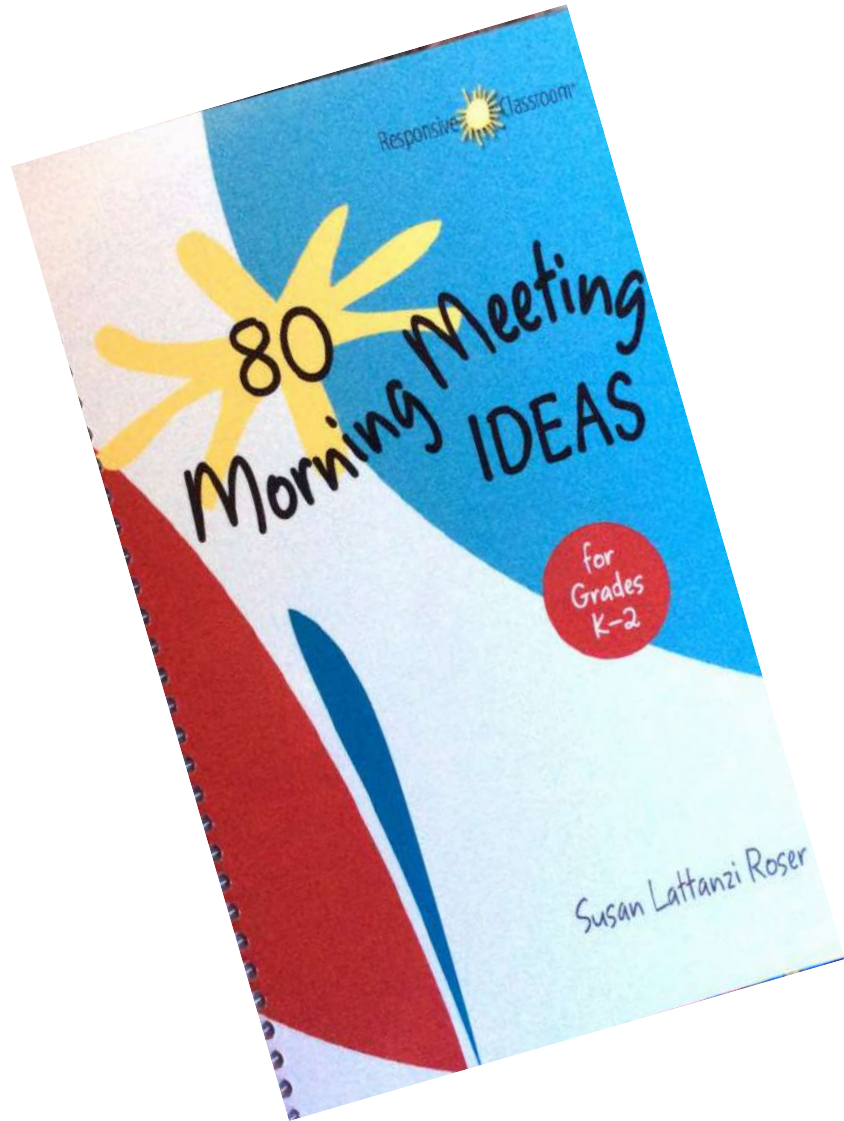


# ***Morning Meeting Greetings***



## Greeting Ideas AT A GLANCE

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\*The following skills apply to all of the greeting ideas listed above: **self-control, friendly body language, listening, clear and audible speaking, assertiveness, and turn-taking.**



## GREETING

### Skills

choral chanting,  
paying attention

### Materials

song chart  
(optional)

# Who Do You See?

## How to do it:

- 1 Choose the first student to be greeted.
- 2 The group chants: *[Maria, Maria], who do you see?*
- 3 Maria turns to her neighbor, smiles, and responds: *I see [Johnny] looking at me!*
- 4 Johnny turns toward Maria and smiles back.
- 5 The group chants: *Johnny, Johnny, who do you see?*
- 6 Repeat Steps 3 through 5 around the circle until all have been greeted.

## Tips for Success

- \* Model chanting and responding in time with the group (as their name is chanted, children look and smile at their neighbor, who turns and smiles back at them).
- \* Reinforce positive behaviors. For example: "You are all paying close attention."

## Variation

- \* Replace *who do you see* with *what do you hear*. For example, Johnny makes a sound, such as snapping fingers, and Maria says, "I hear Johnny snapping fingers next to me."

