

2020 Back to School Special Edition

The First 10 Days of

Morning Meetings

Purposeful and Engaging Plans
in Response to COVID-19



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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 Kindergarten Morning Meetings

Considerations

Developmental considerations for five-year-olds:

- Like movement yet seek and need help from adults with managing movement, including personal space and boundaries
- Need consistent routines and rules and respond well to clear, simple expectations
- Express themselves in few words but like to have the opportunity to express themselves
- Like read-alouds and opportunities to copy and repeat
- See things mainly from their own point of view; it is hard for them to attend to the needs and points of view of others

Recommendations

In-Person	Virtual
If the space is large enough that a circle can be achieved, place markers six feet apart. 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 teach students how to turn and look at the speaker. 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. Don't look for perfection. Consider one thing to focus on each day. Suggestions for modeling and reinforcing are provided. The goal is to build community.	Use a digital platform so students can see each other. It is important for fives to be able to see faces and learn names. 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. Mute all participants at the beginning of the meeting and ease into interactivity. Don't look for perfection. Consider one thing to focus on each day. Suggestions for modeling and reinforcing are provided. The goal is to build community.

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.

Weel 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: Turning attention toward the teacher

Greeting: Good Morning Wave

In-Person	Virtual
If the space is large enough for a circle, place markers six feet apart. Model how to come to the circle and sit on a spot. Call students one by one to the circle. Otherwise, have students remain at their seats. Once everyone is ready, greet each student by saying “Good morning, _____!” and waving to the student. The student named will wave back.	Take time to help each student find their own picture on the screen, then ask them to find the person talking. Challenge students to meet their new friends by finding the person who waves back when you say good morning. Greet each student by saying “Good morning, _____!” and waving to the student. The student named will wave back.

Sharing: Me Too (Feelings)

In-Person	Virtual
Start by saying that you have so many feelings right now and you want to know if they have the same feelings you do about starting the school year. Show students your “me too” signal, which could be a thumbs up or some other hand signal. State some feelings you have such as nervous, scared, excited, sad. Be sure to provide an explanation so students have an understanding of the word. For example: “I am nervous because so many things are new. Give me the ‘me too’ signal if you are nervous.”	Start by saying that you have so many feelings right now and you want to know if they have the same feelings you do about starting the school year. Show students your “me too” signal, which could be a thumbs up or some other hand signal. State some feelings you have such as nervous, scared, excited, sad. Be sure to provide an explanation so students have an understanding of the word. For example: “I am nervous because so many things are new. Give me the ‘me too’ signal if you are nervous.”

Group activity: Follow me

In-Person	Virtual
Tell students you are going to play a game that challenges them to follow your directions. Start by putting your hands on top of your head and asking students to do the same. Continue with other hand motions and actions that students can follow.	Tell students you are going to play a game that challenges them to follow your directions. Start by putting your hands on top of your head and asking students to do the same. Continue with other hand motions and actions that students can follow. Make sure to keep the hand motions simple and something that students can easily see on the screen.

Morning message:

In-Person

Post the message on a chart or project for students to see. Read the message to the class:

Welcome to kindergarten!

We will have a fun year.

[Closing and signature]

Virtual

Let students know 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 to the class:

Welcome to kindergarten!

We will have a fun year.

[Closing and signature]

Daily Focus: Beginning simple interaction and participation in the meeting

Greeting: Good Morning Hug

In-Person	Virtual
Remind students how to go to the circle to find their spot (or have students remain at their seat). Once everyone is ready, greet each student by saying “Good morning, _____!” and wrapping your arms across your body to show a hug. The student named will hug themselves back. Challenge students to look for the person hugging.	Remind students how to find themselves on the screen and find others. Once everyone is ready, greet each student by saying “Good morning, _____!” and wrapping your arms across your body to show a hug. The student named will hug themselves back. Challenge students to look for the person hugging.

Sharing: That’s Me Hug (Favorite Game)

In-Person	Virtual
Start by making a personal connection/opening. For example, “The message yesterday said we are going to have a lot of fun. One thing we will do to have fun is play games.” Say the names of some different games (use a variety of games that could be accessible to all) and ask students to give themselves a hug if they also like to play the game. Challenge students to look around the room to see who likes the game named.	Start by making a personal connection/opening. For example, “The message yesterday said we are going to have a lot of fun. One thing we will do to have fun is play games.” Say the names of some different games (use a variety of games that could be accessible to all) and ask students to give themselves a hug if they also like to play the game. Challenge students to look around the screen to see who likes the game named.

Group activity: Catch the Pattern

In-Person	Virtual
Remind students that the day before, they had to follow directions. Start with a simple pattern such as clap, clap, hands up and ask students to repeat the pattern. Do several more patterns and ask students to repeat each one.	Remind students that the day before they had to follow directions. Start with a simple pattern such as clap, clap hands up and ask students to repeat the pattern. Make sure the patterns you choose can be seen on the screen. For example, change the speed of the claps (slow, slow, fast, fast, fast).

Morning message:

In-Person	Virtual
Post the message on a chart or project for students to see. Read the message to the class: Good Morning, Kindergarten! Today is _____. We will learn many new things. [Closing and signature] Point out the white spaces that separate words and count the words for the class. Challenge students to count along as you point.	Remind students that when you share your message, they will see something different on their screen. Count down and share your message. Read the message to the class: Good Morning, Kindergarten! Today is _____. We will learn many new things. [Closing and signature] Introduce students to the cursor, or marking tool, you will use to point out special things. Point out the white spaces that separate words and count the words for the class. Challenge students to count along as you point.

Daily Focus: Getting to know students' names and simple participation speaking

Tip: As students practice these skills, simply observe rather than having students repeat themselves to keep risk level low.

Greeting: Good Morning Greeting

In-Person	Virtual
Point out that in Morning Meeting, it is important that we get to know each other and hear each other. Model talking so students can hear with a mask (if worn). Let students know they will get a chance to practice. Greet each student by saying "Good morning, ____" and ask the student to repeat. They will say their name loudly so all can hear.	Point out that in Morning Meeting, it is important that we get to know each other and hear each other. Model how to unmute and talk so students can hear through the computer. Let students know they will get a chance to practice. Greet each students by saying "Good morning, ____" and ask them to repeat. (Teacher should say their name and unmute so that student can speak.) They will say their name loudly so all can hear (as this is practice, simply observe rather than having students repeat).

Sharing: Around-the-Circle One-Word Share (Favorite Color)

In-Person	Virtual
Start by making a personal connection/opening. For example, "Yesterday, we made a pattern together with our clapping. We will be looking at many patterns. Sometimes we will use colors to make a pattern." Tell the students they will be sharing their favorite color. Brainstorm some different colors. Give think time. When students are ready, have each student simply say their favorite color (one word). Remind students to speak loudly so others can hear.	Start by making a personal connection/opening. For example, "Yesterday, we made a pattern together with our clapping. We will be looking at many patterns. Sometimes we will use colors to make a pattern." Tell the students they will be sharing their favorite color. Brainstorm some different colors. Give think time. When students are ready, unmute each student, say their name, and have them simply say their favorite color (one word). Remind students to speak loudly so others can hear.

Group activity: Interactive Song

In-Person	Virtual
Remind students that the day before they had to follow directions with a pattern. Let students know you will sing a song that they will need to follow along to. Choose a song such as "If You're Happy and You Know It" and ask students to interact as you sing the song. Make sure to choose simple actions that allow students to stay in their space.	Remind students that the day before they had to follow directions with a pattern. Let students know you will sing a song that they will need to follow along to. Choose a song such as "If You're Happy and You Know It" and ask students to interact as you sing the song. Make sure to choose simple actions that allow students to see what is happening on the screen.

Morning message:

In-Person	Virtual
Post the message on a chart or project for students to see. Read the message to the class: Good Morning, Kindergarten! Today is _____. We will make new friends. [Closing and signature] Point out the white spaces that separate words and count the words for the class. Challenge students to clap and count along to each word as you point.	Share your screen so students can see the message. Read the message to the class: Good Morning, Kindergarten! Today is _____. We will make new friends. [Closing and signature] Remind students to watch for the cursor or marking tool you will use to point out special things. Point out the white spaces that separate words and count the words for the class. Challenge students to clap and count along to each word as you point.

Daily Focus: Getting to know students' names and simple participation (responding when called on)

Greeting: Picture Greeting

In-Person	Virtual
Remind students about speaking with a mask, reinforcing what is working well and providing a focus for improvement. Hold up a picture of each student and ask that student to say their name loudly.	Point out to students how to mute and unmute themselves. Let students know they will have a chance to practice. Hold up a picture of each student and ask them to say their name loudly.

Sharing: Around-the-Circle One-Word Share (Favorite Animal)

In-Person	Virtual
Tell the students they will be sharing their favorite animal. Brainstorm some different animals. Give think time. When students are ready, call on students randomly and have each student simply say their favorite animal (one word). Remind students to speak loudly so others can hear.	Tell the students they will be sharing their favorite animal. Brainstorm some different animals. Give think time. When students are ready, call on students randomly. When their name is said, have that student unmute themselves and say their favorite animal (one word). Remind students to speak loudly so others can hear.

Group activity: Shape Pantomime

In-Person	Virtual
Name a shape: circle, square, triangle, etc. Each student tries to make the shape using their arms, hands, or fingers. Consider taking a picture to share with parents.	Name a shape: circle, square, triangle, etc. Each student tries to make the shape using their arms, hands, or fingers. Consider taking a screen shot to share with parents.

Morning message:

In-Person	Virtual
Post the message on a chart or project for students to see. Read the message to the class: Good Morning, Kindergarten! Today is _____. We will play many new games this year. [Closing and signature] Read the sentence and clap out the syllables. Then, have students clap along with you as you read the sentence again.	Share your screen so students can see the message. Read the message to the class: Good Morning, Kindergarten! Today is _____. We will play many new games this year. [Closing and signature] Read the sentence and clap out the syllables. Then, have students clap along with you as you read the sentence again.

Daily Focus: Getting to know students and participation (taking turns, standing and sitting during a meeting)

Greeting: Good Morning Greeting

In-Person	Virtual
Remind students about speaking with a mask, reinforcing what is working well and providing a focus for improvement. Hold up a picture of each student and have everyone say the student's name. Observe and take note of which names are known and which names students are still learning.	Point out to students how to mute and unmute themselves. Ask all students to unmute themselves and discuss how to work collectively to state a name together. Hold up a picture of each student and have everyone say the student's name. Observe and take note of which names are known and which names students are still learning.

Sharing: Around-the-Circle Share (Favorite Food)

In-Person	Virtual
Tell the students they will be sharing their favorite food. Brainstorm some different foods. Give think time. When students are ready, call on students randomly and have each student say their favorite food (one word or short phrase). Remind students to speak loudly so others can hear.	Tell the students they will be sharing their favorite food. Brainstorm some different foods. Give think time. When students are ready, call on students randomly. When their name is said, have that student unmute themselves and say their favorite food (one word or short phrase). Remind students to speak loudly so others can hear.

Group activity: Up, Down, Right, Left

In-Person	Virtual
Tell students they are going to have a chance to do lots of activities where they can move around. They are going to start by practicing simple ways to move around but stay in their space by playing a game Up, Down, Right, Left. Call out different commands and have students either stand up, sit down, step right, or step left.	Tell students they are going to have a chance to do lots of activities where they can move around. Sometimes they won't be able to see other people's faces when they do this. Model for students examples of your movements when they cannot see your face. Ask where they see your face at the end when you are done. They are going to start by practicing simple ways to move around but stay in their space by playing a game Up, Down, Right, Left. Call out different commands and have students either stand up, sit down, step right, or step left. Reinforce ways students were able to move around and come right back to the screen.

Morning message:

In-Person	Virtual
Post the message on a chart or project for students to see. Read the message to the class: Good Morning, Kind Kindergartners! Today is _____. We have been having lots of fun learning about each other. What is something you like to do outside of school? Play Read Draw Bike [Closing and signature] Give students choices (Play, Read, Draw, Bike) and have students stand for their choice. Count who stands and add to the chart.	Share screen so students can see the message. Read the message to the class: Good Morning, Kind Kindergartners! Today is _____. We have been having lots of fun learning about each other. What is something you like to do outside of school? Play Read Draw Bike [Closing and signature] Stop sharing your screen. Give students choices (Play, Read, Draw, Bike) and have students stand (while muted) for their choice. Count who stands and add to the chart. You might choose to share your screen again to show students the completed chart.

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: Getting to know students and participation (taking turns, listening and attending to others' thoughts, movement)

Greeting: We Are Here

In-Person	Virtual
Let the class know they will all be greeting each person. Point out to students the order you will be using. Lead the class in the following chant: "We are here. We are here. It's an AWESOME day because [student's name] is here!" Start the chant over again with the next student's name. Continue until everyone has been greeted, including you.	Let the class know they will all be greeting each person. Share a presentation or document with student photos and names and point out the order they will use. Lead the class in the following chant: "We are here. We are here. It's an AWE-SOME day because [student's name] is here!" Start the chant over again with the next student's name. Continue until everyone has been greeted, including you.

Sharing: Around-the-Circle Share (Favorite Thing to Do on the Weekend)

In-Person	Virtual
Tell the students they will be sharing their favorite thing to do on the weekend. Brainstorm some different things to do on the weekend. Give think time. When students are ready, have them go in the order decided and share. Then, model how to share a sentence: "I like to ____ because ____." Let students know that you will choose just a few people to share their sentence, and that if they don't get a chance to do a long share today, they will be able to do a long share one time this week. (Note: Divide the class by five and have that many students do an extended share.) When those students are ready, have each one share their sentence.	Tell the students they will be sharing their favorite thing to do on the weekend. Brainstorm some different things to do on the weekend. Give think time. When students are ready, have them go in the order decided and share. Then, model how to share a sentence: "I like to ____ because ____." Let students know that you will choose just a few people to share their sentence, and that if they don't get a chance to do a long share today, they will be able to do a long share one time this week. (Note: Divide the class by five and have that many students do an extended share.) When those students are ready, have each one share their sentence.

Group activity: Pantomime Favorite Weekend Activity

In-Person	Virtual
Remind students about moving and staying in their space. Name some of the favorite weekend activities and have all students pantomime. Model one for students to start the activity.	Remind students about moving around and then returning to their screen. Name some of the favorite weekend activities and have all students pantomime. Model one for students to start the activity.

Morning message:

In-Person

Post the message on a chart or project for students to see. Ask the class to try to read along with you.

Good Morning, Caring Class!

Today is _____. We will _____. (Add something special that will be learned that day or something they will do.)

What is your favorite weekend activity?

Playing Outside | Reading | Watching TV | Playing Video Games

[Closing and signature]

Remind students they named many things during sharing but now must pick their favorite from the list. Give students choices and have students stand for their choice. Count who stands and add to the chart.

Virtual

Share your screen so students can see the message. Ask the class to try to read along with you.

Good Morning, Caring Class!

Today is _____. We will _____. (Add something special that will be learned that day or something they will do.)

What is your favorite weekend activity?

Playing Outside | Reading | Watching TV | Playing Video Games

[Closing and signature]

Stop sharing your screen. Remind students they named many things during sharing but now must pick their favorite from the list. Give students choices and have students stand for their choice. Count who stands and add to the chart. You might choose to share your screen again so students can see the completed chart.

Daily Focus: Getting to know students and participation (taking turns, listening and attending to others' thoughts, movement)

Greeting: Say Your Name

In-Person	Virtual
Remind students of the order for greeting. Lead the class in saying the following chant: "Say your name and when you do, we will say it back to you!" After each time the chant is said, one student says their name, and the rest of the class repeats the name. Continue until everyone has been recognized.	Remind students of the order for greeting. Lead the class in saying the following chant: "Say your name and when you do, we will say it back to you!" After each time the chant is said, one student says their name, and the rest of the class repeats the name. Continue until everyone has been recognized.

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

In-Person	Virtual
Tell the students they will be sharing their favorite thing to do outside. Brainstorm some different things to do outside. Give think time. When students are ready, have them go in the order decided and share. Then, have some students share a sentence: "I like to ____ because ____."	Tell the students they will be sharing their favorite thing to do outside. Brainstorm some different things to do outside. Give think time. When students are ready, have them go in the order decided and share one word. Then, have some students share a sentence: "I like to ____ because ____."

