



Greetings and Activities

Adapted for use with virtual and in person teaching

As we push forward in our classrooms here are some Responsive Classroom adapted greetings and activities to fit your virtual/in-person needs now! As we continue to navigate this time together we can still find ways to meet the needs of our students. Enjoy!

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[The Family Connection](#)

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HIT THE FLOOR

1. Have the chant displayed:

1-2-3-4 Come on _____ hit the floor

We're so glad you're here today

Hooray, Hooray, Hooray

2. All say the chant together.

3. The teacher says the student's name

4. While the chant is being finished the student that is being greeted dances or busts a move!

Skills Practiced: Cooperation, giving encouragement, and taking a risk.

NO TEETH GREETING

1. Choose a child to be the first greeter.
2. Without showing teeth (so lips over the teeth), they say, "Good morning (classmate's name), I'm glad to see you." Classmate greets her in the same way.
3. Continue until everyone is greeted.

Skills Practiced: Empathy, cooperation, and giving encouragement

WHAT'S THE WORD

1. Tell children that they will be greeting a classmate, and sharing one word that tells about themselves.
 - +++ Make sure you give them a topic ahead of time. For example, one word to summarize your weekend or how they are feeling today.
2. Give the topic and give kids time to think.
3. Invite a kid to be the first greeter. For example, Yeji turns to the child on her left, and says with a friendly voice: Good Morning Hector what's the word? And Hector does the word, and does the same to him. If you have less time just have them tell you the word.

** Could also be used for CC at the end of the day.

Skills Practiced: Reviewing, cooperation, empathy, summarizing, and making inferences.

A LITTLE KNOWN FACT ABOUT ME

1. Have kids think of a fact about themselves, that their classmates might know about them.
2. Choose a child to go first.
3. Child says, 'Good morning. My name is ____ . A little known fact about is____.
4. The group responds with a friendly "Good morning, student's name."
5. Continue with this, until everyone has had a turn.

Skills Practiced: Identifying facts, cooperation, empathy, and making connections.

FLOPPY FISH GREETING

1. The first fisher (Jamela in this example) pantomimes holding a fishing rod and casting it out toward a classmate while saying, "Casting for (Maya)." The fisher jerks the "fishing rod up in the air, signifying that she caught a fish and begins to reel it in.
2. Meanwhile, the "fish" (Maya) puts her palms together and pantomimes swimming like a fish. The fisher moves the fishing rod around to mimic the "fish swimming for a few seconds.
3. Then, the "fish" and the fisher, they do a floppy fish movement and greet each other: "Good morning, Jamela. Good morning Maya."
4. Repeat until everyone has been greeted.

** Variations: shark, octopus, seaweed, old boot, chest, and so on.

Skills Practiced: Pantomiming, cooperation, and coordination.



ROLL CALL GREETING

1. Display and teach chant.

Refrain:

Roll call! Check the beat.

Check, check, check the beat.

Roll call! Check the beat.

Check, check, check and begin.

Receiver: My name is, (first name).

Group: Check!

Receiver: They call me (nickname, or name if no nickname).

Group: Check!

Receiver: I am a (math helper, book reader, ball player, etc).

Group: Check!

Receiver: That's what I am.

Group: That's what he/she is.

Everyone should think of their nickname, and info about them before you start.

1. Choose the first person to be greeted.

2. All students clap their hands on their knees, and chant the refrain together.

3. The receiver chants her lines, filling in the blanks as the group responds.

4. When the verse has been completed, start over until everyone has been greeted. Teacher can point to the students so they know who is next.

Skills Practiced: Chanting, choral reading,
and keeping a steady beat.

SYLLABLE NAME ACTIONS

1. Have everyone select the number of movements to match the number of syllables in their name.
2. Choose a student to go first.
3. She/He says their name. For example: Riley says, “Good morning. My name is Ri (one movement) and ley (other movement).”
4. The class replies in unison and makes the same motions.
5. Repeat until everyone has been greeted.

Skills Practiced: Syllables, cooperation, and coordination.

STAND AND REACH UP HIGH

1. Display the chant for all to see.

Stand up (Marta). Stand up (Teddy).

Stand up (Anna). Stand up (John).

Reach up very high now.

Reach up to the sky now.

Turn around. Now sit down.

** Sing to the tune of “Frere Jacques”

2. Continue singing together until all names have been sung.

Skilled Practiced: Singing, chanting, and coordination.

THE ROARING GREETING

1. Display refrain for all to see

Good **morning**, good **morning**,

Hear us all roaring!

2. Choose a child to start with.
3. Children clap their hands on their knees to keep a beat. They interest the names of the first four children (teacher could point).

Good **morning**, (Ava!)

Good **morning**, (Ben!)

Good **morning**, (Kelly!)

Good **morning**, (Cam!)

After each name is chanted, everyone roars like a lion and shows their claws.