## GREETING

### Skills

focusing,  
voice volume

### Materials

song chart  
(optional)

# We'll Cheer Hooray

## How to do it:

- 1 Display the words if needed:

[Child's name] came to school today.

We're so glad, we'll cheer

Hooray! *later come up with synonyms to replace glad*

- 2 Choose a child to be greeted first; as a class, sing the verse to him. On Hooray!, children raise their hands and chant the word with joy.

- 3 Repeat until all children have been greeted.

- 4 End the greeting song with this concluding verse:

*later replace with synonym*  
We see good friends here today.

We're so glad, we'll cheer

Hooray!

On this last Hooray!, children again raise their hands and chant with joy.

## Tips for Success

- \* Teach the words and tune.
- \* Model safe cheering of Hooray! with raised hands, at an appropriate volume.

## Variations

- \* Substitute other verbs for cheer (whisper, sing, clap, snap, and so on).
- \* Use sign language for parts of the song.

# We'll Cheer, "Hooray!"

May sing to  
Twinkle, Twinkle

\_\_\_\_\_ came to school today.

We're so glad, we'll cheer

Hooray!

• • •

We see good friends here today.

We're so glad, we'll cheer

Hooray!



## GREETING

### Skills

singing/chanting,  
coordination

### Materials

song chart  
(optional)

# Stand and Reach Up High

## How to do it:

- 1 Display the words if needed:

*Stand up [Marta]. Stand up [Teddy].  
Stand up [Anna]. Stand up [Juan].  
Reach up very high now.  
Reach up to the sky now.  
Turn around. Now sit down.*

- 2 To the tune of "Frère Jacques," sing the words as a group, inserting the names of the first four children as you go in order around the circle.
- 3 As the children hear their names, they stand up and follow the song's directions.
- 4 Continue around the circle until all have been greeted.

## Tips for Success

- \* Model how to carefully stand, reach up, turn, and sit down in your spot.
- \* Reinforce positive behaviors. For example: "I saw some fancy turns that were done carefully."
- \* Before using this greeting again, remind students: "What will we need to do to stay safe as we stand and turn?"

## Variations

- \* Randomly select children around the circle so they have to listen carefully for their name.
- \* Adapt other songs for this greeting, such as "Colors" by Hap Palmer.

# Stand and Reach Up High

May sing to  
Frere Jacques

Stand up, \_\_\_\_\_. Stand up, \_\_\_\_\_.

Stand up, \_\_\_\_\_. Stand up, \_\_\_\_\_.

Reach up very high now.

Reach up to the sky now.

Turn around. Now sit down.



Singing a happy song helps children learn everyone's first and last names.

# We're So Glad You Came to Play

## How to do it:

- 1 Display the words if needed (sing to the tune of "If You're Happy and You Know It"):

*Good morning, [first name and last name].  
How are you? [clap, clap]  
Good morning, [repeat first and last name].  
How are you? [clap, clap]  
How are you this special day?  
We're so glad you came to play.  
Good morning, [repeat first and last name].  
How are you? [clap, clap]*

- 2 Pass out the name cards. Have children put the cards face down in front of them. Choose who will be greeted first.

- 3 Sing the song together, inserting the first child's name.

## GREETING

### Skills

reading fluency,  
timing, learning  
full names

### Materials

name cards,  
song chart  
(optional)

- 4 When the first child hears her name, she holds up her name card(s) so all can see, and returns the card(s) to the floor after the clapping.

- 5 Repeat Steps 3 and 4 until all have been greeted.

## Tips for Success

- \* Teach the words and tune. Practice the clapping before using names.
- \* Model when and how to hold up name cards. (Prepare name cards in advance, with each student's first and last names spelled out in clear, large letters.)
- \* To help with pronunciation, ask children to state their first and last names.



## Variation

- \* Instead of name cards, **write the names on a chart**. When you point to a name, that child stands up. Children remain standing until all have been greeted.



# We're So Glad You Came Today

Good morning, \_\_\_\_\_.

May sing to If  
Your're Happy...

How are you? {clap, clap}

Good morning, \_\_\_\_\_.

How are you? {clap, clap}

How are you this special day?

We're so glad you came today.

Good morning, \_\_\_\_\_.

How are you? {clap, clap}

Another fun way  
to use  
"Frère Jacques"  
to learn names.