Group activity: Alphabet Aerobics

In-Person	Virtual
Post a chart with all the alphabet letters. It helps to color code the letters by those that stand tall like k and d, those that sit on the line like a, and those that hang below like g and p. Show students the motions for all lowercase letters. For tall letters, they will stand and put their hands up. For letters that sit on the line, they will put their hands out. For letters that go below the line, they will reach for the ground. Remind students about staying in their space and lead the class in doing the motions and saying the alphabet.	Display a chart, either by sharing your screen or having a physical chart, with all the alphabet letters. It helps to color code the letters by those that stand tall like k and d, those that sit on the line like a, and those that hang below like g and p. Model for the students the motions for all lowercase letters. Point out to students that they will need to pay careful attention, because for part of the time they won't see your face. For tall letters, they will stand and put their hands up. For letters that sit on the line, they will put their hands out. For letters that go below the line, they will reach for the ground. Remind students about returning to the screen and lead the class in doing the motions and saying the alphabet.

Morning message:

In-Person	Virtual
Post the message on a chart or project for students to see. Ask the class to try to read along with you. Good Morning, Shining Stars! Today is _____. We will _____. (Add something special that will be learned that day or something they will do.) What is your favorite thing to do outside? Run Jump Climb [Closing and signature] Remind students they named many things during sharing but now must pick their favorite from the list. Make up pantomimes for each of the choices. Give choices and have students stand and do the pantomime for their choice. Count who stands and add to the chart.	Share your screen so students can see the message. Ask the class to try to read along with you. Good Morning, Shining Stars! Today is _____. We will _____. (Add something special that will be learned that day or something they will do.) What is your favorite thing to do outside? Run Jump Climb [Closing and signature] Stop sharing your screen. Remind students they named many things during sharing but now must pick their favorite from the list. Make up pantomimes for each of the choices. Give choices and have students stand and do the pantomime for their choice. Count who stands and add to the chart. You might choose to share your screen again so students can see the completed chart.

Daily Focus: Narrow the focus and point out goals based on the needs of the class. For example, some kindergartners may need more help with attending to others' shares, while some students may need help with staying in their space and moving.

Greeting: Good Morning Greeting

In-Person	Virtual
Remind students they are learning each other's names. Tell students they will take turns greeting each other by saying "Good morning, ____" to a classmate. That person will then pass the greeting. Point out the order you will use. Let students know to put a thumb up if they get stuck with a name and you will tell them the name. Observe which names students are still learning.	Remind students they are learning each other's names. Tell students they will take turns greeting each other by saying "Good morning, ____" to a classmate. That person will then pass the greeting. Share a presentation or document with student photos and names and point out the order they will use. Let students know to put a thumb up if they get stuck with a name and you will tell them the name. Observe which names students are still learning.

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

In-Person	Virtual
Tell the students they will be sharing something that makes them happy. Brainstorm some different things that make them happy. Give think time. When students are ready, have them go in the order decided and share. Then, have some students share a sentence: "Something that makes me happy is ____ because ____."	Tell the students they will be sharing something that makes them happy. Brainstorm some different things that make them happy. Give think time. When students are ready, have them go in the order decided and share. Then, have some students share a sentence: "Something that makes me happy is ____ because ____."

Group activity: Oliver Twist

In-Person	Virtual
Show the motions and then lead the class in Oliver Twist. Oliver Twist, Twist, Twist (put hands on hips and twist from side to side) Can't do this, this, this (shake finger) Touch his head, head, head (touch head with hands) Touch his nose, nose, nose (touch nose with hands) Touch his ears, ears, ears (touch ears with hands) Touch his toes, toes, toes (touch toes with hands)	Remind students that you will be out of sight for some parts. Show the motions and then lead the class in Oliver Twist. Oliver Twist, Twist, Twist (put hands on hips and twist from side to side) Can't do this, this, this (shake finger) Touch his head, head, head (touch head with hands) Touch his nose, nose, nose (touch nose with hands) Touch his ears, ears, ears (touch ears with hands) Touch his toes, toes, toes (touch toes with hands)

Morning message:

In-Person	Virtual
Post the message on a chart or project for students to see. Ask the class to try to read along with you. Good Morning, Friendly Friends! Today is _____. We will _____. (Add something special that will be learned that day or something they will do.) What do you know about _____ (the something special shared)? [Closing and signature] Ask students to raise their hand to share their response.	Share your screen so students can see the message. Ask the class to try to read along with you. Good Morning, Friendly Friends! Today is _____. We will _____. (Add something special that will be learned that day or something they will do.) What do you know about _____ (the something special shared)? [Closing and signature] Ask students to raise their hand, or show students how to raise a hand with a virtual tool, and call on students to respond.

Daily Focus: Narrow the focus and point out goals based on the needs of the class. For example, some kindergartners may need more help with attending to others' shares, while some students may need help with staying in their space and moving.

Greeting: Good Morning Greeting

In-Person	Virtual
Remind students they are learning each other's names. Tell students they will take turns greeting each other by saying "Good morning, _____" to a classmate. That person will then pass along the greeting. Point out the order you will use. Remind students to put a thumb up if they get stuck with a name, and you will tell them the name.	Remind students they are learning each other's names. Tell students they will take turns greeting each other by saying "Good morning, _____" to a classmate. That person will then pass along the greeting. Share a presentation or document with student photos and names and point out the order they will use. Remind students to put a thumb up if they get stuck with a name, and you will tell them the name.

Sharing: Around-the-Circle Share (Favorite Show)

In-Person	Virtual
Tell the students they will be sharing their favorite shows. Brainstorm some different shows. Give think time. When students are ready, have them go in the order decided and share. Then, have some students share a sentence: "My favorite show is _____ because _____."	Tell the students they will be sharing their favorite shows. Brainstorm some different shows. Give think time. When students are ready, have them go in the order decided and share. Then, have some students share a sentence: "My favorite show is _____ because _____."

Group activity: As Still as a Rock

In-Person	Virtual
Let students know they are going to practice moving around on their own and then paying attention by playing a game called As Still as a Rock. Remind students about personal space and discuss appropriate movement like running in place, jumping, and dancing. When you say "Go," they will start doing their movement until you say "As still as a rock." They will then stop and stay still until you say "Go" again.	Let students know they are going to practice moving around on their own and then paying attention by playing a game called As Still As a Rock. Remind students about personal space and discuss appropriate movement like running in place, jumping, and dancing. When you say "Go," they will start doing their movement until you say "As still as a rock." They will then stop and stay still until you say "Go" again.

Morning message:

In-Person

Post the message on a chart or project for students to see. Ask the class to try to read along with you.

Good Morning, Happy Helpers!

Today is _____. We will _____. (Add something special that will be learned that day or something they will do.)

What do you know about _____ (the something special shared)?

Can you find these special letters in our message?

a e i o u

[Closing and signature]

Scan and highlight the letters while saying the names. Talk about how vowels show up a lot in words.

Virtual

Share your screen so students can read the message. Ask the class to try to read along with you.

Good Morning, Happy Helpers!

Today is _____. We will _____. (Add something special that will be learned that day or something they will do.)

What do you know about _____ (the something special shared)?

Can you find these special letters in our message?

a e i o u

[Closing and signature]

Scan and highlight the letters while saying the names, using a digital tool to point out and highlight. Talk about how vowels show up a lot in words.

Daily Focus: Narrow the focus and point out goals based on the needs of the class. For example, some kindergartners may need more help with attending to others' shares, while some students may need help with staying in their space and moving.

Greeting: Good Morning Greeting (French Fry)

In-Person	Virtual
Remind students they are learning each other's names. Tell students they will take turns greeting each other by saying "Good morning, _____" to a classmate and wiggling their two fingers like French fries. That person will then pass along the greeting. Remind students to put a thumb up if they get stuck with a name, and you will tell them the name.	Remind students they are learning each other's names. Tell students they will take turns greeting each other by saying "Good morning, _____" to a classmate and wiggling their two fingers like French fries. That person will then pass along the greeting. Remind students to put a thumb up if they get stuck with a name, and you will tell them the name.

Sharing: Around-the-Circle Share (Places They Like to Go)

In-Person	Virtual
Tell the students they will be sharing a favorite place they like to go. Recognize that they may not be able to go a lot of places right now, but they can still think about a place they like to go. Brainstorm some different places they might like to go. Give think time. When students are ready, have them go in the order decided and share. Then, have some students share a sentence: "I like to go to _____ because _____."	Tell the students they will be sharing a favorite place they like to go. Recognize that they may not be able to go a lot of places right now, but they can still think about a place they like to go. Brainstorm some different places they might like to go. Give think time. When students are ready, have them go in the order decided and share. Then, have some students share a sentence: "I like to go to _____ because _____."

Group activity: Red Light, Green Light

In-Person	Virtual
Start with all students standing by the edge of the carpet on the "starting line." 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. Start with you as the traffic controller. As students get comfortable with one another, allow students to take on that role.	Start with all students standing in the center of their screen. When you, as the traffic controller, say "Green Light," everyone starts dancing and wiggling around. Remind students to stay visible in their screens while they move. When you say "Red Light," everyone has to freeze. Repeat. Start with you as the traffic controller. As students get comfortable with one another, allow students to take on that role.

Morning message:

In-Person	Virtual
Post the message on a chart or project for students to see. Ask the class to try to read along with you. Good Morning, Best Buddies! Today is _____. We will _____. (Add something special that will be learned that day or something they will do.) What is the weather today? Sunny, Rainy, Stormy, Cloudy (pictures to choose) [Closing and signature] Have students make up a sound or motion for each type of weather. Then, on the count of three, have them make the motion together to vote for what the weather is that day.	Share your screen so students can see the message. Ask the class to try to read along with you. Good Morning, Best Buddies! Today is _____. We will _____. (Add something special that will be learned that day or something they will do.) What is the weather today? Sunny, Rainy, Stormy, Cloudy (pictures to choose) [Closing and signature] Have students make up a sound or motion for each type of weather. Then, on the count of three, have them make the motion together to vote for what the weather is that day.

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
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. 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. Consider focusing on one thing each day to model and reinforce. The goal is to build community.	Use a digital platform so students can see each other. Consider which virtual features you will use, and plan to use Interactive Modeling to support students in being successful using these tools. 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. Mute all students at the beginning of the meeting and ease into interactivity. Consider focusing on one thing each day to model and reinforce. The goal is to build community.

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 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
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.	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.

Sharing: Sometimes I Feel . . .

In-Person	Virtual
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. Say “Sometimes I feel _____,” and allow students to show a connection. Some examples: • excited • nervous • shy • scared • angry • silly • happy	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. Say “Sometimes I feel _____,” and allow students to show a connection. Some examples: • excited • nervous • shy • scared • angry • silly • happy

Group activity: Red Light, Green Light

In-Person

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.

Virtual

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.

Morning message:

In-Person

Post the message on a chart or project it for students to see. Read the message aloud.

[Date]

Good morning!

Today is our first day of first grade.

Let’s have a great day!

[Closing and signature]

Virtual

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.

[Date]

Good morning!

Today is our first day of first grade.

Let’s have a great day!

[Closing and signature]

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

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

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.

Week 1 • Day 3, continued

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.

Daily Focus: Turn taking and active listening

Greeting: Good Morning Greeting

In-Person	Virtual
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. Teacher: "Good morning, [Student 1]!" Student 1: "Good morning, [teacher]! Good morning, [Student 2]!" Student 2: "Good morning, [Student 1]! Good morning, [Student 3]!" The greeting proceeds until all students have been greeted and greeted others.	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. 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. Teacher: "Good morning, [Student 1]!" Student 1: "Good morning, [teacher]! Good morning, [Student 2]!" Student 2: "Good morning, [Student 1]! Good morning, [Student 3]!" The greeting proceeds until all students have been greeted and greeted others. Note: The final student on the list greets the teacher.

Sharing: Around-the-Circle (Foods)

In-Person	Virtual
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. When students are ready, have them complete the following sentence: "A food I like is _____. Students take turns sharing.	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. When students are ready, have them complete the following sentence: "A food I like is _____. Students take turns sharing. Note: Allow students to practice using virtual features like a thumbs up if they also like the food that a classmate shared.

Week 1 • Day 4, continued

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.

Week 1 • Day 5, continued

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
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. The student who is being greeted stands. Then the teacher and class chant and do the movements. “_____ is here today.” (wave) “_____ is here today.” (wave) “It’s a great day because _____ is here today.” (sparkler gesture from Day 2) Continue until each student has been greeted.	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. The student who is being greeted stands. Then the teacher and class chant and do the movements. “_____ is here today.” (wave) “_____ is here today.” (wave) “It’s a great day because _____ is here today.” (sparkler gesture from Day 2) Continue until each student has been greeted.

Sharing: Around-the-Circle (Weekend Activity)

In-Person	Virtual
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 _____.” Tip: For large groups, consider having half the class share one day and the rest of the class share the next day.	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 _____.” Tip: For large groups, consider having half the class share one day and the rest of the class share the next day.

Week 2 • Day 6, continued

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.

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

Greeting: Strike a Pose

In-Person	Virtual
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.	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	Virtual
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.	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	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). 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.	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	Virtual
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.	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.

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

Greeting: Strike a Pose With First and Last Names

In-Person	Virtual
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.	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	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. 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.	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.

Week 2 • Day 8, continued

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	Virtual
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.	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	Virtual
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.	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.

Week 2 • Day 9, continued

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]

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
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: “Hello, neighbor, what d’ya say?” (Wave to classmates.) “It’s gonna be a wonderful day.” (Circle arms overhead and lower to sides.) “So clap your hands and boogie on down.” (Clap hands three times and wiggle down.) “Give a little jump and turn around.” (Gently jump and turn in place.) Repeat the chant, encouraging students to wave at different people each time.	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: “Hello, neighbor, what d’ya say?” (Wave to classmates on the screen.) “It’s gonna be a wonderful day.” (Circle arms overhead and lower to sides.) “So clap your hands and boogie on down.” (Clap hands three times and wiggle down.) “Give a little jump and turn around.” (Gently jump and turn in place.) Repeat the chant several times.

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

In-Person	Virtual
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.	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.

Week 2 • Day 10, continued

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]

The First Ten Days of Second Grade Morning Meeting

Considerations

Developmental considerations for seven-year-olds:

- Like inquiry activities and hands-on exploration
- Listen well and speak precisely
- Need security, structure, and stability
- Will rely on adults for help and constant reassurance
- Enjoy memorization of poems, songs, chants, and cheers

Recommendations

In-Person	Virtual
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. 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. Consider focusing on one thing each day to model and reinforce. The goal is to build community.	Use a digital platform so students can see each other. Consider which virtual features you will use and plan to use Interactive Modeling to support students in being successful using these tools. 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. Mute all students at the beginning of the meeting and ease into interactivity. Consider focusing on one thing each day to model and reinforce. The goal is to build community.

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 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: Learning names, friendly and safe participation, and following simple directions

Greeting: Good Morning Wave

In-Person	Virtual
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.	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 to the student. The student who was named will wave back.

Sharing: Sometimes I Feel . . .

In-Person	Virtual
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 many 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. Share several feelings and emotions and allow students to show a connection. Say: “Sometimes I feel_____.” • excited • nervous • shy • scared • angry • silly • happy	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 many 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. Share several feelings and emotions and allow students to show a connection. Say: “Sometimes I feel_____.” • excited • nervous • shy • scared • angry • silly • happy

Group activity: One Thing You Like to Do

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 his or her 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 demonstrating their activity can allow two guesses before sharing what was being pantomimed. Continue around the circle.

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. 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. When the first student begins, remind students to wait until the pantomime is finished before raising their hands to guess. Classmates can raise their hands using a virtual feature or visibly raise their hands on the screen to guess the activity. The student demonstrating their activity can allow two guesses before sharing what was being pantomimed. Continue through the list.

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.

[Date]

Good morning, Second Graders!

Today is our first day of second grade.

We are going to learn so much this year.

Let's have a great day!

[Closing and signature]

Virtual

Let students know that you have a message for the day to share with them. Let students know that each day you will share a message with them. Display the message and read it aloud.

[Date]

Good morning, Second Graders!

Today is our first day of second grade.

We are going to learn so much this year.

Let's have a great day!

[Closing and signature]

Daily Focus: Learning names and practicing active listening

Greeting: First Name Self-Introduction

In-Person	Virtual
Remind and model 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, _____.” Then invite one student to continue by introducing themselves to the class: “Good morning. My name is _____. ” The class responds, “Good morning, _____!” Each student takes a turn introducing themselves until all students have been greeted.	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 as well as the features that allow them to mute and unmute. Begin by introducing yourself: “Good morning. My name is _____. ” Invite all students to respond by saying, “Good morning, _____.” Post or share a list indicating the order in which students will be greeted. (Hearing and seeing the names together will increase the likelihood of students pronouncing one another’s names correctly.) 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, _____!” Each student takes a turn introducing themselves until all students have been greeted.

