Grade
K

The First 10 Days of

Morning Meetings

Purposeful and Engaging Plans in Response to COVID-19

Responsive Classroom®

Dear Fellow Educators,

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

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

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

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

Sincerely,
Center for Responsive Schools

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Morning Meeting
Introduction

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

Morning Meeting (K–6)

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

Goals of Morning Meeting

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

   Week 1 Goals:

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

   Week 2 Goals:

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

Morning Meeting Considerations

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

- Some teachers may not be able to achieve a circle for Morning Meeting given social distancing precautions and space constraints in classrooms. We continue to use the word "circle" in the pages that follow as it is the ideal for Morning Meetings. However, you can think of "circle" as representing an order to follow during your meeting. Whether meeting in person or virtually, it can be helpful to predetermine the order for your circle and post it for all to see, using pictures as students learn names. If you are not able to physically be in a circle, you can alter any original activity directions to fit your particular classroom situation.

- In many cases, a partner share is recommended. To form partners in person, pair up students with the person seated closest to them. As students learn to navigate the space, maintain a six-foot distance, and speak with a mask, they can move to stand with different partners in the room. Online partnerships can be created by posting a list of partners for students to chat with or pairing students together in breakout rooms. If a breakout function is not available, an "around-the-screen" sharing can be substituted for a partner chat.

Considerations for Social Distancing

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

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

Considerations for Virtual Platforms

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

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

Additional Considerations

- **Hybrid Classrooms:** Many schools are returning to the school year using a hybrid model where some students participate virtually while others attend in person. It can be hard to be in two places at once! Therefore, you may only be able to do Morning Meeting with your students in person. You may then consider building in time once every week or two to have all students participate, either in person or virtually, in a Morning Meeting where all can be seen and heard. This opportunity will allow students to build a community with the students they will interact with on an immediate, day-to-day basis and start to connect with students they may potentially interact with as the school year progresses.

- **Scaffolding Morning Meeting:** In the following pages, we have provided ideas for each component for each grade level. Keep in mind that it is okay to begin with a few components before implementing all four. As you begin, you may consider doing a simple greeting or "greetivity" (combination of a greeting and activity such as clapping syllables to names) and then the message.

- **Trauma:** Teachers and students alike will be entering the school year with many emotions. They may feel fear about being safe in the classroom, anxiety about reengaging in person after learning online, and everything in between. This experience is new and unknown for all. For these reasons, students may be hesitant to participate fully. The teacher may want to do the heavy lifting at first so students can ease into the interactive components. It is also important to acknowledge the feelings students have while giving them space to forget about stressors and focus on creating joy and connection. During this time, it is

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

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

The First Ten Days of 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.	Use a digital platform so students can see each other. It is important for fives to be able to see faces and learn names.
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.	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.	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	Virtual
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]	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:	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]	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.	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:	Share your screen so students can see the message. Read the message to the class:
Good Morning, Kindergarten!	Good Morning, Kindergarten!
Today is _____. We will play many new games this year.	Today is _____. We will play many new games this year.
[Closing and signature]	[Closing and signature]
Read the sentence and clap out the syllables. Then, have students clap along with you as you read the sentence again.	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:	Share screen so students can see the message. Read the message to the class:
Good Morning, Kind Kindergartners!	Good Morning, Kind Kindergartners!
Today is _____. We have been having lots of fun learning about each other.	Today is _____. We have been having lots of fun learning about each other.
What is something you like to do outside of school?	What is something you like to do outside of school?
Play|Read|Draw|Bike	Play|Read|Draw|Bike
[Closing and signature]	[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.	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 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. |

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

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.

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.

Grade
K

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

In-Person

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.

Virtual

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	Virtual
Post the message on a chart or project for students to see. Ask the class to try to read along with you.	Share your screen so students can read the message. Ask the class to try to read along with you.
Good Morning, Happy Helpers!	Good Morning, Happy Helpers!
Today is _____. We will _____. (Add something special that will be learned that day or something they will do.)	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)?	What do you know about _____ (the something special shared)?
Can you find these special letters in our message?	Can you find these special letters in our message?
a e i o u	a e i o u
[Closing and signature]	[Closing and signature]
Scan and highlight the letters while saying the names. Talk about how vowels show up a lot in words.	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.	Share your screen so students can see the message. Ask the class to try to read along with you.
Good Morning, Best Buddies!	Good Morning, Best Buddies!
Today is _____. We will _____. (Add something special that will be learned that day or something they will do.)	Today is _____. We will _____. (Add something special that will be learned that day or something they will do.)
What is the weather today?	What is the weather today?
Sunny, Rainy, Stormy, Cloudy (pictures to choose)	Sunny, Rainy, Stormy, Cloudy (pictures to choose)
[Closing and signature]	[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.	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.