# We're So Glad You're Here Today

## How to do it:

- 1 Display the words if needed:

*There is [Lisa].*

*There is [Ricky].*

*That's her name.*

*That's his name.*

*We're so glad you're here at*

*We're so glad you're here at*

*School today*

*School today.*

- 2 Decide on a greeting order. For example, **go around the circle or hold up name cards.**

- 3 To the tune of "Frère Jacques," sing the words as a group.

- 4 As the children see or hear each name, they gesture in a friendly way to that classmate.

## GREETING

### Skills

singing/chanting,  
creative thinking

### Materials

name cards,  
song chart  
(both optional)

## Tips for Success

- \* Model friendly gesturing.
- \* Before doing this greeting, briefly brainstorm with children **how they could respond when the class sings their name.** (Guide children toward ideas such as smiling, waving, and nodding.)

## Variations

- \* Choose another simple folk song and adapt its words into a greeting.
- \* After the greeting, do a quick fist-to-five check to see how well children know one another's names: "Hold up a closed fist to show 'I don't know any classmate's name,' three fingers to show 'I know some names,' or five fingers to show 'I know everyone's name.'"



# We're So Glad You're Here Today

May sing to  
Frere Jacques

There is \_\_\_\_\_. There is \_\_\_\_\_.

That's her name. That's his name.

We're so glad you're here at

We're so glad you're here at

School today.

School today.

Snap, snap,  
snapping along  
to the tune of  
"The Addams Family"  
theme song!

## GREETING

### Skills

keeping a  
steady beat,  
snapping  
fingers

### Materials

song chart  
(optional)

# Friends in Our Class

## How to do it:

- 1 Display the words if needed:

### Refrain

*Friends in our class [snap, snap],  
Friends in our class [snap, snap],  
Friends in our class, friends in our class,  
Friends in our class [snap, snap],*

*There's [Robert] and there's [Lia],  
There's [Wen] and there's [Ian],  
There's [Tyler] and there's [Lebron],  
We're here to learn and play!*

- 2 As the class sings or chants together, insert the names of the first six children in order around the circle.
- 3 Students may do a friendly gesture as they hear their names.
- 4 Continue around the circle, repeating the refrain after greeting six children.

## Tip for Success

- \* Teach the tune and words. Model snapping fingers to keep time and making friendly gestures (if used).



### Variations

- \* Substitute other actions for snapping (for example, hand clapping, knee slapping, foot stomping, or head nodding).
- \* Use sign language for words such as *learn* and *play*.

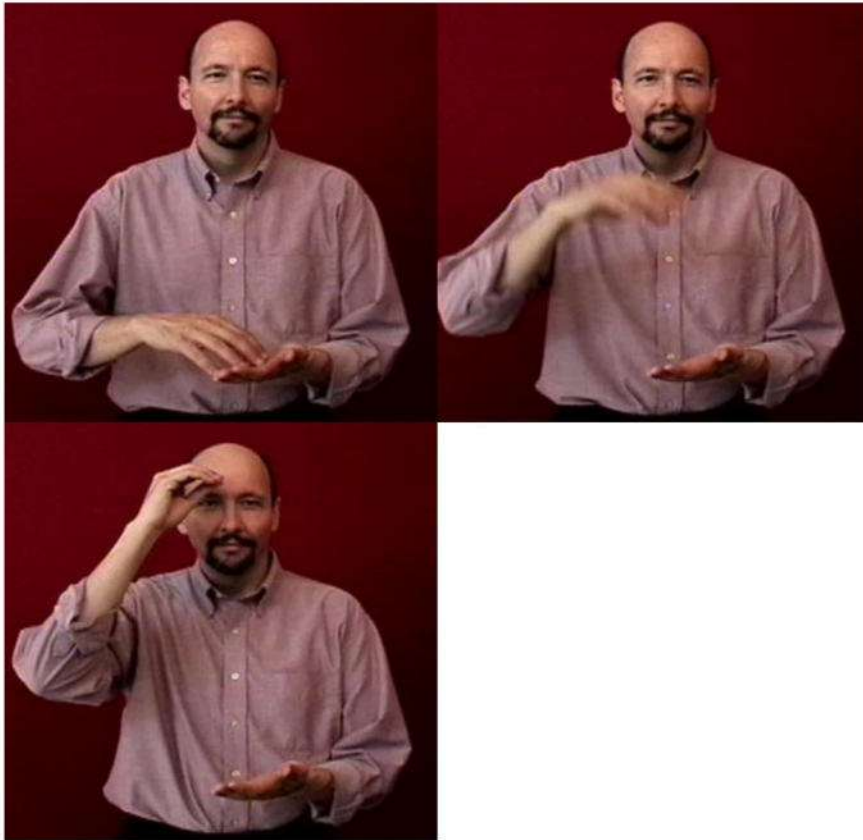


## American Sign Language: "learn"

The sign for "learn" sort of looks like you are trying to grab information from the page of a book and stuff it into your head.