Sharing: Around-the-Circle (Colors)

In-Person	Virtual
Tell the students they will be sharing a color they like. Provide a few examples, and then give think time. Alert students that you will use the information that people share during the group activity, Who Remembers? Invite students to brainstorm strategies they plan to use to help them remember what was said. As students share, take notes to use in creating Who Remembers? questions for the group. When students are ready, have them complete the following sentence: “A color I like is _____.” Students take turns sharing.	Tell the students they will be sharing a color they like. Provide a few examples, and then give think time. Alert students that you will use the information that people share during the group activity, Who Remembers? Invite students to brainstorm strategies they plan to use to help them remember what was said. As students share, take notes to use in creating Who Remembers? questions for the group. 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.

Group activity: Who Remembers?

In-Person	Virtual
After everyone has shared, ask questions about the information that was shared. For example: “Who remembers someone who likes the color magenta?” “Who remembers someone who likes a color that could be the color of a fruit?” “Who said they like a shade of blue?” The activity ends when you have had the students recall most of their classmates’ colors.	Remind students of the virtual features they can use to indicate that they have a response, such as a thumbs up or a raised hand. After everyone has shared, ask questions about the information that was shared. For example: “Who remembers someone who likes the color magenta?” “Who remembers someone who likes a color that could be the color of a fruit?” “Who said they like a shade of blue?” Invite students to respond using the agreed-upon virtual features. The activity ends when you have had the students recall most of their classmates’ colors.

Morning message:

In-Person	Virtual
Post the message on a chart or project it for students to see. Read the message aloud to the class and then invite the class to read the message a second time along with you. [Date] Good Morning, Learners! Today we will share our favorite colors. Be thinking of a color you like. [Closing and signature]	Let students know that you are ready to share the message with them. Display the message and read it aloud, then invite the class to read the message a second time along with you. Remind students that although they will be reading along with you, they will be able to hear only your voice. [Date] Good Morning, Learners! Today we will share our favorite colors. Be thinking of a color you like. [Closing and signature]

Daily Focus: Continuing to practice active listening skills and becoming more comfortable sharing

Greeting: Good Morning With a Wave

In-Person	Virtual
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 with a wave. That student returns your greeting with a wave, then greets the student to their left with a wave, and 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.	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 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, and 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. Note: The final student on the list greets the teacher.

Sharing: Around-the-Circle (Animals)

In-Person	Virtual
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 an animal they like. Provide a few examples, and then give think time. When students are ready, have them complete the following sentence: "An animal I like is ____." Students take turns sharing.	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 an animal they like. Provide a few examples, and then give think time. Post the student order for students to refer to. When students are ready, have them complete the following sentence: "An animal I like is ____." Students take turns sharing. Note: Allow students to practice using virtual features like a thumbs up if they also like the same animal.

Group activity: When I Grow up

In-Person	Virtual
Invite students to stand or sit for this activity. Before you begin, brainstorm several jobs and practice pantomiming actions that illustrate something a person with that particular job would do. Then, identify which student will begin. The first student says, “When I grow up I want to be [occupation].” The next student does a brief pantomime of that occupation. It is then that person’s turn to choose a job. The activity continues around the circle until everyone has had a turn.	Share with students that for this activity, they will remain muted but will need to be visible on the screen. Review and model how this will look. Before you begin, brainstorm several jobs and practice pantomiming actions that illustrate something a person with that particular job would do. The first student begins by stating, “When I grow up I want to be [occupation].” The other students then pantomime that occupation. Post a list indicating the order in which students will share an occupation, or take student volunteers.

Morning message:

In-Person	Virtual
Post the message on a chart or project it for students to see. Read the message aloud to the class and then invite the class to read the message a second time along with you. [Date] Dear Hard Workers, We are learning how to work together. Today will be another great day together! Think about what you would like to do when you grow up. [Closing and signature]	Let students know that you are ready to share the message with them. Display the message and read it aloud, then invite the class to read the message a second time along with you. Remind students that although they will be reading along with you, they will be able to hear only your voice. [Date] Dear Hard Workers, We are learning how to work together. Today will be another great day together! Think about what you would like to do when you grow up. [Closing and signature]

Daily Focus: Identifying commonalities and making connections

Greeting: Thumbs Up!

In-Person	Virtual
Invite students to Morning Meeting and remind them that today will provide another opportunity for everyone to be greeted by name. Invite a student to be greeted first. The class says, “Good morning, _____.” The student responds by saying “Good morning!” and giving a thumbs up. Repeat until all students have been greeted.	Invite students to Morning Meeting and remind them that today will provide another opportunity for everyone to be greeted by name. Post the greeting order for students to refer to. Share with students that they will be unmuted for this greeting. The student who is first on the list will be greeted first. The class says, “Good morning, _____.” The student responds by saying “Good morning!” and either giving a visible thumbs up or using the virtual thumbs up feature. Repeat until all students have been greeted. Note: Consider changing or rotating the order of greeting for each day.

Sharing: Around-the-Circle (My Favorite Season)

In-Person	Virtual
Tell the students they will be sharing what their favorite season is, and why. Give think time. Model how the sharing will look and sound. When students are ready, have them complete the following sentence: “My favorite season is _____ because _____.” Continue until all of the students have had a chance to share.	Post the same order that was used in the greeting. Model how the sharing will look and sound. Tell the students they will be sharing what their favorite season is, and why. Give think time. When students are ready, have them complete the following sentence: “My favorite season is _____ because _____.” Continue until all of the students have had a chance to share.

Group activity: Just Like Me

In-Person	Virtual
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, says, “Just like me!” and then sits back down. Another statement is given, and those who connect with it stand up, say “Just like me!” and sit back down. The goal is to find inclusive categories so that everyone gets a chance to stand, as well as more personal categories that help students connect with others. Suggested categories: • foods (examples: I like fruits, sweets, etc.) • activities (examples: I like playing games, swimming, etc.) • colors (examples: I like the color blue, red, teal, etc.)	This category game can help students make connections with each other. Begin by having all students “hide/stop” video. Name a category, for example, “I like to swim.” Anyone who also likes to swim shows their video and wiggles their fingers or waves while remaining muted. The goal is to find inclusive categories so that everyone is recognized, as well as more personal categories that help students connect with others. Suggested categories: • foods (examples: I like fruits, sweets, etc.) • activities (examples: I like playing games, swimming, etc.) • colors (examples: I like the color blue, red, teal, etc.)

Morning message:

In-Person	Virtual
Post the message on a chart or project it for students to see. Read the message aloud to the class and then invite the class to read the message a second time along with you. [Date] Dear Season Students, There are four seasons in a year. What is your favorite season? [Closing and signature] Invite a few students to share a response to the message.	Let students know that you are ready to share the message with them. Display the message and read it aloud, then invite the class to read the message a second time along with you. Remind students that although they will be reading along with you, they will be able to hear only your voice. [Date] Dear Season Students, There are four seasons in a year. What is your favorite season? [Closing and signature] Invite a few students to share a response to the message.

Daily Focus: Building confidence through repetition and extending connections

Greeting: What's Your Name?

In-Person	Virtual
Invite students to Morning Meeting and remind them that today will provide another opportunity for everyone to be greeted by name. Model how the greeting will look and sound, then select a student to begin. The first student turns to the next student using the simple greeting: First student: "Hello [or Hi]. My name is _____. What is your name?" Second student: "Hello [or Hi]. _____. My name is _____." First student: "Hello [or Hi], _____." The second student then turns to the next student and begins the greeting again. The process is repeated until everyone has been greeted.	Invite students to Morning Meeting and remind them that today will provide another opportunity for everyone to be greeted by name. Model how the greeting will look and sound. Students will unmute when it is their turn to greet and be greeted and then mute afterward. Post the student list for the greeting to begin. The first student greets the second student on the list using the simple greeting: First student: "Hello [or Hi]. My name is _____. What is your name?" Second student: "Hello [or Hi]. _____. My name is _____." First student: "Hello [or Hi], _____." The second student then greets the next student on the list. The process is repeated until everyone has been greeted.

Sharing: Around-the-Circle (Weekend Activity)

In-Person	Virtual
Tell students that they will be sharing about a weekend activity that they enjoy and why. Model how this will look and sound. Give think time. When students are ready, have them complete the following sentence until everyone has had the opportunity to share: "A weekend activity I enjoy is _____ because _____."	Tell students that they will be sharing about a weekend activity that they enjoy and why. Model how this will look and sound. Post the sharing order and give students think time. When students are ready, have them complete the following sentence until everyone has had the opportunity to share: "A weekend activity I enjoy is _____ because _____."

Group activity: Pantomime Favorite Weekend Activity

In-Person	Virtual
Let students know that they're each going to pantomime a favorite weekend activity. Give them a minute to think of an activity and a simple movement they can do to represent that activity (for example, pretending to read). Going around the circle, each student does their movement and classmates guess the activity. Remind students to wait until the pantomime is finished before they make their guesses.	Let students know that they're each going to pantomime a favorite weekend activity. Give them a minute to think of an activity and a simple movement they can do to represent that activity (for example, pretending to read). Begin with a student volunteer. Invite all the other students to stop video or pin the pantomiming student's video so that only that student can be seen. Allow each student to show their video and do their movement when it is their turn. Invite students to use the raised hand or virtual thumbs up feature to indicate that they have a guess. Remind students to wait until the pantomime is finished before they make their guesses.

Morning message:

In-Person	Virtual
Post the message on a chart or project it for students to see. Chorally read the message together with students. [Date] Dear Weekenders, We have been working hard this week. We have learned routines. What is one thing you hope to do this weekend? [Closing and signature] Invite a few students to share a response to the message.	Let students know that you are ready to share the message with them. Display the message and chorally read it together with students. Remind students that although they will be reading along with you, they will be able to hear only your voice. [Date] Dear Weekenders, We have been working hard this week. We have learned routines. What is one thing you hope to do this weekend? [Closing and signature] Invite a few students to share a response to the message.

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: Reconnecting and building relationships through noting commonalities and shared experiences

Greeting: Category Greeting

In-Person	Virtual
Welcome students back for their second week together. Remind students of how they should prepare for Morning Meeting and model how this will look and sound. Explain today's greeting and model it for students. Invite students to stand. Call out a category, for example, "Say good morning to anyone who is wearing something blue." All students who fit that category take one step forward, wave, and greet all the classmates who also fit that category. They then take one step back. Call out additional categories so that students have the opportunity to greet one another a few times. Some possible categories are: • Foods • Activities • Colors • Animals • Information shared last week	Welcome students back for their second week together. Remind students of 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. Determine whether you will invite students to stand or stop video for this greeting. Call out a category, for example, "Say good morning to anyone who is wearing something blue." All students who fit that category stand or start video, wave, and greet all the classmates who also fit that category. Then students return to either sitting or having their video off again for the next category. Call out additional categories so that students have the opportunity to greet one another a few times. Some possible categories are: • Foods • Activities • Colors • Animals • Information shared last week

Sharing: Sometimes I Feel . . .

In-Person	Virtual
Tell the students they will be sharing their favorite weekend activity. Give time to think. Model how this will look and sound. When students are ready, have them complete the sentence: "My favorite weekend activity is _____ because _____." Tip: For large groups, consider having half the class share one day and the rest of the class share the next day.	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 complete the sentence: "My favorite weekend activity is _____ because _____." Tip: For large groups, consider having half the class share one day and the rest of the class share the next day.

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. This activity will get everyone moving. (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 by visible. This activity will get everyone moving. (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	Virtual
Post the message on a chart or project it for students to see. Read the message to students aloud. Explain to the students that they will be detectives trying to find words in the message that begin with a blend. [Date] Great Morning, Thoughtful Travelers! Be thinking of a place you like or want to visit. We will share these places tomorrow. [Closing and signature] When they hear a word that begins with a blend, they are to raise their hand. Have students take turns sharing those words.	Display the message and read it to students aloud. Explain to the students that they will be detectives trying to find words in the message that begin with a blend. [Date] Great Morning, Thoughtful Travelers! Be thinking of a place you like or want to visit. We will share these places tomorrow. [Closing and signature] When they hear a word that begins with a blend, invite them to use the raised hand feature, a thumbs up, or the chat box. 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.

Daily Focus: Learning last names and strengthening connections and relationships through creativity and shared ideas

Greeting: First and Last Name Introductions

In-Person	Virtual
Invite students to Morning Meeting and explain the greeting. Turn to the first student and say, “Good morning, my name is _____. What’s your name?” The student returns the greeting by sharing their first and last name: “Good morning, my name is [first name, last name].” That student turns to the student next to them and says, “Good morning, my name is _____. What’s your name?” This greeting is repeated until everyone has been greeted and shared their first and last name.	Note: If possible, display the message before students join the online community. Welcome students to Morning Meeting. Review the online features that will be used today and post the students’ names (first and last) for the order of the greeting. Then explain the greeting. Greet the first student on the list by saying, “Good morning, my name is _____. What’s your name?” The student returns the greeting by sharing their first and last name: “Good morning, my name is [first name, last name].” That student greets the next student on the list and says, “Good morning, my name is _____. What’s your name?” This greeting is repeated until everyone has been greeted and shared their first and last name.

Sharing: Around-the-Circle (A Place You Like or Want to Visit)

In-Person	Virtual
Tell the students they will be sharing a place they like or want to visit, and why. Give think time. When students are ready, have them complete one of the following sentences: “A place I like is _____ because _____.” “A place I want to visit is _____ because _____.”	Review the sharing order with students and remind them of the virtual features they will use to share, (start/stop camera, mute, etc.). Tell the students they will be sharing a place they like or want to visit, and why. Give think time. When students are ready, have them complete one of the following sentences: “A place I like is _____ because _____.” “A place I want to visit is _____ because _____.”

Group activity: If I Were an Animal

In-Person	Virtual
Tell the students that the activity will be “If I were an animal, I’d be a _____.” However, instead of saying the name of the animal, the students will make a sound and/or action of the animal. For example: “If I were an animal, I would be a _____ [make the sound of a lion roar and make cat clawing motions].” Before you begin, brainstorm animals and possible sounds/actions that could go with those animals. The students can pick one brainstormed or choose their own. Choose a student to begin, and continue until every student has had an opportunity. Tip: In order to allow all students to have a turn, consider continuing this activity the following day. Option: Allow all students to guess the animal, or allow only the student who comes next to guess.	Tell the students that the activity will be “If I were an animal, I’d be a _____.” However, instead of saying the name of the animal, the students will make a sound and/or action of the animal. For example: “If I were an animal, I would be a _____ [make the sound of a lion roar and make cat clawing motions].” Before you begin, brainstorm animals and possible sounds/actions that could go with those animals. The students can pick ones brainstormed or choose their own. Choose a student to begin, and continue until every student has had an opportunity. Tip: In order to allow all students to have a turn, consider continuing this activity the following day. Option: Allow all students to type their guesses into the chat box, or have them use a reaction feature to indicate that they know the animal being expressed.

Morning message:

In-Person	Virtual
Post the message on a chart or project it for students to see. Read the message chorally with students. [Date] Great Morning, Thinkers! We are already in our second week of second grade. What is something you now know about second grade? [Closing and signature] Invite students to raise a hand to share a response to the message.	Display the message and read it chorally with students. [Date] Great Morning, Thinkers! We are already in our second week of second grade. What is something you now know about second grade? [Closing and signature] Review virtual features with students for responding and then allow students to use those features to share a response to the message.

Daily Focus: Continuing to learn last names and beginning to share ideas about school and being in second grade

Greeting: Knock, Knock

In-Person	Virtual
Tell students that that they will be using the phrase “knock, knock” in today’s greeting. Determine whether to have students sit or stand for the greeting and remind students that they should turn to face the direction of the speaker. One student (Amy) begins by turning and greeting the person next to them (Sam): Amy: “Knock, knock.” Sam: “Who’s there?” Amy: “Amy!” Sam: “Amy who?” Amy: “Amy Cruz!” Sam: “Good morning, Amy Cruz!” Then Sam turns to the next student and says, “Knock, knock.” The greeting continues until everyone is greeted.	Note: If possible, display the message before students join the online community. Tell students that they will be using the phrase “knock, knock” in today’s greeting. Invite all students to stop video for this greeting. Share that you will be last after you model and explain the greeting. Then select a student to begin. The student (Amy) who begins the greeting will choose one student who is hidden (camera off) and calls that student’s name. That student then starts video. Amy: “Sam” Sam: (shows video) Amy: “Knock, knock” Sam: “Who’s there?” Amy: “Amy!” Sam: “Amy who?” Amy: “Amy Cruz!” Sam: “Good morning, Amy Cruz!” Sam and Amy both remain on camera, then Sam selects a student who is hidden and continues the greeting. The greeting continues until the teacher is finally greeted.