4. After 4 kids have been greeted repeated the refrain and start over.

** You could change to snoring or storming or scoring.

Skills Practiced: Keeping a steady beat and creative thinking.

WE'LL CHEER HOORAY

1. Display the words for all to see.

(Child's name) came to school today.

We're so glad, we'll cheer

Hooray!

2. On Hooray children raise their hand and cheer.

3. Repeat until all have been greeted

4. At the end of the song sing:

We see good friend here today.

We're so glad, we'll cheer

Hooray!

Skills Practiced: Cooperation, keeping a beat, and choral reading.

CHARADES

1. Let students know they're each going to take turns, pantomiming an action. Give them a minute to think of a simple movement they can do to represent the activity or give them an action. This could also be a vocabulary word or a word around a unit of study.
2. Choose a student to begin, does the motion without talking.
3. Then, have students the rest of the class try to guess what it might be. Remember, to remind them to wait until that student is completely done, before guessing.
4. Let students know they will all get a turn eventually.

** Allow the child who is doing the pantomiming to stand by the computer so the students who are virtual can see.

Skills Practiced: Creative thinking, empathy, cooperation, and observing.

4 CORNERS

1. All students stand up
2. Have 1 student be it and sit down and close their eyes and count to 10.
3. While they count to 10 everyone else puts up fingers 1, 2, 3, or 4, high in the air.
4. After 10 the person in the middle, still with their eyes closed says a number 1, 2, 3, or 4.
5. Whichever number they said the kids with that number up sit down.
6. Play continues until 1 person is left standing.

Skills Practiced: Cooperation.

RED LIGHT - GREEN LIGHT

1. Pick a movement for students to do on green light. (quiet clap, march, wave etc)
2. Then let students practice doing the motion and on red light freeze.
3. Choose a caller to say red light and green light.

** You can change movement and callers, or add elimination rounds in.

Skill Practiced: Listening and cooperation.

OPPOSITE GAME

1. Teach students the motions. Go = march, stop = freeze, up = hands up, down = bend to the ground. Allow students to practice.
2. Then let them know when the callers says Go they do the opposite. So Go = freeze and stop = march etc.
3. Choose a caller and play.

** You can add elimination rounds, or add more motions such as left and right or open and closed.

Skill Practiced: Listening and cooperation.

COSEEKI

** In order to play this one the camera on the computer would need to be facing the class so that the virtual kids could see in person students.

1. Pick a student to be the “guesser.” Have them close their eyes tightly.
2. Then pick a student to be “it.” This student is in charge of changing the motion.
3. The “it” student starts a motion (claps, taps head etc).
4. The “guesser” opens their eyes and tries to figure out who is in charge of the motion.
5. The “it” person continues to change the motion trying not to get caught by the “guesser.”

Skills Practiced: observation, inference, critical thinking

JOLLY JUMP UP

1. Prepare cards.

The must have cards are - Jolly jump up and Slowly sit down. The other cards could include - ABC, numbers, sight words, shapes, vocabulary words, etc.

2. Shuffle the cards. Show the cards and have student shout what they are.

3. If they see a jolly jump up card they keep jumping up and down until the see a slowly sit down card. (As you shuffle put the jolly jump up and slowly sit down cards next to each other.

Skill practiced: Concentration, movement, and academic skill on card.

OFF MY BACK

1. Choose a student to be the “guesser.”
2. Write a word on their back. This could be vocabulary, a number, words from a unit or book.
3. Then have the student show their back to the class.

** The teacher could have the “guesser” just close their eyes while they show the class both virtual and in person the word.
4. Then have students take turns giving the student clues OR have the “guesser” ask yes and no questions.
5. When the “guesser” thinks they know the word have them guess.

Skill Practiced: Cooperation, critical thinking, and academic skills.

DO THIS DO THAT

1. Choose a caller
2. When the caller says Do This then the group should do it. So the caller might say - Do This and touch their nose. If the caller says Do That then the group should NOT do it. So if the caller says Do That and touches their nose they shouldn't change what they are do.
3. Game continues until it's teacher decides it's over. Have caller speed up as the game goes on.

Skills Practiced: Following directions and listening.

MR. JUDGE

1. Pick a student to be “it.” Have them close their eyes and if possible move away from the group to a corner.
2. Then the teacher picks a student from the group to say, “Hello, Mr./Mrs. Judge.”
3. The student who is “it” tries to guess who it is. If they are right then they stay in the corner. If they are wrong then they switch places.

** If the student who is virtual have them hide their face from the screen and make sure they can be heard.

Skills Practiced: Cooperation and deductive reasoning.

Music

- Play a song and have a dance party
- Play music and play freeze dance - dance when the music is on and freeze when it turns off.

[Party Freeze Game](#)

[Move and Freeze](#)

[A Tooty Ta](#)

[Let's Go Swimming](#)

[Animal Dance and Freeze](#)

- Find a GoNoodle song and play and dance together to.

[GoNoodle website](#)

Skills Practiced: Following directions, taking a risk, and movement.