

4-6 Morning Meeting

Greetings

Greeting

The Name Game

Prep: a timer

1. Students stand or sit in a circle.

Explain the goal of the game is to name every student in the circle as quickly as possible. Choose one student to start.

2. The first student simply names the student to the left, then continues around the circle, naming each student in turn. When the student is finished, the next volunteer repeats the process.

Continue



Greeting

The Name Game

continued...

3. When everyone is done, announce the amount of time it took and challenge the group to improve their time for a second round.

4. The activity ends with students passing a friendly handshake greeting around the circle by saying "Good morning, _____." Students return the greeting to the person on their left.



Greeting

High Five/Ankle Shake

1. Children stand in a circle and the teacher chooses someone to go first.

This person walks over to a person across the circle and says "Good morning, _____" and the person returns the verbal greeting.

2. The two students then do a high five while gently "shaking" each others ankle at the same time. Students bend slightly at the waist and lift the leg closest to their partner, bending at the knee. This allows easy access to the other person's ankle.

Continue



Greeting

High Five/Ankle Shake

continued...

3. After the greeting is completed, the first greeter sits down in her new spot in the circle. The person who was greeted now chooses someone else in the circle to greet.

4. The greeting continues until every student has been greeted.

Greeting

Greeting Braid

1. Students stand in a circle and count off by 2s.
2. The 1s step forward to form an inner circle. The 1s turn to face the students in the outer circle and hold hands (1s with 1s).
3. The 2s make an outer circle and hold hands. They should step forward so they are close to the inner circle and move just slightly to the right so that each student is facing a pair of linked hands.

Continue

Greeting

Greeting Braid continued....

4. Chose a student in the inner circle to begin the greeting. She turns to the student in the outer circle standing just to her right and greets him by saying, "Good morning Tony." Tony responds, "Good morning Sonya".
5. The first student (Sonya) and the student she is holding hands with in the inner circle (Matt) lift their linked hands over Tony's head and bring them down behind his back and leave them there.

Continue

Greeting

Bead Exchange

Prep: Enough beads (or counters) so that each student gets one; half should be one color and the other half another color. Establish greeting ahead of time.

1. Give each student a bead.
2. Give a signal for students to mix and mingle, greeting students who have a different color bead. When the greeting is complete, the students exchange beads.
3. The process continues with students always looking for someone with a different color bead (approx. 2 minutes).



Greeting

Category Greeting

1. The teacher calls out a category.
2. All students who fit the category move into the circle and greet each other in the designated way and head back to the circle.
3. The process is repeated for two other categories, with student only entering the circle one time.
4. After 3 categories, the teacher or leader calls out, "Anyone who has not greeted yet!" and any remaining students enter the circle and greet each other.



Greeting

Choice Greeting

1. Students stand in a circle. Have class choose any 3 greeting movements. Example: *Hey, _____!* with a rainbow wave. *Yo, _____!* with a wiggle. Or, *What's up, _____!* with a high five.
2. Choose one student to begin. The first student greets the person next to them and that person repeats the movement.
3. The second student then chooses which movement greeting to do to the student next to them. Continue until all students have been greeted.



Greeting

Compliment Game

Students greet each other by giving compliments.

Teachers model how to give a compliment about what a child does, not how they look or what they wear.



Greeting

Did You Know...?

Prep: Choose an object to pass around the circle (stuffed animal, picture, or small figure related to content area).

1. Display the prop that will be passed around and give students a minute to think of something they know about it.
2. When everyone is ready, choose a student to begin and hand her the prop. The student greets the student next to them and then adds a fact about the prop in the "Did You know...?" format.

Continue



Greeting

Did You Know...? continued

This example uses a stuffed chicken.

Allie: *Good morning, Brett. Did you know chickens have feathers?*

Brett: *Good Morning, Allie. Yes, I know.*

Brett: *Good morning, Kayla. Did you know chickens lay eggs?*

Kalia: *Good morning, Brett. Yes, I know.*

Continue until everyone has been greeted.

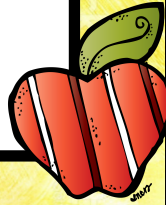


Greeting

Greeting Braid continued....

6. The greeting continues with the next student in the inner circle repeating the process. After all students in the inner circle have greeted the student on their right in the outer circle, the two groups will be “braided” together.

7. The group can “unbraid” if there’s time.

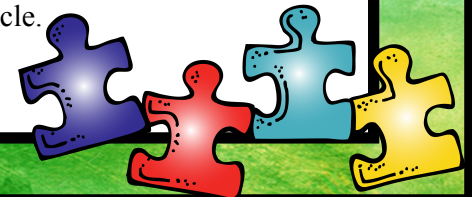


Greeting

What’s the News?