Sharing: Around-the-Circle (Second Grade So Far)

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

Group activity: One to Ten

In-Person	Virtual
Begin with everyone standing. Establish the order that students will follow, either around a circle or posted for students to see. Students will count from one to ten, with each student having the option to say one, two, or three numbers. The student who says “ten” sits, and then the count starts over again with the next student. This continues until all students are seated. Example: Student 1: “One, two . . .” Student 2: “three . . .” Student 3: “four, five, six . . .” Student 4: “seven, eight . . .” Student 5: “nine . . .” Student 6: “ten.” (sits down) Student 7: “One . . .”	Post the order that students will follow for the activity. Invite all students to turn off video. Students will count from one to ten, with each student having the option to say one, two, or three numbers. The student who says “ten” shows or starts their video, and then the count starts over again with the next student on the list. This continues until all students are visible on camera. Example: Student 1: “One, two . . .” Student 2: “three . . .” Student 3: “four, five, six . . .” Student 4: “seven, eight . . .” Student 5: “nine . . .” Student 6: “ten.” (sits down) Student 7: “One . . .”

Morning message:

In-Person	Virtual
Post the message on a chart or project it for students to see. Read the message chorally with students. [Date] Dear Strong Learners, Everyone has strengths. We are good at different things. For some of us, something might be easy and for others it may be hard. What is one of your strengths? [Closing and signature] Invite students to use a raised hand to share a response to the message.	Display the message and read it chorally with students. [Date] Dear Strong Learners, Everyone has strengths. We are good at different things. For some of us, something might be easy and for others it may be hard. What is one of your strengths? [Closing and signature] Review virtual features with students for responding, then allow students to use those features to share a response to the message.

Daily Focus: Strengthening routines for Morning Meeting and learning more about one another to continue to build connections and strengthen relationships

Greeting: Good Morning with Peace

In-Person	Virtual
Invite the students to Morning Meeting and explain and model the greeting. Choose one student to begin. That student starts by greeting the neighbor to their left or nearby with a simple “Good morning, _____,” and showing a peace sign with two fingers. The neighbor who was greeted responds, “Good morning, _____,” and returns the peace sign. Continue around the circle, with each student greeting the next, until everyone has been greeted.	Note: If possible, display the message before students join the online community. Welcome students to the online community and explain and model the greeting. Post the sharing order for students to refer to. The first student starts by greeting the next student with a simple “Good morning, _____,” and showing a peace sign with two fingers. The neighbor who was greeted responds, “Good morning, _____,” and returns the peace sign. Continue with each student greeting the next until everyone has been greeted.

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

In-Person	Virtual
Begin by sharing some of the things that students will learn in second grade. If you have visuals or items to share with students be sure to show these too. Tell students to think about something that they are looking forward to learning about in second grade. 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 “In second grade, I hope to learn _____.” Continue until everyone has had a chance to share.	Begin by sharing some of the things that students will learn in second grade. If you have visuals or items to share with students be sure to show these too. Use the same sharing order that was used for the greeting. Tell students to think about something that they are looking forward to learning about in second grade. 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 “In second grade, I hope to learn _____”. Continue until everyone has had a chance to share.

Group activity: Would You Rather?

In-Person	Virtual
Share a list of contrasting statements about students' preferences. To indicate their choice, students will either stand in place or hop in place. I like salty snacks. I like sweet snacks. I like being outside. I like being inside. I like to play sports. I like board/video games. Call out a pair of statements and indicate what students should do. Example: "Stand in place if you prefer salty snacks. Hop in place if you like sweet snacks." Continue providing contrasting statements.	Share a list of contrasting statements about students' preferences. To indicate their choice, students will either show video or stop video. I like salty snacks. I like sweet snacks. I like being outside. I like being inside. I like to play sports. I like board/video games. Call out a pair of statements and indicate what students should do. Example: "Show your face if you like salty snacks. Hide your face if you like sweet snacks." Continue providing contrasting statements.

Morning message:

In-Person	Virtual
Post the message on a chart or project it for students to see. Draw students' attention to the underlined words. Brainstorm motions that the students will show when they read the underlined words. Read the message chorally with students while doing the motions. [Date] Good Morning, <u>Sensational</u> Second Graders! Today is the 9th day of school. We have <u>learned</u> so much already! What is one thing you <u>hope</u> to learn in this year? [Closing and signature] Invite students to raise their hand to share a response to the message.	Display the message and read it. Draw students' attention to the underlined words. Brainstorm motions that the students will show when they read the underlined words. Read the message chorally with students while doing the motions. [Date] Good Morning, <u>Sensational</u> Second Graders! Today is the 9th day of school. We have <u>learned</u> so much already! What is one thing you <u>hope</u> to learn in this year? [Closing and signature] Review virtual features with students for responding, then allow students to use those features to share a response to the message.

Daily Focus: Speaking confidently and practicing active listening skills.

Greeting: Who Do You See?

In-Person	Virtual
Invite the students to Morning Meeting and explain the greeting. Model how students will turn and smile during this greeting. Say the chant for students to hear, then choose the first student to be greeted. The group chants: “[Maria, Maria], who do you see?” Maria turns to her neighbor, smiles, and responds: “I see [John] looking at me!” John turns toward Maria and smiles back. The group chants: “John, John, who do you see?” Students repeat the chant until everyone has been greeted.	Note: If possible, display the message before students join the online community. Welcome students to the online community and explain the greeting. Model how students will unmute, show their video, smile, and wave during this greeting. Post the student order for the greeting, then invite students to stop or hide their video and mute until it is their turn. Begin the chant by with the first student on the list. Teacher: “Maria, Maria, who do you see?” (Maria shows video) Maria: (unmutes, smiles, and waves) “I see John looking at me!” John, John, who do you see?” (John shows video) John: (unmutes, smiles, and waves) “I see Shadi looking at me! Shadi, Shadi, who do you see?” Continue through the list until everyone has been greeted. Be sure to add your name to the end of the list to wrap up the greeting, and say, “I see second graders looking at me!”

Sharing: Partner Share (What Makes a Good Friend?)

In-Person	Virtual
Tell the students they will be sharing with a partner today. Model standing or sitting apart and facing each other. Brainstorm with students some ideas of how they can support each other so that everyone can be heard (for example: Only person A speaks while person B listens, or only a few people share at a time). Model sharing with a student or another teacher. Give students a moment to think about a response to complete the following sentence: “A good friend is someone who _____.” Give a few partnerships the chance to share with the group what they heard their partners say.	Tell the students they will be sharing with a partner today. They will stay in the online community and will get to speak to one other person. Explain the partnering feature for your digital platform (chat room, breakout room, etc.). Model sharing with a student or another teacher. Give students a moment to think about a response to complete the following sentence: “A good friend is someone who _____.” Create online partnerships and tell students how much time they will have to share with their partners. Tell students to be prepared to share what they heard their partner say. Note: If the virtual platform you are using does not allow for partnerships to be created online, conduct this sharing as an around-the-screen share.

Group activity: Which Is True?

In-Person

Tell students that in this activity they will have to think about two statements about themselves, one that is true and one that is a wish. Brainstorm some examples of categories that students could use to generate some statements (for example, hobbies, favorites, foods, places).

Both of the statements that students will share will begin with the words, “Something I wish you knew about me is . . .”

For example, a student might stand and say:

“Something I wish you knew about me is that my birthday is in March.”

“Something I wish you knew about me is that I have a dog.”

After the student shares their two statements, students will hold up one finger or two fingers to indicate which statement they believe to be true about that student. After everyone has had a chance to decide and show what they think, the student reveals the truth.

Allow another student volunteer to share a truth and a wish.

Tip: Consider continuing this activity later in the day if there are many volunteers or continue the activity next week.

Virtual

Tell students that in this activity they will have to think about two statements about themselves, one that is true and one that is a wish. Brainstorm some examples of categories that students could use to generate some statements (for example, hobbies, favorites, foods, places).

Both of the statements that students will share will begin with the words, “Something I wish you knew about me is . . .”

For example, a student might unmute and say:

“Something I wish you knew about me is that my birthday is in March.”

“Something I wish you knew about me is that I have a dog.”

After the student shares their two statements, students will hold one finger or two fingers up to the camera to indicate which statement they believe to be true about that student. After everyone has had a chance to decide and show what they think, the student reveals the truth.

Allow another student volunteer to share a truth and a wish.

Tip: Consider continuing this activity later in the day if there are many volunteers or continue the activity next week.

Morning message:

In-Person

Post the message on a chart or project it for students to see. Point out the underlined word and brainstorm with students additional words that have a similar meaning. Then read the message chorally with students. Consider including a few of the brainstormed words in place of the underlined word.

[Date]

Dear Sensational Students,

Today is the 10th day of school.

What are some things a good friend does?

Be thinking about what makes make YOU a good friend.

[Closing and signature]

Invite students to raise their hand to share a response to the message.

Virtual

Display the message. Point out the underlined word and brainstorm with students additional words that have a similar meaning. Then, read the message chorally with students. Consider including a few of the brainstormed words in place of the underlined word.

[Date]

Dear Sensational Students,

Today is the 10th day of school.

What are some things a good friend does?

Be thinking about what makes make YOU a good friend.

[Closing and signature]

Review virtual features with students for responding and then allow students to use those features to share a response to the message.

The First Ten Days of Third Grade Morning Meetings

Considerations

Developmental considerations for eight-year-olds:

- Can be restless, play hard, and tire quickly; their stamina may be impacted by six months of not being in a school setting
- Industrious, impatient, full of ideas; like to talk and explain ideas
- In general can pay attention, but may forget what they heard or what they're supposed to do
- Enjoy sharing humor and group activities
- Adjust well to change

Recommendations

In-Person	Virtual
New routines for social distancing should be taught through Interactive Modeling, starting with the “what” and “why.” If your space is large enough for a circle, consider using place markers for the spacing and model how to move from their desk to a place in the circle. 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. Avoid voice-overs (repeating what students have said). Don't look for perfection. Adjust as needed. Keep the goals in mind, while creating a daily routine that students will look forward to each day.	New routines for virtual interaction need to be taught and modeled, including clear expectations for muting/unmuting, when video should be on, and so on. Consider using a visual cue for students as a signal to mute or unmute. Tell students they will all be muted when they enter the meeting, and teach them how to unmute when it is their turn to talk. 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. Don't look for perfection. Adjust as needed. When you make mistakes, students will see you as a learner, and this will build trust and mutual respect. Keep the goals in mind, while creating a daily routine that students will look forward to each day.

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 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: Simple interaction and participation in Morning Meeting; introduce what Morning Meeting is and the simple rules for Morning Meeting, either in person or virtual

Greeting: First Name Introduction and Good Morning

In-Person	Virtual
Tell students that they will greet everyone with the greeting “Good morning” and their first name. Model the introduction: “Hello, my name is ____.” Tell students to greet you by saying, “Good morning, ____.” Each student introduces themselves with their first name: “Hello, my name is, ____.” The class responds: “Good morning, ____.” If the students are 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.	Tell students that they will greet everyone with the greeting “Good morning” and their first name. Model the introduction: “Hello, my name is ____.” Tell students to greet you by saying, “Good morning, ____.” Explain that they will not unmute to say good morning to you. Each student will then take a turn unmuting and introducing themselves using their first name: “Hello, my name is ____.” The class responds: “Good morning, ____.” Students take turns greeting when you call their name, until everyone has been greeted. You can also post an order before the meeting for when students should introduce themselves.

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

In-Person

As you introduce sharing, remind students that each day members of the class will be getting to know each other through sharing. Remind them that we all have different feelings on our first day of school, especially our first day in school with masks, spacing, etc. Those feelings can make it harder to think or share. To help them, provide these supports:

- Allow thinking time and have students give a thumbs up when ready.
- Let them know that it's OK to say something someone else has said—it shows you have something in common.
- Tell students that it's OK to pass and that you'll come back to them so everyone can learn more about each person.

Let students know that they will be sharing their favorite thing to do outside. Model a sentence and direction to go around the circle: "My favorite thing to do outside is sit by a campfire."

Each person shares around the circle. If students aren't able to sit in a circle, call on the next student or provide directions (student on your right, for example).

Virtual

As you introduce sharing, remind students that each day members of the class will be getting to know each other through sharing. Remind them that we all have different feelings on our first day of school, especially our first day in a virtual classroom. Those feelings can make it harder to think or share. To them, provide these supports:

- Allow thinking time and have students give a thumbs up that's visible on their screen when ready.
- Let them know that it's OK to say something someone else has said—it shows you have something in common.
- Tell students that it's OK to pass and that 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 they have finished.

Let students know that they will be sharing their favorite thing to do outside. Allow thinking time and have students show a thumbs up when ready. Model a sentence: "My favorite thing to do outside is sit by a campfire." Call on each student one at a time to share until all students have participated. If necessary, remind them to unmute and mute.

Group activity: Just Like Me

In-Person	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 stands up, says, “Just like me!” and then sits down. Another statement is given, and those who connect with it stand up, say “Just like me!” and sit down. The goal is to find inclusive categories so that everyone gets a chance to stand, as well as more personal categories that help students connect with others. Remind students to notice who has something in common with them. Suggested categories: • Activities (I like to build, I like playing on the computer, etc.) • Feelings (I’m excited to be a third grader, I’m nervous about the first day of school, etc.) • Foods (I like pizza, I like fruit, etc.)	Introduce Just Like Me as a way to have fun and continue to get to know each other. Begin by naming a category, for example, “I like to swim.” Anyone who also likes to swim responds with jazz hands (two waving hands) and says, “Just like me!” (without unmuting). Another category is named, and those who connect with it show jazz hands and say “Just like me!” The goal is to find inclusive categories so that everyone gets a chance to show they feel the same, as well as more personal categories that help students connect with others. Remind students to notice who has something in common with them. Suggested categories: • Activities (I like to build, I like playing on the computer, etc.) • Feelings (I’m excited to be a third grader, I’m nervous about the first day of school, etc.) • Foods (I like pizza, I like fruit, etc.)

Morning message:

In-Person	Virtual
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, Third 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 second 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 Morning Meeting so they’re prepared to read it together at the end of the meeting.	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, Third 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 second grade. Have a great first day! [Closing and signature] Tell students that each day they will see the message displayed on a slide when they log in each morning. They should read it on their own before you read it with them at the end of Morning Meeting.

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

Greeting: First Name Wave

In-Person	Virtual
Introduce by connecting to yesterday. “Yesterday, we learned everyone’s names, and 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.” Begin by greeting the student next to you with “Good morning, I’m ____” and a wave. The student greeted will wave and say, “Good morning, ____.” That student will then turn to the next student, wave and say, “Good morning, I’m ____,” and so on around the circle. If students are not in a circle, name the next student who will greet or post the order, ensuring every student is 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 your first name, and giving a wave.” Model saying hello to one person with “Good morning, I’m ____” and a wave. Ask students what they notice. Then have the student say good morning in return. Explain that students will unmute when it is their turn to greet and be greeted and then mute afterward so that the rest of the greetings can be heard. Post the student list for the greeting to begin. Continue until everyone has been greeted.

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

In-Person	Virtual
Let students know that they will be sharing what they thought was the best thing about the first day of school. Do a quick review of yesterday and brainstorm some of 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 question of “Who remembers?” based on categories of sharing: “Who remembers someone who thought the best thing was something we did in the morning?” Students can name those students who fit that category.	Let students know that they will be sharing what they thought was the best thing about the first day of school. Do a quick review of yesterday and brainstorm some of the possibilities. Have students show a thumbs up on their screen 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. Post the sharing order so that students will be prepared to share one thing that they liked best about the first day when it is their turn. You can end with a focused question of “What did we have in common?” Ask for student volunteers to share a common category they noticed. If students fit that category, they can do jazz hands or give a thumbs up.

Group activity: Human Protractor

In-Person

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. Students can do this activity either standing in their circle spot or by their desk.

Have students stand with hands touching toes, the position representing zero. Tell them to straighten up gradually, keeping their arms stretched out in front of their bodies, until their arms are straight up or at 10. At the same time, they'll be counting from zero to 10. Let students know that they need to remember where their hands are at different numbers. By the time their hands are reaching overhead, they should be at 10.

Name different numbers between zero and 10 and ask students take the position for that number. Then move into simple number sentences like 3 plus 7 and 10 minus 9.