LEARN: Memory hint: Think of grabbing information from a book or piece of paper and placing it in your head.



## American Sign Language: "play"

The word "play" has several different signs depending on what you mean.  
If you mean play as in an "act" or a "drama," see: [See: THEATER / act / play / drama](#)

If you mean "play" as in "playing around" then you can use the version of this sign that shakes "Y" handshapes.

PLAY (as in "play time," "playing,")



# Friends in Our Class

---

Addams Family

Friends in our class {snap, snap},

Friends in our class {snap, snap},

Friends in our class, friends in our class,

Friends in our class {snap, snap}.

There's \_\_\_\_\_ and there's \_\_\_\_\_,

There's \_\_\_\_\_ and there's \_\_\_\_\_,

There's \_\_\_\_\_ and there's \_\_\_\_\_,

We're here to learn and play!



Use this old favorite to greet one another and learn last names.

# Knock, Knock

## How to do it:

- 1 Choose a student as first greeter.
- 2 The first greeter turns to the student on her left (the receiver), smiles, and pretends to knock on a door in front of the receiver:

Greeter: *Knock, knock!*

Receiver: *Who's there?*

Greeter: *Maya* [greeter says own first name]

Receiver: *Maya who?*

Greeter: *Maya Gonzalez!* [greeter says own first and last name]

Receiver and group chant:

*Good morning, Maya Gonzalez!*

- 3 The receiver becomes the next greeter. Continue until everyone has had a turn as greeter.

## Tips for Success

- \* Model knocking on the pretend door and showing a friendly face as greeter and receiver.
- \* Reinforce positive behaviors. For example: "That was so much fun! What did we do as a team that made this greeting work?"



## Variations

- \* Have the whole group act as the receiver. (The greeter knocks toward the middle of the circle.)
- \* Use a small cardboard "door" or empty picture frame for the greeter to hold and look through when stating her full name.
- \* Later in the year, assign partners and do this as a simultaneous partner greeting.

## GREETING

### Skills

learning and using full names

### Materials

none

# Knock, Knock

*Greeter:* Knock, knock!

*Receiver:* Who's there?

*Greeter:* \_\_\_\_\_ (Greeter says own first name)

*Receiver:* \_\_\_\_\_ who?

*Greeter:* \_\_\_\_\_! (Greeter says full name)

*Whole Group:* Good morning, \_\_\_\_\_!



Use a ball  
to help build coordination  
and cooperation.

## GREETING

**Skills**  
coordination,  
sequencing

**Materials**  
playground  
ball (or similar  
ball)

# Ball Roll

## How to do it:

- 1 With everyone seated in the circle, choose the first greeter. She says a friendly "Good morning, [child's name]" to someone across from her.
- 2 The receiver greets her back in the same way.
- 3 The greeter gently rolls the ball to the receiver, who becomes the next greeter.
- 4 Continue until everyone has been the greeter and rolled the ball. (The first greeter will be the last receiver.)

## Tips for Success

- \* Model when to greet and roll the ball, and careful ball rolling and catching. Also model what to do if the ball doesn't go where intended or is missed.
- \* Choose a simple way for students to show that they've been greeted (for example, arms folded or behind the back).
- \* Prompt students to remember expected behaviors. For example: "What's important for us to remember before doing this greeting?"

## Variation

- \* Later in the year, challenge the class not to use any signal to show they've been greeted (so children can practice paying close attention to who needs to be greeted).



## GREETING

### Skills

counting,  
number  
relationships  
and sequencing

**Materials**  
none

Skip counting is a fun way to use math for greetings.

