Read)

In-Person	Virtual
<p>While safely distancing, students will share with a partner a favorite book, genre, or author they enjoy reading.</p>	<p>In breakout rooms, students will share with a partner a favorite book, genre, or author they enjoy reading. If your format doesn't have breakout rooms, have students do an around-the-screen share.</p>

Group activity: Spelling Karate

In-Person	Virtual
<p>Tell students this activity will get them moving by doing safe karate moves. Model that for tall letters (all capitals, b, f, l, etc.) they will chop up with their hand. For small letters (lowercase c, e, n, etc.), they will chop forward. For fall letters (lowercase j, g, y, etc.) they will kick forward. First, practice by going through the alphabet. Next, pick simple words to spell. Do this spelling bee style—word, spell, word.</p>	<p>Tell students this activity will get them moving by doing safe karate moves. Model that for tall letters (all capitals, b, f, l, etc.) they will chop up with their hand. For small letters (lowercase c, e, n, etc.), they will chop forward. For fall letters (lowercase j, g, y, etc.) they will kick forward. First, practice by going through the alphabet. Next, pick simple words to spell. Do this spelling bee style—word, spell, word.</p>

Morning message:

In-Person

Display the message on a whiteboard or screen prior to the meeting.

[Date]

Hello Fabulous Fourth Graders,

Today, we will continue to build on what you've learned in third grade as we explore our writing resources. Getting ideas for writing is part of the fun. Where do you get your ideas?

[Closing and signature]

Have students brainstorm ways to act out the underlined words. Pick one and read the message together with the actions. Create an anchor chart of where to get ideas for writing to use during writer's workshop.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Hello Fabulous Fourth Graders,

Today, we will continue to build on what you've learned in third grade as we explore our writing resources. Getting ideas for writing is part of the fun. Where do you get your ideas?

[Closing and signature]

Have students brainstorm ways to act out the underlined words. Pick one and read the message together with the actions while students remain muted. Brainstorm where to get ideas for writing. If students are using a platform where they can share in writing, have them enter their ideas into a chat or shared document. Use this to create a digital resource for students. If they verbally brainstorm, use your digital platform to create a common document from their ideas.

Daily Focus: Apply and practice the classroom rules and targeted social and emotional skills in a fun and appropriately challenging meeting

Greeting: Alliterative Name Greeting

In-Person	Virtual
<p>Have students think of a positive adjective that can describe them and begins with the first letter of their first name. For example: “Savvy Sierra.” Students pick an alliteration for their greeting and give a thumbs up when they’re ready. Tell students it’s OK if someone picks the same adjective. Begin by saying, “Good morning everyone, I’m [your own alliteration].” All students greet back, “Good morning [your alliteration].” Continue until everyone is greeted.</p>	<p>Have students think of a positive adjective that can describe them and begins with the first letter of their first name. For example: “Savvy Sierra.” Students pick an alliteration for their greeting and give a thumbs up when they’re ready. Tell students it’s OK if someone picks the same adjective. Begin by saying, “Good morning everyone, I’m [your own alliteration].” All students greet back, “Good morning [your alliteration].” Continue until everyone is greeted. When students introduce themselves, they should unmute, but they should remain muted when they greet others.</p>

Sharing: Around-the-Circle (Something That Makes You Smile)

In-Person	Virtual
<p>Have students think of something that makes them smile just to think about it. Start with your own example. Give students time to think and show they’re ready with a thumbs up. Share around the circle or around the room with your direction.</p> <p>After sharing, connect the rule-making process with our feelings. Our goal would be to have the warm happy feeling we shared. Our rules will help guide us to have that feeling for ourselves and others.</p>	<p>Have students think of something that makes them smile just to think about it. Start with your own example. Give students time to think and show they’re ready with a thumbs up. Share around the screen with your direction.</p> <p>After sharing, connect the rule-making process with our feelings. Our goal would be to have the warm happy feeling we shared. Our rules will help guide us to have that feeling for ourselves and others.</p>

Group activity: Captain’s Coming

In-Person	Virtual
<p>This activity gets everyone moving. You (the captain) stands facing the class (the crew) as if they’re all on a ship. When the captain calls an order, the crew has to follow it as quickly as possible. There are several actions to teach; start with a few and add more as you do this more often. A visual cue of directions is recommended.</p> <p>“Captain’s Coming” – Crew stands at attention with a salute and all say “Aye, aye, captain!”</p> <p>“Bow” – Move one step forward</p> <p>“Stern” – Move one step back</p> <p>“Starboard” – Move to the right</p> <p>“Port” – Move to the left</p> <p>“Swab the deck” – Pretend to mop the deck</p> <p>“Walk the plank” – Take three giant steps forward</p> <p>“Hardtack for dinner” – Pretend they are gagging as if throwing up</p> <p>Give orders, mixing up as you go. An option is to have a student be the captain.</p> <p>This activity can connect with the rule-making process and the importance of everyone trying their best to follow the rules for a safe and joyful classroom.</p>	<p>Students will stand in their screen view for this activity. You (the captain) stands facing the class (the crew) in the screen as if they’re all on a ship. When the captain calls an order, the crew has to follow it as soon as possible. There are several actions to teach; start with a few and add more as you do this more often. A visual cue of directions is recommended.</p> <p>“Captain’s Coming” – Crew stands at attention with a salute and all say “Aye, aye, captain!”</p> <p>“Bow” – Move one step forward</p> <p>“Stern” – Move one step back</p> <p>“Starboard” – Move to the right</p> <p>“Port” – Move to the left</p> <p>“Swab the deck” – Pretend to mop the deck</p> <p>“Walk the plank” – Take three giant steps forward</p> <p>“Hardtack for dinner” – Pretend they are gagging as if throwing up</p> <p>Give orders, mixing up as you go. An option is to have a student be the captain.</p> <p>This activity can connect with the rule-making process and the importance of everyone trying their best to follow the rules for safe and joyful virtual learning.</p>