Another option is to ask a question that will help get to know them and that will provide a number for a new position as a "protractor." For example:

How many people live in your house?

How many pets do you have?

How many years old are you?

Virtual

While standing so they can be seen in their screen view, 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.

Have students stand with hands touching toes, the position representing zero. Tell them to straighten up gradually, keeping their arms stretched out in front of their bodies, until their arms are straight up or at 10. At the same time, they'll be counting from zero to 10. Let students know that they need to remember where their hands are at different numbers. By the time their hands are reaching overhead, they should be at 10.

Name different numbers between zero and 10 and ask students take the position for that number. Then move into simple number sentences like 3 plus 7 and 10 minus 9.

Another option is to ask a question that will help get to know them and that will provide a number for a new position as a "protractor." For example:

How many people live in your house?

How many pets do you have?

How many years old are you?

Morning message:

In-Person

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

[Date]

Good Morning, Third Graders!

What a busy a first day of school! It is so fun getting to learn together and get to know each other.

What is something you are looking forward to learning about in third grade?

I am looking forward to hearing all your learning goals!

[Closing and signature]

After reading the message to students, have them think of things they want to learn. Then read together aloud, taking time after reading to hear their learning goals.

Virtual

Display the message on the screen prior to the meeting. Read the message aloud to students.

[Date]

Good Morning, Third Graders!

What a busy first day of school! It is so fun getting to learn together and get to know each other.

What is something you are looking forward to learning about in third grade?

I am looking forward to hearing all your learning goals!

[Closing and signature]

After reading the message to students, have them think of things they want to learn. Have students raise their hand to take turns sharing what they're looking forward to learning.

Daily Focus: Making connections with others while practicing assertiveness

Greeting: Good Morning Greeting

In-Person	Virtual
Connect to yesterday. “Yesterday, we practiced introducing ourselves. 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.	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.

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

In-Person	Virtual
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. 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.	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. 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 call on others to share around the screen. Remind students to unmute prior to sharing.

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 third graders. For example:

- Step into the circle if you have a pet.
- Step into the circle if you rode a bus to school.
- Step into the circle if you have a brother or sister.
- Step into the circle if you are 8 years old.

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

Note: If you're unable to have students use a circle, have the students stand at their desk and wave to the others who are also standing, then sit before the next characteristic is named.

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 third graders. For example:

- Step into the circle if you have a pet.
- Step into the circle if you rode a bus to school.
- Step into the circle if you have a brother or sister.
- Step into the circle if you are 8 years old.

Continue for 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. Read it aloud together.

[Date]

Good Morning, Third Graders,

We've had two great days together. We're learning so much about each other, which will help us learn together this year.

As we look forward to day three, today we'll keep practicing safety at recess. What do you like better:

Indoor Recess Outdoor Recess

Looking forward to a great day!

[Closing and signature]

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 choice they like best.

Virtual

Display the message on the screen prior to the meeting. Read aloud together. Have students stay muted and read aloud to themselves with you.

[Date]

Good Morning, Third Graders,

We've had two great days together. We're learning so much about each other, which will help us learn together this year.

As we look forward to day three, start thinking about where you like to play best:

Inside Recess Outside Recess

Looking forward to a 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 the choice they like best.

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

Greeting: Peace Sign Greeting

In-Person	Virtual
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.	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	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, chicken and rice, 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.	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, chicken and rice, 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	Virtual
In this activity, you will flip a coin and students will predict heads or tails by putting their hands on either 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.	In this activity, you will flip a coin and students will predict heads or tails by putting their hands on either 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.

Morning message:

In-Person

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

[Date]

Good Morning, Cooperative Third Graders!

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. Be ready to share.

[Closing and signature]

Read the message together, creating one voice. Point out that everyone cooperated to read the message. Engage students in a conversation about where they cooperate:

- Home: helping get ready in the morning, making a meal, etc.
- Bus: sharing seats and having conversations with others
- Clubs or teams
- Playground
- Classroom

Virtual

Display the message on the screen prior to the meeting.

[Date]

Good Morning, Cooperative Third Graders!

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 you get to cooperate. Be ready to share.

[Closing and signature]

Read the message aloud together but ask students to stay muted. Point out that we cooperated to read the message. Engage students in a conversation about when they cooperate:

- Playing games
- Making a meal
- Helping siblings or parents
- Sharing the computer
- Doing chores

Daily Focus: Making simple decisions that lead to the rule-making process.

Greeting: Pick One Greeting

In-Person

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 be talking about making decisions, and this is the first decision they will be making today. Model the three greetings and have students give a thumbs up when they're ready.

Tell students that when they greet a classmate, that person should respond with the same greeting. That student will then turn and greet the next classmate using the greeting they chose.

Remind students to use assertiveness if they don't recall names. Continue around the circle until everyone has been greeted. Call on students if they are at their desks.

Virtual

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 be talking about making decisions, and this is the first decision they will be making today. Model the three greetings and have students give a thumbs up when they're ready.

Tell students that when they greet a classmate, that person should respond with the same greeting. That student will then turn and greet the next classmate using the greeting they chose.

Remind students to unmute when greeting and returning the greeting. Call on students and continue until everyone has been greeted. Ask students who have not yet been greeted to raise a hand or give a thumbs up.

Sharing: Around-the-Circle (Weekend Share)

In-Person

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.

Virtual

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.

Group activity: Group Counting

In-Person

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.

Virtual

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.

Morning message:

In-Person

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

[Date]

Hello, Third 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 together, 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 they will help us achieve our learning goals.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Hello, Third 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 together, 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 they 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

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” and wave 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:

“Good morning to anyone who . . .

- Met someone new last week
- Was glad to be back in school
- Learned something new last week
- Is a third grader

Virtual

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, saying “Good morning,” and waving. Begin by naming categories that help reflect the first week of school, and end with one that will ensure everyone is included. For example:

“Good morning to anyone who . . .”

- Met someone new last week
- Was glad to be back in school
- Learned something new last week
- Is a third grader

Sharing: Partner Share (Pets)

In-Person

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.

Virtual

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.

Group activity: Shake It Down

In-Person	Virtual
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”: “1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!” (Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) “1, 2, 3, 4, 5, 6, 7, 8!” (Shake right hand eight times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) Repeat the chant and actions, cutting down to 4, then 2, and then 1. “Shake it down!” (Shake whole body once from top to bottom.)	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”: “1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!” (Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) “1, 2, 3, 4, 5, 6, 7, 8!” (Shake right hand eight times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) Repeat the chant and actions cutting down to 4, then 2, and then 1. “Shake it down!” (Shake whole body once from top to bottom.)

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting. [Date] Good Morning, Responsible Third Graders! Today we'll start <u>thinking</u> about the jobs we will have for taking care of ourselves and our school. 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? [Closing and signature] 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.	Display the message on the screen prior to the meeting. [Date] Good Morning, Responsible Third Graders! Today we'll start <u>thinking</u> about the jobs we will have for taking care of ourselves and our class. 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? [Closing and signature] 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.

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

Greeting: Good Morning Pinkie Wave

In-Person	Virtual
Students greet the student next to them with “Good morning, _____,” and a wave with their pinkie finger. As students pass the wave around the circle, use reinforcing language to affirm eye contact and students using names or asking for reminders. If students are by their desks, call on them one at a time until everyone has been greeted.	Call on students one at a time to greet another student with “Good morning, _____,” and a wave with their pinkie finger. As students pass the wave around the screen, use reinforcing language to affirm eye contact and students using names or asking for reminders. You may need to call or post the order or have those not greeted hold up a hand or pinkie.

Sharing: Popcorn Share (Favorite Snack)

In-Person	Virtual
Let students know that they will be sharing their favorite snack. Brainstorm a few, including some healthy options. Have students show they’re ready to share by putting 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 again. If only one person stands, they share their favorite snack and remain standing. At that time, anyone else who has the same favorite snack stands up, says, “Pop, pop,” and stays standing (multiple people can “pop pop”). Continue until everyone is standing.	Let students know that they will be sharing their favorite snack. Brainstorm a few, including some healthy options. Have students show they’re ready to share by showing a thumbs up on the screen. 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 unmuting, standing, 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 again. If only one person stands, they say their favorite snack and remain standing. At that time, anyone else who has the same favorite snack stands up, unmutes, says “Pop, pop,” and stays standing (multiple people can “pop pop”). Continue until everyone is standing.

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

In-Person	Virtual
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. When you give a second direction, they will follow the FIRST direction. As you continue, they will always be one command behind. Possible directions could be: 1. Stand up 2. Touch your knees 3. Pat your back 4. Turn around 5. Hop up and down 6. Sit down 7. Sit down	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. When you give a second direction, they will follow the FIRST direction. As you continue, they will always be one command behind. Possible directions could be: 1. Stand up 2. Touch your knees 3. Pat your back 4. Turn around 5. Hop up and down 6. Sit down 7. Sit down

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting. [Date] Good Morning, Empathetic Third Graders, 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. When do you show empathy? How does it feel when someone shows empathy to you? [Closing and signature] Read aloud together. Engage in a discussion about empathy.	Display the message on the screen prior to the meeting. [Date] Good Morning, Empathetic Third Graders, 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. When do you show empathy? How does it feel when someone shows empathy to you? [Closing and signature] Read aloud together. Engage in a discussion about empathy.

Daily Focus: Continue to add challenge while applying academic skills

Greeting: Action Name Greeting

In-Person	Virtual
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. If students are at their desks, call on students until everyone has been greeted.	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. Call on students one at a time or post an order in advance, ensuring that everyone is greeted.

Sharing: Partner Share (What I Like to Read)

In-Person	Virtual
Let students know that they will share with a partner a favorite book, genre, or author. Assign partners, and remind students to allow time for each person to share while safely distancing.	Start by making a personal connection/opening. Let students know that they will share with a partner a favorite book, genre, or author, in a breakout room. If your format doesn't have breakout rooms, have students do an around-the-screen share. Post a sharing order or call on students until everyone has participated.

Group activity: Spelling Karate

In-Person	Virtual
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.	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.

Morning message:

In-Person

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

[Date]

Hello, Thinking Third Graders,

Today, we will continue to build on what you've learned in second 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 ideas to act out the underlined words. Pick one for each, 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, Thinking Third Graders,

Today, we will continue to build on what you've learned in second 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 ideas to act out the underlined words. Pick one for each, and read the message together with the actions while students remain muted.

If students are using a platform that allows them to 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 that you can later share with the students.

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

Greeting: Alliterative Name Greeting

In-Person	Virtual
This greeting builds on yesterday's greeting and has students use an alliteration based on their name. Ask students to think of a positive adjective that can describe them and begins with the first letter of their first name. For example, Sierra could be "Savvy Sierra." Have students consider an alliteration for their greeting and give a thumbs up when they're ready. Tell students that it's OK if someone else picks the same adjective. Model how you will greet each person by saying, "Good morning everyone, I'm [your own alliteration]." All students respond, "Good morning, [your alliteration]." Continue around the circle until everyone has been greeted. If students are at their desks, call on students until everyone has been greeted.	This greeting builds on yesterday's greeting and has students use an alliteration based on their name. Ask students to think of a positive adjective that can describe them and begins with the first letter of their first name. For example, Sierra could be "Savvy Sierra." Have students consider an alliteration for their greeting and give a thumbs up when they're ready. Tell students that it's OK if someone picks the same adjective. Model how you will greet each person by saying, "Good morning everyone, I'm [your own alliteration]." All students respond, "Good morning [your alliteration]." Post an order or call on students one at a time until everyone has been greeted. Students should unmute when they share, and stay muted when they greet.

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

In-Person	Virtual
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 the room with teacher direction. 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.	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 teacher direction. 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.

Group activity: Captain's Coming

In-Person

This activity gets everyone moving. You (the captain) stand 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.

"Captain's Coming" – Crew stands at attention with a salute and all say "Aye, aye, captain!"

"Bow" – Move one step forward

"Stern" – Move one step back

"Starboard" – Move to the right

"Port" – Move to the left

"Swab the deck" – Pretend to mop the deck.

"Walk the plank" – Take three giant steps forward

"Hardtack for dinner" – Pretend they are gagging as if throwing up

Give orders, mixing up as you go. An option is to have a student be the captain.

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.

Virtual

Students will stand in their screen view for this activity. You (the captain) stand 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.

"Captain's Coming" – Crew stands at attention with a salute and all say "Aye, aye, captain!"

"Bow" – Move one step forward

"Stern" – Move one step back

"Starboard" – Move to the right

"Port" – Move to the left

"Swab the deck" – Pretend to mop the deck.

"Walk the plank" – Take three giant steps forward

"Hardtack for dinner" – Pretend they are gagging as if throwing up

Give orders, mixing up as you go. An option is to have a student be the captain.

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.

Morning message:

In-Person

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

[Date]

Hello, Rule-Makers!

We've worked hard to narrow down our list of rules to have a short list that we can remember and use in a variety of ways 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?

[Closing and signature]

Have a list of adverbs, such as quietly, slowly, proudly, etc., listed on either a chart or index cards. Have a student pick one adverb. Then have students read the message aloud, with a voice that matches the adverb.

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. Point to each rule on the poster and 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.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Hello, Rule-Makers!

We've worked hard to narrow down our list of rules to have a short list that we can remember and use in a variety of ways 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 I've shared with you virtually. What is one rule you want to focus on today?

[Closing and signature]

Share a list of adverbs, such as quietly, slowly, proudly, etc., with everyone on your screen. Have a student pick one adverb. Then have students read the message aloud, with a voice that matches the adverb. Keep students muted, but ask one student to unmute to be the lead.

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. Read each rule on the poster and 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.

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

Greeting: Invisible Ball Toss Greeting

In-Person	Virtual
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.	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.

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

In-Person	Virtual
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.	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.

Group activity: Buzz

In-Person	Virtual
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.	All students start with video on. Students count in order to a predetermined number. The teacher could call the order based on their screen or could 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.

Morning message:

In-Person

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

[Date]

Dear Third Graders,

We have learned so much about each other, and we 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?

Be ready to share,

[Closing and signature]

Divide the class into four groups by proximity. Today they'll read aloud with a growing choral reading. The first group will read aloud together until /. Then the second group joins in until //. The third group will join in until ///. Everyone continues reading to the end.

Engage in a discussion about responsibility and how the rules are designed for everyone to do their part.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Dear Third Graders,

We have learned so much about each other, and we 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?

Be ready to share,

[Closing and signature]

Ask for four volunteers to read the message aloud. Each student will read their part aloud to the / markings (the fourth student reads the last two sentences). Other students can stay muted and read along to themselves.

Engage in a discussion about responsibility and how the rules are designed for everyone to do their part.

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
New routines for social distancing should be taught through Interactive Modeling, starting with the “what” and “why.” 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. 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). 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.	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. 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. 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.

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: 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
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, ____.” 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.	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, ____.” When students introduce themselves, they should unmute, but they should remain muted when they are waving and saying “Good morning” to others.

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

In-Person	Virtual
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: • 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. 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 . . ." 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.	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: • 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. 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. 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.

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
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.	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.

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

In-Person	Virtual
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?”	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.

Group activity: Human Protractor

In-Person	Virtual
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.	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.

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting. [Date] Good Morning, Fourth Graders! 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! [Closing and signature] 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.	Display the message on the screen prior to the meeting. [Date] Good Morning, Fourth Graders! 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! [Closing and signature] 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.

Daily Focus: Making connections with others while practicing assertiveness

Greeting: Good Morning Greeting

In-Person	Virtual
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.	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.

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

In-Person	Virtual
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. 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.	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. 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.

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.

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

Greeting: Peace Sign Greeting

In-Person	Virtual
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.	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	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, ask a few “who remembers” questions at the end and have students point to students who match that description.	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	Virtual
Introduce this activity by showing how you can flip a coin and guess if it is 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.	Introduce this activity by showing how you can flip a coin and guess if it is 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

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

[Date]

Good Morning, Cooperative Fourth Graders!

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.

[Closing and signature]

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:

- Home: helping get ready in the morning, making a meal, etc.
- Bus: sharing seats and having conversations with others
- Clubs or teams
- Playground
- Classroom

Virtual

Display the message on the screen prior to the meeting.

[Date]

Good Morning, Cooperative Fourth Graders!

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.

[Closing and signature]

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:

- 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
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.	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.

Sharing: Weekend Share

In-Person	Virtual
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.	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.

Group activity: Group Counting

In-Person	Virtual
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.	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.

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
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: “Good morning to anyone who . . .” • Met someone new last week • Was glad to be back in school • Learned something new last week • Is a fourth grader	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: “Good morning to anyone who . . .” • 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
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.	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.