# Skip Two

## How to do it:

- 1 With everyone standing, begin the greeting by counting two people to your left.
- 2 Stand in front of the next person (the third person to your left) and say a friendly "Good morning, [Jose]." Jose returns the greeting.
- 3 Sit down in Jose's spot. Jose continues skip-counting in the same way.
- 4 As greeters continue around the circle, they count only those still standing.
- 5 The last person standing greets the whole class, who chorally greets her or him back. This last greeter takes your current spot; you return to your original spot.

## Tips for Success

- \* Model friendly greeting and careful seat switching.
- \* Reinforce positive behaviors. For example: "You took care of classmates when they made a mistake. What a caring class we have!"

## Variation

- \* Have students choose the number to skip by. Write the number on the board or chart.

## GREETING



## GREETING

**Skills**  
using clear  
voices,  
wordplay

**Materials**  
none

# Micro-Wave

## How to do it:

- 1 Choose a student as first greeter.
- 2 The greeter says a friendly "Good morning, [child's name]" to his neighbor, holds up one hand, and waves—using only his pinky finger.
- 3 Continue around the circle until everyone has been greeted.

## Tips for Success

- \* Model a controlled pinky-finger wave.
- \* Before doing this greeting, consider connecting it to creative writing or other wordplays. For example: Display the word *microwave* and ask volunteers to explain this "play on words" (or teach that *micro* means "small or tiny").
- \* Reinforce positive behaviors. For example: "Your voices and waves looked and sounded so friendly!"

## Variations

- \* Create a "micro-shake" by interlocking pinky fingers and shaking hands when greeting one another.
- \* Brainstorm and then try some other wordplays for greetings, such as a "mega-shake" (shaking hands in an exaggerated way).



A nice greeting song for the start of school or after a break.

# Here We Are Together

## How to do it:

- 1 Display the words if needed (sing to the tune of "Did You Ever See a Lassie?" or "The More We Get Together"):

*Here we are together,  
Together, together.  
Oh, here we are together,  
Back at school again.  
There's [Tia]. Hi, [Tia]!  
And [Sang]. Hi, [Sang]!  
And [Asa]. Hi, [Asa]!  
And [Katerina]. Hi, [Katerina]!  
Oh, here we are together,  
Back at school again!*

- 2 Choose a place in the circle to start the greeting.
- 3 As a class, sing together and insert the names of the first four students in the circle.

## GREETING

### Skills

singing/chanting  
in unison,  
learning names

### Materials

song chart  
(optional)

- 4 As students sing a classmate's name, they make an exaggerated arch-like wave.
- 5 Continue around the circle in order, greeting four children at a time. End by singing just the last two lines (or "Oh, here we are together, All done with our greeting!").

## Tips for Success

- \* Model safe and friendly large waving.
- \* The first few times you use this greeting, sing the name yourself ("There's Tia") and have the children repeat it along with the greeting ("Hi, Tia!").
- \* Reinforce positive behaviors. For example: "I noticed many of you paid close attention to everyone's names. Listening carefully helps us learn new things."



# Here We Are Together

May sing to The  
More We Get  
Together

Here we are together,  
Together, together.

Oh, here we are together,  
Back at school again.

There's \_\_\_\_\_. Hi, \_\_\_\_\_!

And \_\_\_\_\_. Hi, \_\_\_\_\_!

And \_\_\_\_\_. Hi, \_\_\_\_\_!

And \_\_\_\_\_. Hi, \_\_\_\_\_!

Oh, here we are together,  
Back at school again!

• • •

All done with our greeting!

It's fun to combine movement in opposite directions with a friendly "Hello."

## GREETING

### Skills

coordination, clockwise and counterclockwise directions

### Materials

none

# Round the Circle

## How to do it:

- 1 As students stand in the circle, choose the first greeter.
- 2 The greeter walks clockwise around the inside of the circle and chooses a student by tapping him on the shoulder. She continues walking clockwise around the circle. The tapped student walks counterclockwise inside the circle.
- 3 When they meet, they stop, wave, and greet each other. The first greeter says, "Hello, [Vincent!]" The tapped student says, "Hello, [Isabella!]"
- 4 The tapped student is the next greeter. The first greeter sits down in his spot.
- 5 Continue until everyone has been greeted.

## Tips for Success

- \* Model safe and careful moving inside the circle, gentle shoulder tapping, and stopping before greeting.
- \* Encourage children to choose a classmate whom they don't usually work or play with.

## Variations

- \* Once children master the greeting sequence, use hopping, skipping, tiptoeing, and so on. Model each movement.
- \* Invite children to use a variety of greetings (for example, a handshake, bow, or saying hello in a different language).