Morning message:

In-Person	Virtual
<p>Display the message on a whiteboard or screen prior to the meeting.</p> <p>[Date]</p> <p>Hello Rule-Makers!</p> <p>We've worked hard to narrow down our list of rules so we have a short list to use in our classroom and school. The process took a lot of cooperation and assertiveness to have all of our voices heard. Now we get to use our cooperation and responsibility to follow the rules. Take a look at our rules poster. What is one rule you want to focus on today?</p> <p>[Closing and signature]</p> <p>Have a list of adverbs, such as quietly, slowly, proudly, etc., listed either on a chart or on index cards. Have a student pick one adverb and then have all students read the message aloud, with voices that match the adverb.</p> <p>Check in on the rules. Remind students that they will follow all the rules, but one may be more important for them to focus on today. Have them give a thumbs up for the one they are focusing on. Check in throughout the day to have students self-reflect on how they're doing with their rule focus.</p>	<p>Display the message on the screen prior to the meeting.</p> <p>[Date]</p> <p>We've worked hard to narrow down our list of rules so we have a short list to use in in our classroom and school. The process took a lot of cooperation and assertiveness to have all of our voices heard. Now we get to use our cooperation and responsibility to follow the rules. Take a look at our rules poster. What is one rule you want to focus on today?</p> <p>[Closing and signature]</p> <p>Post a list of adverbs, such as quietly, slowly, proudly, etc., in the chat box on your virtual platform. Have a student pick one adverb and then have all students read the message aloud, with voices that match the adverb. Keep students muted, but ask one student to unmute to be the lead.</p> <p>Check in on the rules. Remind students that they will follow all the rules, but one may be more important for them to focus on today. Have them give a thumbs up for the one they are focusing on. While the rules are for their class, they may think about how they can use that same rule at home while they're learning.</p>

Daily Focus: Continue to build connections to strengthen the community while practicing empathy and responsibility

Greeting: Invisible Ball Toss Greeting

In-Person	Virtual
<p>Students greet another student across the room and then pretend to throw an invisible ball to them. The other student pretends to catch the ball and then greets that student in return. Continue until everyone has been greeted. So students know who hasn't been greeted, have every student start out standing and then sit down when they've been greeted.</p>	<p>Students greet another student in the screen and then pretend to throw an invisible ball to them. The other student pretends to catch the ball and then greets that student in return. Continue until everyone has been greeted. So students know who hasn't been greeted, have students raise their hand or give a thumbs up to show they haven't been greeted.</p>

Sharing: Partner Share (Ways You Like to Help Others)

In-Person	Virtual
<p>Introduce the idea of students being responsible to help in the class or help others, whether at school, at home, or in the community. Every positive community depends on each person contributing. Assign partners, and have students pair up at a safe distance to share how they like to help others. Listen in as students are sharing in order to summarize some of the ideas heard.</p>	<p>Introduce the idea of students being responsible to help in the class or help others, whether at school, at home, or in the community. Every positive community depends on each person contributing. Create partnerships for students to share how they like to help others and send to breakout rooms. If your platform doesn't allow for breakout rooms, have students share around the screen.</p>

Group activity: Buzz

In-Person	Virtual
<p>Students start standing, either in a circle or at their desks. Students will count in order to a predetermined number. The next person after the number is reached says "buzz" and sits down. The counting continues with the same number until there is one person left. This activity can also be done with skip counting. Afterward, you can engage in a discussion of empathy and sportsmanship.</p>	<p>All students start with video on. Students count in order to a predetermined number. You could call the order based on their screen or post the order in the chat box. The next person after the number is reached says "buzz" and stops video. The counting continues with the same number until there is one person left. This activity can also be done with skip counting. Afterward, you can engage in a discussion of empathy and sportsmanship.</p>

Morning message:

In-Person	Virtual
<p>Display the message on a whiteboard or screen prior to the meeting.</p> <p>[Date]</p> <p>Dear Fourth Graders,</p> <p>We have learned so much about each other and now have our rules to support our hopes and dreams. / We all are responsible for following the rules so everyone can learn. // Think about how you are responsible for following the rules in different places. /// What happens when you make a mistake and don't follow a rule? How can you help each other follow all the rules?</p> <p>Be ready to share.</p> <p>[Closing and signature]</p> <p>Divide the class up into four groups by proximity. Today, they'll read aloud with a growing choral reading. The first group will read together aloud until /. Then, the second group joins in until //. The third group will join in until ///. Everyone continues reading to the end.</p> <p>Engage in a discussion about responsibility and how the rules are designed for everyone to do their part.</p>	<p>Display the message on the screen prior to the meeting.</p> <p>[Date]</p> <p>Dear Fourth Graders,</p> <p>We have learned so much about each other and now have our rules to support our hopes and dreams. / We all are responsible for following the rules so everyone can learn. // Think about how you are responsible for following the rules in different places. /// What happens when you make a mistake and don't follow a rule? How can you help each other follow all the rules?</p> <p>Be ready to share.</p> <p>[Closing and signature]</p> <p>Ask for four volunteers to read the message aloud. Each student will read their part aloud to the / markings (the fourth student will read the last two sentences). Other students can stay muted and read along.</p> <p>Engage in a discussion about responsibility and how the rules are designed for everyone to do their part.</p>

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