Group activity: Shake It Down

In-Person	Virtual
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”: “1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!” (Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) “1, 2, 3, 4, 5, 6, 7, 8!” (Shake right hand eight times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) Repeat the chant and actions, cutting down to 4, then 2, and then 1. “Shake it down!” (Shake whole body once from top to bottom.)	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”: “1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!” (Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) “1, 2, 3, 4, 5, 6, 7, 8!” (Shake right hand eight times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) Repeat the chant and actions cutting down to 4, then 2, and then 1. “Shake it down!” (Shake whole body once from top to bottom.)

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting. [Date] Good Morning, Responsible Fourth Graders! 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? [Closing and signature] 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.	Display the message on the screen prior to the meeting. [Date] Good Morning, Responsible Fourth Graders! 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? [Closing and signature] 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.

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

Greeting: Good Morning Pinkie Wave

In-Person	Virtual
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.	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.

Sharing: Popcorn Share (Favorite Snack)

In-Person	Virtual
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. 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?”	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. 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?”

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

In-Person	Virtual
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: 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	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: 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
Display the message on a whiteboard or screen prior to the meeting. [Date] Good Morning, Empathetic Fourth Graders, 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. When do you show empathy? How does it feel when someone shows empathy to you? [Closing and signature] Read aloud together. Engage in a discussion about empathy.	Display the message on the screen prior to the meeting. [Date] Good Morning, Empathetic Fourth Graders, 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. When do you show empathy? How does it feel when someone shows empathy to you? [Closing and signature] Read aloud together. Engage in a discussion about empathy.

Daily Focus: Continue to add challenge while applying academic skills

Greeting: Action Name Greeting

In-Person	Virtual
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.	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.

Sharing: Partner Share (What I Like to Read)

In-Person	Virtual
While safely distancing, students will share with a partner a favorite book, genre, or author they enjoy reading.	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.

Group activity: Spelling Karate

In-Person	Virtual
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.	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.

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
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.	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.

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

In-Person	Virtual
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. 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.	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. 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.

Group activity: Captain's Coming

In-Person

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.

"Captain's Coming" – Crew stands at attention with a salute and all say "Aye, aye, captain!"

"Bow" – Move one step forward

"Stern" – Move one step back

"Starboard" – Move to the right

"Port" – Move to the left

"Swab the deck" – Pretend to mop the deck

"Walk the plank" – Take three giant steps forward

"Hardtack for dinner" – Pretend they are gagging as if throwing up

Give orders, mixing up as you go. An option is to have a student be the captain.

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.

Virtual

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.

"Captain's Coming" – Crew stands at attention with a salute and all say "Aye, aye, captain!"

"Bow" – Move one step forward

"Stern" – Move one step back

"Starboard" – Move to the right

"Port" – Move to the left

"Swab the deck" – Pretend to mop the deck

"Walk the plank" – Take three giant steps forward

"Hardtack for dinner" – Pretend they are gagging as if throwing up

Give orders, mixing up as you go. An option is to have a student be the captain.

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.

Morning message:

In-Person

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

[Date]

Hello Rule-Makers!

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?

[Closing and signature]

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.

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.

Virtual

Display the message on the screen prior to the meeting.

[Date]

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?

[Closing and signature]

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.

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.

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

Greeting: Invisible Ball Toss Greeting

In-Person	Virtual
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.	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.

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

In-Person	Virtual
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.	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.

Group activity: Buzz

In-Person	Virtual
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.	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.

Morning message:

In-Person

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

[Date]

Dear Fourth Graders,

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?

Be ready to share.

[Closing and signature]

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.

Engage in a discussion about responsibility and how the rules are designed for everyone to do their part.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Dear Fourth Graders,

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?

Be ready to share.

[Closing and signature]

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.

Engage in a discussion about responsibility and how the rules are designed for everyone to do their part.

The First Ten Days of Fifth Grade Morning Meeting

Considerations

Developmental considerations for ten-year-olds:

- Need lots of outdoor play and physical challenges
- Listen well and enjoy talking and explaining; can appreciate others' perspectives
- Increasingly able to think abstractly; enjoying categorizing and logic; also good at memorizing
- Enjoy choral reading, poetry, plays, and singing
- Open to learning mediation and problem-solving skills; quick to anger and to forgive
- Developing a more mature sense of right and wrong
- Cooperative and flexible; do well with group activities and cooperative learning

Recommendations

In-Person	Virtual
New routines for social distancing should be taught through Interactive Modeling, starting with the “what” and “why.” If your space is large enough for a circle, consider using place markers for the spacing and model how to come to the spot. 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). 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.	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. 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. 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.

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: 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
Explain that today everyone will introduce themselves with the greeting “Good morning” and their first and last name. 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, ____.” If in a circle, go around the circle. If not, the teacher 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.	Explain that today everyone will introduce themselves with the greeting “Good morning” and their first and last name. 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, ____.” When students introduce themselves, they should unmute, but they should remain muted when they are waving and saying “Good morning” to others. The teacher calls the order to ensure all are included.

Sharing: Around-the-Circle, “Something I did this summer . . .”

In-Person

As you introduce sharing, remind students that each day they’ll be getting to know each other through sharing. They all have different feelings on the first day of school, especially the first day in school with masks, social distancing, etc., and those feelings can make it harder to think or share. To help students out with sharing, give these supports:

- Give thinking time by having students give a thumbs up when ready.
- Say it’s OK to say 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.

Explain that the around-the-circle sharing topic today is something they did this summer. Give thinking time and have all show a thumbs up when ready. Model the first sentence by sharing something you did this summer: “One thing I did this summer is . . .”

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.

Virtual

As you introduce sharing, remind students that each day they’ll be getting to know each other through sharing. They all have different feelings on the first day of school, especially the first day in a virtual classroom, and those feelings can make it harder to think or share. To help students out with sharing, give these supports:

- Give thinking time by having students give a thumbs up when ready.
- Say it’s OK to say 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 they are finished sharing.

Introduce that the around-the-circle/screen share topic today is something they did this summer. Give thinking time and have all show a thumbs up when ready.

Model the first sentence by sharing something you did this summer: “One thing I did this summer is . . .” Call on each student to share around the screen. Remind students to unmute and mute.

Group activity: Just Like Me

In-Person	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 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 statements 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: • Like to read • Enjoy video games • Like riding a bike • Like learning on the computer • Enjoy playing sports • Excited to be a fifth grader	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 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 statements 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: • Like to read • Enjoy video games • Like riding a bike • Like learning on the computer • Enjoy playing sports • Excited to be a fifth grader

Morning message:

In-Person	Virtual
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, Fifth 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 fourth 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 Morning Meeting so they’re prepared to read it together at the end of the meeting.	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, Fifth 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 fourth 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
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.	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.

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

In-Person	Virtual
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 thought the best thing was something we did in the morning?”	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 did 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.

Group activity: Human Protractor

In-Person	Virtual
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.	While standing in their screen view, 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. 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.

Continues on the next page.

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting. Read the message aloud to students. [Date] Good Morning, Fifth Graders! What a busy first day of school we had yesterday! It is so fun getting to learn together and getting to know each other. What is something you are looking forward to learning about in fifth grade? I'm looking forward to hearing all your learning goals! [Closing and signature] After reading the message to students, have them think of things they want to learn. Then, read the message aloud together, taking time after reading to hear their learning goals.	Display the message on the screen prior to the meeting. Read the message aloud to students. [Date] Good Morning, Fifth Graders! What a busy first day of school we had yesterday! It is so fun getting to learn together and getting to know each other. What is something you are looking forward to learning about in fifth grade? I'm looking forward to hearing all your learning goals! [Closing and signature] 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.

Daily Focus: Making connections with others while practicing assertiveness

Greeting: Good Morning Peace Sign

In-Person	Virtual
Today, each student will greet the student next to them by showing a peace sign and saying, “Good morning, ____.” The student who was greeted will return the peace sign and say, “Good morning, ____.” This continues around the circle until all have been 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.	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. Alternatively, post or share a list indicating the order in which students will be greeted. Continue until every person has been greeted.

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

In-Person	Virtual
Connect to the previous days’ sharing by stating, “When we each share, I notice that many of you have things in common. Today we’re going to practice using a hand signal to show we have something in common. For example, yesterday someone said they remembered being nervous the first day, and I felt that way, too. Watch what I would do to show I connect with that idea.” Model a silent hand signal, and ask what students noticed. “Now let’s try one. I enjoyed being in school again on the first day. Show the hand signal if you felt the same way.” Then, introduce the sharing by having students think about a favorite game or sport they like to play. Tell them to think about games and or sports they play at home or school, alone or with others, on devices or not, etc. Remind students to give a thumbs up when ready. Remind students they may have the same favorites as others. Tell students that if they like the same game or play the same sport, they should give the connection hand signal. Share your favorite game or sport, then move around the circle.	Connect to the previous days’ sharing by stating, “When we each share, I notice that many of you have things in common. Today we’re going to practice using a hand signal to show we have something in common. For example, yesterday someone said they remembered being nervous the first day, and I felt that way, too. Watch what I would do to show I connect with that idea.” Model a silent hand signal, and ask what students noticed. “Now let’s try one. I enjoyed being in school again on the first day. Show the hand signal if you felt the same way.” Then, introduce the sharing by having students think about a favorite game or sport they like to play. Tell them to think about games or sports they play at home or school, alone or with others, on devices or not, etc. Remind students to give a thumbs up when ready. Remind students they may have the same favorites as others. Tell students that if they like the same game or play the same sport, they should give the connection hand signal. Share your favorite game or sport, then call on others to share around the screen. Remind to unmute prior to sharing.

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 or may not describe them. If it describes them, 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 fifth graders:

- Step into the circle if you have a pet
- Step into the circle if you rode a bike to school
- Step into the circle if you have a sibling
- Step into the circle if you have traveled out of the state
- Step into the circle if you are 10 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 or may not describe them. If it describes them, they will stand up in their screen and wave to others who are standing, as if they're in the middle of a circle. 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 fifth graders:

- Step into the circle if you have a pet
- Step into the circle if you rode a bike to school
- Step into the circle if you have a sibling
- Step into the circle if you have traveled out of the state
- Step into the circle if you are 10 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, Fifth 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

Looking forward to a 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, Fifth 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 a 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.

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

Greeting: Language Greeting

In-Person	Virtual
Today, have students greet others around the circle using a language other than English. You can choose a language spoken by students in your classroom or one that is spoken in your school or community. Some examples are: Spanish: Buenos días French: Bonjour Hebrew: Shalom Haitian Creole: Bonjou Start with picking one language and modeling the greeting: “Bonjou, ____.” Continue having students greet each other around the circle. 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.	Post or share a list indicating the order in which students will be greeted. Today, have students greet others around the screen using a language other than English. You can choose a language spoken by students in your classroom or one that is spoken in your school or community. Some examples are: Spanish: Buenos días French: Bonjour Hebrew: Shalom Haitian Creole: Bonjou Start with picking one language and modeling the greeting: “Bonjou, ____.” Have students greet each other in the order listed until every student has been greeted.

Sharing: Around-the-Circle (Favorite Meal)

In-Person	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, ask a few “who remembers” questions at the end and have students point to students who match that description.	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 if they also like the meal someone shared.

Group activity: Heads or Tails

In-Person	Virtual
Introduce this activity by showing how you can flip a coin and guess if it is 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 on either 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.	Introduce this activity by showing how you can flip a coin and guess if it is 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

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

[Date]

Good Morning, Cooperative Fifth Graders!

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.

[Closing and signature]

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:

- Home: helping get ready in the morning, making a meal, etc.
- Bus: sharing seats and having conversations with others
- Clubs or teams
- Playground
- Classroom

Virtual

Display the message on the screen prior to the meeting.

[Date]

Good Morning, Cooperative Fifth Graders!

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.

[Closing and signature]

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:

- Playing games
- Making a meal
- Helping siblings or parents
- Sharing the computer
- Doing chores

Daily Focus: Making simple decisions that lead to the rule-making process

Greeting: Pick One Greeting

In-Person	Virtual
Remind students that they have practiced four different greetings this week: wave, good morning, peace sign, and language greeting. 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 four 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 has been greeted.	Post or share a list indicating the order in which students will be greeted. Remind students that they have practiced four different greetings this week: wave, good morning, peace sign, and language greeting. 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 four 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. Have students greet each other in the order listed until everyone has been greeted.

Sharing: Weekend Share

In-Person	Virtual
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.	Post or share a list indicating the order in which students will share. 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 in the order listed. Remind students to use the connection sign if they also like doing similar activities on weekends.

Group activity: Group Counting

In-Person	Virtual
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 1 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 1. Start the game with a smaller number. Try a few rounds.	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 1 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 1. Start the game with a smaller number. Try a few rounds.

Morning message:

In-Person

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

[Date]

Hello, Fifth 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 them to achieve their goal. Rules in school can be frustrating, but they will help them achieve their learning goals.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Hello, Fifth 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 them to achieve their goal. Rules in school can be frustrating, but they will help them achieve their 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
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: “Good morning to anyone who . . .” • Met someone new last week • Was glad to be back in school • Learned something new last week • Is a fifth grader	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 will stand up in their screen and say “Good morning” to others who are standing. Begin by naming categories that help reflect the first week of school, and end with one that will ensure everyone is included. For example: “Good morning to anyone who . . .” • Met someone new last week • Was glad to be back in school • Learned something new last week • Is a fifth grader

Sharing: Partner Share (Place You Like to Visit)

In-Person	Virtual
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 a place you like to visit. Tell students that due to current circumstances, they may not be able to go this place, but they can share the place and why they like to visit or hope to visit. Remind students to stay on the topic and give time for each person to share while safely distancing. Assign partnerships.	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 a place you like to visit. Tell students that due to current circumstances, they may not be able to go this place, but they can share what place and why they like to visit or hope to visit. 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.

Group activity: Shake It Down

In-Person	Virtual
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”: “1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!” (Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) “1, 2, 3, 4, 5, 6, 7, 8!” (Shake right hand eight times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) Repeat the chant and actions, cutting down to 4, then 2, and then 1. “Shake it down!” (Shake whole body once from top to bottom.)	Tell students that this activity will get them moving while counting. Students will 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”: “1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!” (Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) “1, 2, 3, 4, 5, 6, 7, 8!” (Shake right hand eight times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) Repeat the chant and actions cutting down to 4, then 2, and then 1. “Shake it down!” (Shake whole body once from top to bottom.)

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting. [Date] Good Morning, Responsible Fifth Graders! Today, we’ll start <u>thinking</u> about the jobs we will have for taking care of ourselves and our school this year. 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? [Closing and signature] 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.	Display the message on the screen prior to the meeting. [Date] Good Morning, Responsible Fifth Graders! Today, we’ll start <u>thinking</u> about the jobs we will have for taking care of ourselves and our class this year. 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? [Closing and signature] 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.

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

Greeting: Good Morning Pinkie Wave

In-Person	Virtual
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 their making eye contact and using names or asking for reminders.	Post or share a list indicating the order in which students will be greeted. 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 their using names or asking for reminders. Have students greet each other in the order listed until every student has been greeted.

Sharing: Popcorn Share (Favorite Snack)

In-Person	Virtual
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). Continue until everyone is standing. If there’s time, repeat with another topic to share. 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?”	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). Continue until everyone is standing. If there’s time, repeat with another topic to share. Engage students in a discussion regarding empathy and assertion. “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?”

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

In-Person	Virtual
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: 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	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: 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
Display the message on a whiteboard or screen prior to the meeting. [Date] Good Morning, Empathetic Fifth Graders, 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. When do you show empathy? How does it feel when someone shows empathy to you? [Closing and signature] Read aloud together. Engage in a discussion about empathy.	Display the message on the screen prior to the meeting. [Date] Good Morning, Empathetic Fifth Graders, 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. When do you show empathy? How does it feel when someone shows empathy to you? [Closing and signature] Read aloud together or ask for a volunteer to read aloud to the group. Engage in a discussion about empathy.

Daily Focus: Continue to add challenge while applying academic skills in the Morning Meeting

Greeting: Alliterative Name Greeting

In-Person	Virtual
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 alliteration].” All students respond, “Good morning, [your alliteration].” Continue around the circle until everyone has been greeted.	Post or share a list indicating the order in which students will be greeted. 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 alliteration].” All students respond, “Good morning [your alliteration].” Continue until everyone has been greeted. Students can unmute when they share, and stay muted when they greet.

Sharing: Partner Share (What I Like to Read)

In-Person	Virtual
Students will share with a partner a favorite book, genre, or author they enjoy reading in a partner share, while safely socially distancing.	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.