Children keep a steady beat as they chant and clap in unison.

# Chant Your Name

## How to do it:

- 1 Display the refrain if needed:

*Chant your name,  
And when you do,  
We will chant it back to you!*

- 2 Choose a place in the circle to start the greeting.

- 3 Students clap on knees and chant the refrain together.

- 4 From the starting place in the circle, the first four children take turns chanting their name alone. The class echoes each name while keeping a steady beat:

Child 1: [Deborah]	Group: [Deborah!]
Child 2: [Nicola]	Group: [Nicola!]
Child 3: [Angelo]	Group: [Angelo!]
Child 4: [Marcus]	Group: [Marcus!]

- 5 After four children chant, repeat the refrain. Continue around the circle in order until all have been greeted.

## Tips for Success

- \* Model chanting at an appropriate volume, knee clapping, and keeping a steady beat.
- \* Reinforce positive behaviors by prompting students. For example: "What might be tricky about keeping a steady beat as a group? What could we do if we start clapping too fast?"



## Variation

- \* Invite creativity by replacing *chant* with other words (*sing*, *whisper*, *growl*, and so on).

## GREETING

### Skills

keeping a steady beat, cooperation

### Materials

song chart (optional)

# Chant Your Name

Chant your name,

And when you do,

We will chant it back to  
you!



## GREETING

### Skills

coordination,  
cooperation

### Materials

none

# Hand Stack

## How to do it:

- 1 Choose the first greeter. She faces her neighbor and puts her hand out in front (palm down).
- 2 The neighbor puts his hand on top of hers; she places her free hand on top of his; and so on, until their hands are stacked above eye level and make an arch.
- 3 The greeter peeks under the arch and says, "Good morning, [Freddie]." The neighbor greets her back: "Good morning, [Jada]."
- 4 Freddie now turns to his neighbor. They begin stacking hands.
- 5 Continue until everyone has been greeted.

## Tips for Success

- \* Model safe hand stacking and making eye contact while peeking under arched hands.
- \* Reinforce positive behaviors. For example: "I see students really peeking carefully and making eye contact before they say 'Good morning.'"

## Variations

- \* For the greeting, playfully say, "Peek-A-Boo! I see you, [child's name]. Good morning!"
- \* If time is short, do as a simultaneous partner greeting.



Hopping up  
to welcome classmates  
makes for a "ribbiting"  
greeting!

## GREETING

### Skills

coordination,  
creative thinking

### Materials

none

# The Frog

## How to do it:

- 1 Assign partners around the circle and choose a student as first "frog."
- 2 Children squat low like frogs and face their partner.
- 3 The first "frog" jumps up, claps, and greets his partner: "Ribbit! Good morning, [Sofia!]"
- 4 The partner jumps up and returns the same greeting: "Ribbit! Good morning, [Luis!]"
- 5 The next pair greets each other and so on, until everyone has been greeted.

## Tips for Success

- \* Model how to safely squat, jump up, and clap.
- \* Reinforce learning connections. For example: "There are many ways to be creative with our voices. Being creative is what writers, artists, scientists, and many others do to come up with new ideas."

## Variations

- \* Adapt the greeting to fit the day's events or season. For example: "Ribbit! Spring has sprung and so have we! Hi, Sofia!"
- \* As a class, brainstorm other frog sounds instead of *ribbit*. Do the same for other animals and motions. For example: "What other animals make distinctive sounds? How could we use those sounds in a greeting? What motions could we do?"



A fun greeting  
that helps children  
get familiar with a  
science tool.

# Magnifying Glass

## How to do it:

- 1 Choose a student as first greeter. She says a friendly "Good morning, [child's name]" to her neighbor.
- 2 The greeter holds up the magnifying glass near her neighbor's face. She looks through it and says, "It's so nice to see you!"
- 3 The greeter carefully passes the magnifying glass to her neighbor.
- 4 The greeting continues around the circle.

### GREETING

**Skills**  
welcoming  
language,  
using a magni-  
fying glass

**Materials**  
magnifying  
glass

## Tips for Success

- \* Model looking at someone's face with a magnifying glass in a careful and respectful way, and how to pass the magnifying glass safely.
- \* At some point before doing this greeting, you may want to discuss personal space: "When is it OK to get really close to someone? When might it not be?" and "What could we say if someone gets too close for our comfort?"