Group activity: Spelling Karate

In-Person	Virtual
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.	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.

Morning message:

In-Person

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

[Date]

Hello, Friendly Fifth Graders,

Today we will continue to build on what you've learned in fourth 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]

Read the message together or ask for a student to read to the class. 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, Friendly Fifth Graders,

Today we will continue to build on what you've learned in fourth 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]

If students are using a platform where they can share their ideas to the question 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: Match My Voice Greeting

In-Person	Virtual
As you may have discussed while creating rules this week, one thing fifth graders need to remember is their tone of voice. This greeting allows students to practice matching their voice to another student. Students greet the person next to them with a “Good morning” greeting in a voice of their choice. The next student returns the greeting, matching the voice. Continue around the circle. Engage in a discussion of how everyone said the same words, but the different voices changed how the message felt.	As you may have discussed while creating rules this week, one thing fifth graders need to remember is their tone of voice. This greeting allows students to practice matching their voice to another student. Post or share a list indicating the order in which students will be greeted. Students greet another student with a “Good morning” greeting in a voice of their choice. The greeted student returns the greeting, matching the voice. Have students greet each other in the order listed until every student has been greeted. Engage in a discussion of how everyone said the same words but the different voices changed how the message felt.

Sharing: Something That Makes You Smile

In-Person	Virtual
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 the room with teacher direction. After sharing, connect the rule-making process with students’ feelings. The goal would be to have the warm, happy feeling that they shared. Classroom rules will help guide them to have that feeling for themselves and others.	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 teacher direction. After sharing, connect the rule-making process with students’ feelings. The goal would be to have the warm, happy feeling that they shared. Classroom rules will help guide them to have that feeling for themselves and others.

Group activity: Captain's Coming

In-Person

This activity gets everyone moving. You (the captain) stand 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.

"Captain's Coming" – Crew stands at attention with a salute and all say "Aye, aye, captain!"

"Bow" – Move one step forward

"Stern" – Move one step back

"Starboard" – Move to the right

"Port" – Move to the left

"Swab the deck" – Pretend to mop the deck.

"Walk the plank" – Take three giant steps forward

"Hardtack for dinner" – Pretend they are gagging as if throwing up

Call out the orders, mixing up as you go. An option is to have a student be the captain.

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.

Virtual

Students will stand in their screen view for this activity. You (the captain) stand 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.

"Captain's Coming" – Crew stands at attention with a salute and all say "Aye, aye, captain!"

"Bow" – Move one step forward

"Stern" – Move one step back

"Starboard" – Move to the right

"Port" – Move to the left

"Swab the deck" – Pretend to mop the deck.

"Walk the plank" – Take three giant steps forward

"Hardtack for dinner" – Pretend they are gagging as if throwing up

Call out the orders, mixing up as you go. An option is to have a student be the captain.

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.

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting. [Date] Hello Rule-Makers! 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? [Closing and signature] Call on a category of students to read part of the message aloud (such as 10-year-olds, pet owners, etc.). Change the category for each part of the message. 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 ask students to self-reflect on how they're doing with their rule focus.	Display the message on the screen prior to the meeting. [Date] Hello Rule-Makers! 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? [Closing and signature] Ask for a volunteer to read the message aloud while others follow along. You may find it helps to have a way to pick the reader, such as someone who has a birthday this month. 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.

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

Greeting: Invisible Ball Toss

In-Person	Virtual
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 after they've been greeted.	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.

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

In-Person	Virtual
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.	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.

Group activity: Number Freeze

In-Person	Virtual
One student will say a number between 1 and the total number of students. Students start by sitting (either in a circle or at their desks) and, without talking, will either stand or remain seated to try to match the number of students standing with the number called. When the caller thinks the number is correct, they say, "Everybody freeze!" They then count all the students standing to see if the number is correct. Try a few rounds. Engage in a discussion of how the rules helped them be successful in this game.	One student will say a number between 1 and the total number of students. Students start out with video on and will either leave their video on or turn it off as they try to match the total number of videos on with the number called, all without talking. When the caller thinks the number is correct, they say, "Everybody freeze!" They then count all the students with videos on to see if the number is correct. Try a few rounds. Engage in a discussion of how the rules helped them be successful in this game.

Morning message:

In-Person

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

[Date]

Dear Fifth Graders,

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?

Be ready to share,

[Closing and signature]

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.

Engage in a discussion about responsibility and how the rules are designed for everyone to do their part.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Dear Fifth Graders,

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?

Be ready to share,

[Closing and signature]

Ask for four volunteers to read the message aloud. The first three students will read their part aloud to the / markings, and the fourth student will read to the end. Other students can stay muted and follow along.

Engage in a discussion about responsibility and how the rules are designed for everyone to do their part.

The First Ten Days of Sixth Grade Morning Meetings

Considerations

Developmental considerations for twelve-year-olds:

- Enjoy conversations with adults and peers
- Very energetic; need lots of sleep, exercise, and food
- Appreciate teachers who listen and respond to their suggestions for changes in routines, when realistic
- Increased ability to think abstractly
- Capable of self-awareness, insight, and empathy

Recommendations

In-Person	Virtual
New routines for social distancing should be taught through Interactive Modeling, starting with the “what” and “why.” If your space is large enough for a circle, consider using place markers for the spacing and model how to come to the spot. If there is not enough space in the classroom, help students define the personal space around their chair/desk. 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). 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.	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. 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. 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.

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: 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
Explain that today everyone will introduce themselves with the greeting “Good morning” and their first and last name. 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, ____.” If you are in a circle, the greeting can go around the circle. If not, the teacher 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.	Explain that today everyone will introduce themselves with the greeting “Good morning” and their first and last name. 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, ____.” When students introduce themselves, they should unmute, but they should remain muted when they are waving and saying “Good morning” to others. The teacher calls the order to ensure all are included.

Sharing: Partner Chat

In-Person	Virtual
Have students pair up either with a person sitting next to them in a circle or with their elbow partner at a table. After greeting their partner by name, they take turns sharing their responses to the morning message prompts. Remind students to stay on the topic and give time for each person to share while safely distancing. Use Interactive Modeling for this process to ensure success.	In advance of the partner chat, create a list of student names to share in the chat box. Let students know that one pair of students at a time can unmute themselves to complete the sharing while the rest of the group remains on mute. You might also choose to share the prompts for this sharing in the chat box so students have reminders. Students will greet, in order of the list provided, the next student on the list by saying “Hello, _____. What’s the good word?” The partner will respond with, “Thanks for asking. The good word is [what the student likes about remote learning].” Then the responding student will say, “What’s the good word for you?” Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

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.

The following phrases are only suggestions. You may replace any or all of the statements with statements of your own. Consider beginning with low-risk options and moving to high risk.

- I like pizza.
- I like sports.
- I like movies.
- I like math.
- I like reading.
- I like science.
- I like school.

Reflection: This reflection can be silent, or you can ask for volunteers to share. Ask “How does knowing the likes and dislikes of others build community?”

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 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.

If using a virtual platform that has a “hands up” function, this could be used instead of the jazz hands. Alternatively, students could physically raise their hands while making sure that they are visible to others or write “like me” on a card and hold it up where their card and face are visible to others. Decide what works best for your group and your platform, and use Interactive Modeling to show students what to do.

The following phrases are only suggestions. You may replace any or all of the statements with statements of your own. Consider beginning with low-risk options and moving to high risk.

- I like pizza.
- I like sports.
- I like movies.
- I like math.
- I like reading.
- I like science.
- I like school.

Reflection: This reflection can be silent, or you can ask for volunteers to share. Ask “How does knowing the likes and dislikes of others build community?”

Morning message:

In-Person

Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.

[Date]

Welcome, Sixth Graders!

Today we are going to begin getting to know one another. We are doing this because getting to know one other will help us build a positive community to sustain us all year.

Consider your responses to the following questions (write yourself some notes if you would like):

How are you feeling?

What is your favorite academic subject?

What is your favorite school-based activity?

Be prepared to share your responses with a partner.

Let's have a great day together!

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Welcome, Sixth Graders!

Switching from in-class instruction and learning to a remote, stay-at-home environment was a shift for all of us. Change can be hard, and it can be easy to focus on what we are missing. Learning to shift our perspective and see the positive takes practice! Learning to see the good side of a situation does not erase the challenging moments, but it can make them easier to manage.

Take a moment and reflect on the remote learning experience. Think of one thing that you like from remote learning and one thing you miss from in-class learning.

Let's have a great day together!

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

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

Greeting: First Name Wave

In-Person	Virtual
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 and say, “Hi, I’m _____. What’s your name?” When the student responds, wave and say, “Good morning, _____.” The student waves and responds, “Good morning, _____.” If participants are not in a circle, you can name the next student, ensuring that every student is greeted.	In advance of the greeting, create a list of student names to share in the chat box. 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.

Sharing: Partner Chat

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name, they take turns sharing their responses to the questions listed in the morning message. Remind students to stay on the topic and give time for each person to share while safely distancing. Listen in on each group and note some favorites to use in future Morning Meetings. Use Interactive Modeling for this process to ensure success.	In advance of the partner chat, create a list of student partnerships to share in the chat box. Let students know that one pair of students at a time can unmute themselves to share while the rest of the group remains on mute. You might choose to share sentence stems for responses and/or add the questions from the morning message in the chat box. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name, they take turns sharing their responses to the questions listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Love It or Leave It

In-Person

Let students know that in a moment you will call out an item or idea. If the item/idea is something the student likes, they are to hug themselves to indicate they love it. If the item/idea is something the student does not love, they should pretend to wad the idea up and throw it away to indicate they are leaving it. Let students know to look around as they make their motions to see who else loves the item/idea or leaves the item/idea. After giving a few moments to look around, have all students stop their motion. Join the activity with the students.

These ideas are only suggestions. You may replace any or all of the statements with statements of your own. Begin with low risk and move to high risk.

- Roller coasters
- Chocolate
- Video games
- Board games
- Going to the movies
- Playing a sport

Reflection: This can be a silent reflection or you can ask for volunteers to share. Ask “Why is it important to consider our class as a community?”

Virtual

If you are using a virtual platform that has a “thumbs up” and a “thumbs down” function, teach students to use this function to substitute for the motion portion of the instructions. If no “thumbs up” function is available, have students write “love it” on a card and “leave it” on another card and hold one of them up so that their card and face are visible to others.

Let students know that in a moment you will state an item/idea. If the item/idea is something they love, they should give a thumbs up or show the “love it” card. If it is something they do not love, they should give a thumbs down or show the “leave it” card. Let students know to look around to see who else the statement applies to in the group. After giving a few moments to look around, have all students reset. Join the activity by interacting with the students.

These ideas are only suggestions. You may replace any or all of the statements with statements of your own. Begin with low risk and move to high risk.

- Roller coasters
- Chocolate
- Video games
- Board games
- Going to the movies
- Playing a sport

Reflection: This can be a silent reflection or you can ask for volunteers to share. Ask “Why is it important to consider our class as a community?”

Morning message:

In-Person

Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.

[Date]

Welcome, Sixth Graders!

It is so good to see you all again. We are going to continue to get to know each other and build our positive community.

Think about your school experience last year, and consider your responses to the following questions (write some notes to yourself if needed): What were some of the things you enjoyed about school last year? What things did you enjoy participating in last school year? Be prepared to share your responses with a partner.

Let's have a great day together!

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Welcome, Sixth Graders!

It is so good to see you all again. We are going to continue to get to know each other and build our positive community.

Think about your school experience last year, and consider your responses to the following questions (write some notes to yourself if needed): What were some of the things you enjoyed about school last year? What things did you enjoy participating in last school year? Be prepared to share your responses with a partner.

Let's have a great day together!

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

Daily Focus: Making connections with others while practicing assertiveness

Greeting: Good Morning Peace Sign

In-Person	Virtual
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, each student will greet the student next to them by showing a peace sign and saying “Good morning, ____.” The student who was greeted will return the peace sign and say, “Good Morning, ____.” This continues around the circle until all have been 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.	Connect to yesterday. “Yesterday we greeted each other with a good morning greeting.” 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. Alternatively, post or share a list indicating the order in which students will be greeted. Continue until every person has been greeted.

Sharing: Air High-Five

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name and giving each other an air high-five (their hands should not touch), they take turns sharing their responses to the question listed in the morning message. Students should repeat this process with three people. Remind students to stay on topic and allow time for each person to share. Listen in on each group and note some favorites to use in future meetings. Use Interactive Modeling for this process to ensure success.	Share a list of partner names in the chat box. One pair of students at a time can unmute themselves to share while the rest of the group remains on mute. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name and giving them a virtual high-five, they take turns sharing their responses to the questions listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Fact or Fiction

In-Person

Have students write down three statements about themselves. Two will be factual (true); one will be fictional (false). For example: “I moved here from Chicago [T]. My favorite ice cream is salted caramel [T]. I play basketball [F].”

One student will read their statements aloud. The other students then vote, raising their hands to indicate which statement they think is false. The student who read their three statements reveals the false statement. Continue until everyone has shared, or spread this activity over several meetings.

Reflection: This can be a silent reflection or you can ask for volunteers to share.

How important are first impressions?

How much truth is in first impressions?

How much should they influence how we treat others?

Virtual

Have all students create three cards reading “1,” “2,” or “3.”

Have students write down three statements about themselves. Two will be factual (true); one will be fictional (false). For example: “I moved here from Chicago [T]. My favorite ice cream is salted caramel [T]. I play basketball [F].”

The teacher will call on one student to read their statements aloud. The other students then vote on which statement they think is false, using their cards to indicate their vote. The student who read their three statements reveals the false statement.

Continue until everyone has shared, or spread this activity over several meetings.

Reflection: This can be a silent reflection or you can ask for volunteers to share.

How important are first impressions?

How much truth is in first impressions?

How much should they influence how we treat others?

Morning message:

In-Person

Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.

[Date]

Welcome, Sixth Graders!

It is so good to see you all again. We are going to continue to get to know each other and build our positive community.

Do you realize you have been in school for more than half of your life? Amazing, isn't it?

What is something you do really well? Be prepared to share your responses with a partner.

Let's have a great day together!

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Welcome, Sixth Graders!

It is so good to see you all again. We are going to continue to get to know each other and build our positive community.

Do you realize you have been in school for more than half of your life? Amazing, isn't it?

What is something you do really well? Be prepared to share your responses with a partner.

Let's have a great day together!

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

Daily Focus: Develop communication and social skills

Greeting: Language Greeting

In-Person	Virtual
Today, have students greet others around the circle using a language other than English. You can choose a language spoken by students in your classroom or one that is spoken in your school or community. Some examples are: • Spanish: Buenos dias • French: Bonjour • Hebrew: Shalom • Haitian Creole: Bonjou Start with picking one language and modeling the greeting: “Bonjou, ____.” Continue having students greet each other around the circle. 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.	In advance of the greeting, create a list of student names to share in the chat box. Today, have students greet others around the screen using a language other than English. You can choose a language spoken by students in your classroom or one that is spoken in your school or community. Some examples are: • Spanish: Buenos dias • French: Bonjour • Hebrew: Shalom • Haitian Creole: Bonjou Start with picking one language and modeling the greeting: “Bonjou, ____.” Have students greet each other in the order listed until every student has been greeted.

Sharing: Elbow Bump

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name and elbow bumping one another, they take turns sharing their responses to the question listed in the morning message. Students should repeat this process with three people. Remind students to stay on topic and to allow time for each person to share. Listen in on each group and note some favorites to use in future meetings. Use Interactive Modeling for this process to ensure success.	Share a list of partner names in the chat box. One pair of students at a time can unmute themselves to share while the rest of the group remains on mute. You might choose to share sentence stems for responses and/or add the questions from the morning message in the chat box. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name and giving them a virtual elbow bump, they take turns sharing their responses to the questions listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Four Corners

In-Person

In advance, prepare a set of four signs related to a main topic or question. Label each sign with one related subtopic or one answer to the question. For example, a main topic might be sea creatures, with the four subtopics being sharks, pelicans, dolphins, and starfish.

Name the topic and then point out that each corner of the room represents one subtopic (or sea creature). Students go to the corner they are most curious about or most knowledgeable about and discuss that subtopic with others for a few minutes. On your signal, students can either rotate clockwise to the next corner or choose a new one to go to.

Some other corner ideas are:

Animals (dog, cat, neither, both)

Sports (football, baseball, softball, volleyball)

Foods (pizza, burgers, fish, candy)

Movies (drama, horror, comedy, action)

School subjects (reading, math, science, other)

Reflection: This can be a silent reflection or you can ask for volunteers to share.

How can sharing your thoughts with others strengthen your understanding of a topic?

Virtual

Option 1: Virtual Four Corners

If the virtual platform you are using allows for breakout rooms, use these rooms to create your corners. When you present the corners, ask the students to use the renaming function of the virtual platform to rename themselves after the corner they choose. Use the students' new names to manually place them into the appropriate breakout rooms. Allow them 4–5 minutes in their groups to discuss their topic. Bring them back to the whole group and repeat the process.

Option 2: Scavenger Hunt

Direct students to locate items in their work area that fit various categories and hold these up to their camera for others to see. Have the students notice who else has a similar item to their own.

Some suggested categories:

- Something in your favorite color
- Something about as old as you
- Something that makes you smile
- Something that you're proud of
- Something that helps you focus
- Something that has special meaning to you

Reflection: This can be a silent reflection or you can ask for volunteers to share.

How can sharing your thoughts with others strengthen your understanding of a topic?

Morning message:

In-Person

Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.

[Date]

Welcome Back to Morning Meeting!

For the past three days, we have been working to build our community. Today, we're going to learn more about each other by looking at what else we have in common. What is something you are proud of academically? Be prepared to share your answer with a partner. Let's continue to learn about one another!

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Welcome Back to Morning Meeting!

For the past three days, we have been working to build our community. Today, we're going to learn more about each other by looking at what else we have in common. What is something you are proud of academically? Be prepared to share your answer with a partner. Let's continue to learn about one another!

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

Daily Focus: Making simple decisions that lead to the rule-making process

Greeting: Pick One Greeting

In-Person	Virtual
Remind students that they have practiced four different greetings this week: wave, good morning, peace sign, and language greeting. 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 four 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 has been greeted.	In advance of the greeting, create a list of student names to share in the chat box. Remind students that they have practiced four different greetings this week: wave, good morning, peace sign, and language greeting. 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 four 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 turn and greet the next student using the greeting they selected. Remind students to unmute when greeting and returning the greeting. Have students greet each other in the order listed until everyone has been greeted.

Sharing: Around-the-Table Chat

In-Person	Virtual
If possible, arrange the students into table groups. If needed, you can place students into groups of four or five, appropriately spaced in a standing circle. Going clockwise around the table or within the group, students take turns sharing their advice for Fiona. Going counterclockwise, they take turns sharing their advice for Maria. Then students may have a free-flowing conversation. To close, invite a single member from each group to share a brief summary of their discussion with the whole group. Use Interactive Modeling for this process to ensure success.	<i>Option 1: Virtual Around-the-Table Chat</i> If the virtual platform you are using allows for breakout rooms, use these rooms to create your virtual groups. Once released, allow students 4–5 minutes in their groups to discuss their advice for Fiona and Mara. Bring them back to the whole group and invite a single member to share with the whole group. <i>Option 2: Virtual Whole Group Chat</i> Ask students to raise their hand to indicate they wish to share. Begin with advice for Fiona. Take as many shares as you can. Change the topic to advice for Mara. Take as many shares as you can. Close by asking for any remaining whole group shares of advice. Use Interactive Modeling for this process to ensure success.

Group activity: “Ball” Toss

In-Person

Arrange students in an appropriately spaced circle.

Call out a topic for discussion. Give an example of a difficult situation that a student might face at school with a peer—for example, not agreeing on a topic for a class project. Call out a student’s name and pretend to toss them a “ball.” The student who has caught the ball will share their thought on the topic. They will then call out another student’s name and pretend to toss them the ball. The student who caught the ball will share their thought, and the one who tossed the ball will then sit down. You may continue with the same topic or change the topic. Allow the process to continue until all students have shared a thought.

Note: This activity can make students feel vulnerable. Allowing them to “pass” without sharing is appropriate.

Reflection: This can be a silent reflection or you can ask for volunteers to share.

What is something you learned today that surprised you?

What is a new strategy you might try in the future for difficult situations?

Virtual

Prepare students for a virtual whole group activity. Have students stand at their computer until they have shared, and sit down after they have shared.

Call out a topic for discussion. Give an example of a difficult situation that a student might face at school with a peer—for example, not agreeing on a topic for a class project. Call out a student’s name and pretend to toss them a “ball.” The student who has caught the ball will share their thought on the topic. They will then call out another student’s name and pretend to toss them the ball. The student who caught the ball will share their thought, and the one who tossed the ball will then sit down. You may continue with the same topic or change the topic. Allow the process to continue until all students have shared a thought.

Note: This activity can make students feel vulnerable. Allowing them to “pass” without sharing is appropriate.

Reflection: This can be a silent reflection or you can ask for volunteers to share.

What is something you learned today that surprised you?

What is a new strategy you might try in the future for difficult situations?

Morning message:

In-Person

Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.

[Date]

Welcome, Team!

We have been doing lots of great work to get to know one another and build our class community. Today, we will discuss how to handle difficult situations.

Fiona's Difficult Situation: Fiona and her friend Mara have been practicing their soccer skills all summer. At the tryouts, Mara says, "Let's promise we will only join the team if we both get accepted." Fiona says, "We have been working hard for this. If I get accepted, I'm joining no matter what." Mara says, "You're not my real friend if you decide to join the team without me."

What advice would you give Fiona in this situation?

What advice would you give Mara? Be prepared to share.

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Welcome, Team!

We have been doing lots of great work to get to know one another and build our class community. Today, we will discuss how to handle difficult situations.

Fiona's Difficult Situation: Fiona and her friend Mara have been practicing their soccer skills all summer. At the tryouts, Mara says, "Let's promise we will only join the team if we both get accepted." Fiona says, "We have been working hard for this. If I get accepted, I'm joining no matter what." Mara says, "You're not my real friend if you decide to join the team without me."

What advice would you give Fiona in this situation?

What advice would you give Mara? Be prepared to share.

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

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
Tell students this greeting is similar to the activity you did last week, Just Like Me. 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: “Good morning to anyone who . . .” • Met someone new last week • Was glad to be back in school • Learned something new last week • Is a sixth grader	Tell students this greeting is similar to the activity you did last week, Just Like Me. You will name categories that may describe the students. If the category describes them, they will stand up in their screen and say “Good morning” to others who are standing. Begin by naming categories that help reflect the first week of school, and end with one that will ensure everyone is included. For example: “Good morning to anyone who . . .” • Met someone new last week • Was glad to be back in school • Learned something new last week • Is a sixth grader

Sharing: Partner Chat

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name, they take turns sharing their responses to the question listed in the morning message. Students should repeat this process with three people. Remind students to stay on topic and to allow time for each person to share. Listen in on each group and note some favorites to use in future meetings. Note: This activity involves a higher-risk question that may make students feel vulnerable. You may provide an alternative question if you feel it is more appropriate. Use Interactive Modeling for this process to ensure success.	Share a list of student names, and sentence stems for responses if you choose, in the chat box. Students will unmute themselves and greet, in order of the list provided, the next student on the list. After greeting their partner by name, they take turns sharing their responses to the question listed in the morning message. Note: This activity involves a higher-risk question that may make students feel vulnerable. You may provide an alternative question if you feel it is more appropriate. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Shake It Down

In-Person	Virtual
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”: “1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!” (Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) “1, 2, 3, 4, 5, 6, 7, 8!” (Shake right hand eight times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) Repeat the chant and actions cutting down to 4, then 2, and then 1. “Shake it down!” (Shake whole body once from top to bottom.)	Tell students that this activity will get them moving while counting. Students will 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”: “1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!” (Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) “1, 2, 3, 4, 5, 6, 7, 8!” (Shake right hand eight times and then repeat with left hand, right foot, and left foot.) “Cut!” (Pretend to slice or cut right hand down on left palm.) Repeat the chant and actions cutting down to 4, then 2, and then 1. “Shake it down!” (Shake whole body once from top to bottom.)

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space. [Date] Good Morning, Sensational Sixth Graders! Today, we’ll start <u>thinking</u> about the jobs we will have for taking care of ourselves and our school this year. 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? [Closing and signature] 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.	Display the message on the screen prior to the meeting. [Date] Good Morning, Sensational Sixth Graders! Today, we’ll start <u>thinking</u> about the jobs we will have for taking care of ourselves and our class this year. 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? [Closing and signature] 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.

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

Greeting: Good Morning Pinkie Wave

In-Person	Virtual
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 their making eye contact and using names or asking for reminders.	Post or share a list indicating the order in which students will be greeted. 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 their using names or asking for reminders. Have students greet each other in the order listed until every student has been greeted.

Sharing: What’s the News

In-Person	Virtual
Have students partner up using appropriate distancing measures. Students will greet their partner by saying, “Hello, _____. What’s the news?” The partner will respond with “Thanks for asking. The news is [answer to morning message prompt]. What’s the news for you?” The first student will say, “The news is [answer to morning message prompt].” They should repeat this process with three other students. Use Interactive Modeling for this process to ensure success.	Share a list of student names, as well as sentence stems for responses if you choose, in the chat box. Students will greet, in order of the list provided, the next student on the list by saying, “Hello, _____. What’s the news?” The partner will respond with “Thanks for asking. The news is [answer to morning message prompt]. What’s the news for you?” The first student will say, “The news is [answer to morning message prompt].” Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

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

In-Person	Virtual
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. Directions: 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	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. Directions: 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

Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.

[Date]

Good Morning, Empathetic Sixth Graders,

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.

When do you show empathy? How does it feel when someone shows empathy to you?

[Closing and signature]

Read aloud together. Engage in a discussion about empathy.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Good Morning, Empathetic Sixth Graders,

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.

When do you show empathy? How does it feel when someone shows empathy to you?

[Closing and signature]

Read aloud together or ask for a volunteer to read aloud to the group. Engage in a discussion about empathy.

Daily Focus: Continue to add challenge while applying academic skills in the Morning Meeting

Greeting: Alliterative Name Greeting

In-Person	Virtual
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 alliteration].” All students respond, “Good morning, [your alliteration].” Continue until everyone has been greeted.	Post or share a list indicating the order in which students will be greeted. 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 alliteration].” All students respond, “Good morning, [your alliteration].” Continue until everyone has been greeted. Students can unmute when they share, and stay muted when they greet.

Sharing: Air High-Five

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name and giving each other an air high-five (their hands should not touch), they take turns sharing their responses to the question listed in the morning message. Remind students to stay on topic and to allow time for each person to share. Students should repeat this process with three people. Listen in on each group and note some favorites to use in future meetings. Use Interactive Model for this process to ensure success.	Share a list of student names, as well as sentence stems for responses if you choose, in the chat box. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name and giving them a virtual high-five, they take turns sharing their responses to the questions listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Spelling Karate

In-Person	Virtual
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.	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.

Morning message:

In-Person

Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.

[Date]

Welcome, Studious Sixth Graders,

Quote for the day: “If you have a positive attitude and constantly strive to give your best effort, eventually you will overcome your immediate problems and find you are ready for greater challenges.”

—Pat Riley, NBA coach and executive

Silent Reflection: What is something non-school-related that you know you give all your effort in?

[Closing and signature]

Virtual

Display the message on the screen prior to the meeting.

[Date]

Welcome, Studious Sixth Graders,

Quote for the day: “If you have a positive attitude and constantly strive to give your best effort, eventually you will overcome your immediate problems and find you are ready for greater challenges.”

—Pat Riley, NBA coach and executive

Silent Reflection: What is something non-school-related that you know you give all your effort in?

[Closing and signature]

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

Greeting: Match My Voice Greeting

In-Person	Virtual
Students greet the person next to them with a “Good morning” greeting in a voice of their choice. The next student returns the greeting, matching the voice. Continue around the circle. Engage in a discussion of how everyone said the same words, but the different voices changed how the message felt.	Post or share a list indicating the order in which students will be greeted. Students greet another student with a “Good morning” greeting in a voice of their choice. The greeted student returns the greeting, matching the voice. Have students greet each other in the order listed until every student has been greeted. Engage in a discussion of how everyone said the same words, but the different voices changed how the message felt.

Sharing: Partner Share

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name, they take turns sharing their responses to the question listed in the morning message. Students should repeat this process with three people. Remind students to stay on topic and to allow time for each person to share. Listen in on each group and note some favorites to use in future meetings. Use Interactive Modeling for this process to ensure success.	Share a list of student names, as well as sentence stems for responses if you choose, in the chat box. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name, they take turns sharing their responses to the question listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Look Around

In-Person	Virtual
Students may stand or sit. Instruct them to move their heads in the direction you name. You might say any of the following, in any order: “look up,” “look down,” “look left,” “look right.” After giving those directions several times, begin to change the meaning of the words: “look up” now means “look down.” After several rounds, all of the directions have been changed: “look down” now means “look up”; “look left” now means “look right”; “look right” now means “Look left.” Repeat for several rounds. Reflection: This can be a silent reflection or you can ask for volunteers to share. Why is it important to laugh? Why is it important for us to have fun while we learn?	Students may stand or sit. Instruct them to move their heads in the direction you name. You might say any of the following, in any order: “look up,” “look down,” “look left,” “look right.” After giving those directions several times, begin to change the meaning of the words: “look up” now means “look down.” After several rounds, all of the directions have been changed: “look down” now means “look up”; “look left” now means “look right”; “look right” now means “Look left.” Repeat for several rounds. Reflection: This can be a silent reflection or you can ask for volunteers to share. Why is important to laugh? Why is it important for us to have fun while we learn?

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space. [Date] Welcome, Sixth Graders! Welcome back! I am so glad you are here! We have worked very hard to build our community and to set our goals. Sometimes, though, you just have to take some time to enjoy your surroundings and have a good laugh. Silent Reflection: What is something in your house that makes you laugh? [Closing and signature] <i>Add any appropriate school or class information that needs to be shared.</i>	Display the message on a whiteboard prior to the meeting so students can read it as they enter the meeting space. [Date] Welcome, Sixth Graders! Welcome back! I am so glad you are here! We have worked very hard to build our community and to set our goals. Sometimes, though, you just have to take some time to enjoy your surroundings and have a good laugh. Silent Reflection: What is something in your house that makes you laugh? [Closing and signature] <i>Add any appropriate school or class information that needs to be shared.</i>

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

Greeting: Invisible Ball Toss

In-Person	Virtual
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 after they've been greeted.	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.

Sharing: Partner Share

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name, they take turns sharing their responses to the question listed in the morning message. Remind students to stay on topic and to allow time for each person to share. Students should repeat this process with three people. Listen in on each group and note some favorites to use in future meetings. Use Interactive Modeling for this process to ensure success.	Share a list of student names, as well as sentence stems for responses if you choose, in the chat box. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name, they take turns sharing their responses to the question listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Relax, Breathe, Repeat

In-Person

- Have students stand. Ring a chime. Instruct students to close their eyes and focus on the sound. When the sound stops, ask students to inhale slowly and deeply and then exhale slowly. Continue this slow, deep breathing for about 30 seconds.
- Ring the chime again. Students should continue slow, deep breathing until the sound ends. Have them open their eyes and then remain still and quiet for a silent count of five.
- Ring the chime again. Instruct students to extend their arms in front of them with their fingertips touching, as if holding a large pumpkin.
- Students then stretch their arms wide as they inhale to the count of five and then bring arms back until fingertips touch again while exhaling to the count of five. Repeat five times.
- Students rest their arms at their sides. Then they take a slow, deep breaths, bring their shoulders up to their ears, and exhale as they release their shoulders.

Reflection: This can be a silent reflection or you can ask for volunteers to share.

Why is it important for us to laugh together as a group?

Why is important for us to be able to pause, breathe, relax, and begin again?

Virtual

- Have students stand. Ring a chime. Instruct students to close their eyes and focus on the sound. When the sound stops, ask students to inhale slowly and deeply and then exhale slowly. Continue this slow, deep breathing for about 30 seconds.
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Reflection: This can be a silent reflection or you can ask for volunteers to share.

Why is it important for us to laugh together as a group?

Why is important for us to be able to pause, breathe, relax, and begin again?

Morning message:

In-Person

Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.

[Date]

Welcome back, Amazing Sixth Graders!

We have been learning so much about each other and beginning to build a real sense of community.

We have developed goals and determined what effort and change needs to occur to achieve our goals.

Silent Reflection: What is something you have learned or done this week that you will apply in the future?

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

Virtual

Display the message on the screen prior to the meeting.

[Date]

Welcome back, Amazing Sixth Graders!

We have been learning so much about each other and beginning to build a real sense of community.

We have developed goals and determined what effort and change needs to occur to achieve our goals.

Silent Reflection: What is something you have learned or done this week that you will apply in the future?

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

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