.....

### Variation

- \* Instead of a magnifying glass, students use their hands to make pretend binoculars.



## GREETING

### Skills

keeping a steady beat, creative thinking

### Materials

song chart (optional)

Keeping a steady beat while roaring like lions makes for an exciting greeting!

# The Roaring Greeting

## How to do it:

- 1 Display the refrain if needed (accented sounds are in bold):
- 2 Choose a starting place in the circle.
- 3 Children clap hands on knees and keep a steady beat as they chant together, inserting the names of the first four children in order around the circle:

*Good **morning**, [Ava!]*

*Good **morning**, [Ben!]*

*Good **morning**, [Kahil!]*

*Good **morning**, [Camila!]*

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

- 4 After four children have been greeted, repeat the refrain and greet four more. Continue until all have been greeted.

## Tips for Success

- \* Model appropriate roaring and clapping with a steady beat.
- \* Reinforce positive behaviors. For example: "I heard appropriate levels of roaring. You remembered to take care of your own voices and your neighbors' eardrums."



## Variation

- \* Adapt the refrain: *snoring* (make a snoring sound at Step 3); *storming* (pound fists on floor); *scoring* (turn to neighbor and give a high five), and so on.

## GREETING



## GREETING

### Skills

coordination,  
creative thinking,  
timing

### Materials

none

# TA DA!

## How to do it:

- 1 As children stand in the circle, name the first greeter.
- 2 The first greeter chooses someone across the circle to greet (the receiver).
- 3 The greeter extends one arm toward the receiver and says, "Heeeeere's [Anthony]!"
- 4 The people to the immediate left and right of the receiver respond "Anthony! TA DA!" while making a "TA DA" action.
- 5 The receiver, Anthony, becomes the next greeter. Continue until everyone has been greeted.

## Tips for Success

- \* Model and practice choosing and doing a safe "TA DA" action (such as opening arms up wide) and using an appropriate voice level.
- \* Choose a signal to show who's been greeted (such as arms folded), or challenge students to remember who's been greeted.

## Variations

- \* Give the audience the option to clap or cheer after the "TA DA" action at Step 4.
- \* Give the receiver the option to bow or nod at Step 4.



Students pass along  
a friendly handshake,  
but say the greeting  
backward.

## Backward Day Handshake

### How to do it:

- 1 Choose a student to begin the greeting.
- 2 The first greeter shakes hands with the person to her left and says, "[Alexis], morning good!"
- 3 The receiver responds, "[Gabriella], morning good!"
- 4 Continue around the circle until all have been greeted.

### GREETING

#### Skills

sequencing,  
sentence  
structure

#### Materials

chart showing  
a "backward"  
greeting  
(optional)

### Tip for Success

- \* Model friendly handshaking and saying a backward greeting. Display a chart with backward greetings for reference (for example, "Max, you to Tuesday happy!").



### Variations

- \* Later, do other Morning Meeting components backward. For example, read the message backward or sing a song backward. (Model and practice beforehand.)
- \* Shake hands with hands behind back and try to maintain eye contact.



Interlocking hands to form doves makes for a warm, peaceful greeting.

# Dove of Peace Handshake

## How to do it:

- 1 Assign students partners in the circle and choose a student as first greeter.
- 2 The first greeter turns to her partner and holds her right hand up. The receiver holds his right hand up the same way. The two partners interlock thumbs and wave their fingers toward each other.
- 3 The greeter says, "Good morning, [Carlos]!" The receiver says, "Good morning, [Mia]!" Both keep waving.
- 4 Together, they end their greeting, saying "Let's have a peaceful day!" They raise their hands together and wave, as if a dove is flying away.
- 5 Continue the partner greetings around the circle.

## GREETING

### Skills

eye-hand coordination, left and right, sequencing

### Materials

none

## Tips for Success

- \* In advance, model with a student how to hold right thumbs up to make half the dove (extend thumb from fingers; hold fingers straight up, no spaces in between them) and then interlock thumbs. Also model closed-finger waves, and the sequence of greetings and motions.
- \* Guide children toward positive behaviors by asking questions, such as "What might be challenging about doing this handshake? What can we do to make this work well?" and "When else might a peaceful greeting be used?"



# Greeting Around

Round I go  
Friendly I'll be  
Round and round  
What do I see?  
I see a friend  
Looking at me!