Example:

1. Taisha is first and turns to Jill. “Good morning, Jill. What’s the news?”
2. Jill responds, “Good morning, Taisha. The news is I am visiting my grandma this weekend.”
3. Jill then turns to Ricardo and says “Good Morning, Ricardo. What’s the news?”
4. Ricardo greets Jill and shares his “news”.
5. Repeat around the circle.



Greeting

Shoe Twister Greeting

1. Students take off one shoe, and place their shoe in the center of the circle.

Students return to their place in the circle.

2. Call out “Shoe twister” and all students move to the center of the circle, take a shoe from the pile (not their own), and return to their previous place.

3. The first greeter returns the shoe she is holding to the correct student and they greet each other by saying “Good Morning _____.”

4. Repeat until all shoes are returned and everyone has been greeted.



Greeting

The Squeeze

1. Students stand or sit in a circle and close their eyes. The teacher walks around the circle and secretly taps two students who will become the “squeezers”.

2. Students open their eyes. All students then mix and mingle, greeting others with a handshake and a friendly hello at random.

3. The “squeezers” randomly use a gentle double squeeze in their handshake with some of the students as they greet them. When a student’s hand has been double squeezed, that student kneels to the floor.

Continue



Greeting Snake Greeting

1. Students stand in a circle and think of how they would like to greet others. When each student is prepared with their own way of greeting others, select a student to begin.
2. The first student moves to the student on his left and greets her with his unique greeting. She then greets him using the same words and gesture.

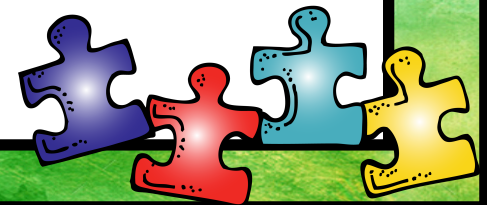
Continue



Greeting Mingle!

Prep: Choose a greeting movement prior to starting

Students will greet as many people as they can in one minute. Review what makes a good greeting so students do not rush.



Greeting The Squeeze continued

- ...3. After four or five students are kneeling, stop the activity and ask if anyone wants to guess the identify of the squeezer.
4. The students who are still standing raise their hands to make a guess. If a student guesses incorrectly that student also kneels.
5. After the “squeezers” are discovered, new “squeezers” can be chosen for another round.



Greeting Snake Greeting continued...

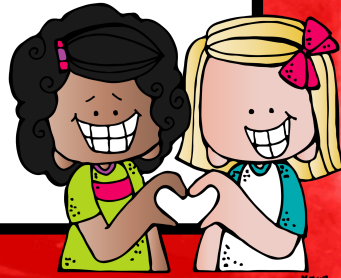
3. The first student then continues around the circle, repeating the process. The second student follows the first and uses her own unique greeting. The third student follows the second, etc. This continues right around the circle, forming a “snake” in the middle.
4. When the first student returns to his place in the circle, he takes his place again and the snake then greets him as it passes. Students return to their places in the circle in turn (each will have been greeted).



Sharing

Around-the-circle

Each person says one thing about a specific, teacher chosen topic



Sharing

Partner sharing

Two people share with each other, usually on a specified topic. There are a number of ways to structure partner sharing



Sharing

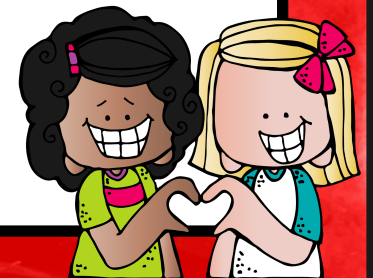
Dialogue sharing

Depending on time, 1-4 students briefly share with the whole group (one at a time) and then responds to questions and comments.

Example: Where is your favorite place to go in your house?



Sharing



4-6 Morning Meeting

Activities

Activity

If I were...

Prep: prepare a topic statement. Ask students to imagine themselves as something else (book, ice cream flavor, animal, etc).

1. Write the topic statement on the board and give students a few minutes to think of their choice. Example: "If I were an animal, I'd be a _____". Brainstorm possible choices for this topic.
2. The first student turns to the student next to them and says, "If I were an animal, I would be _____."
3. The second student then makes a relevant and respectful one-sentence comment about what the student said ("I like lions a lot!"). Then, turn to the next student and say, "If I were an animal, I would be _____."
4. Continue until everyone has had a chance to make a statement and offer a comment.



Activity

I've Never...

1. Students stand in a circle. When the teacher gives a signal, students begin to mill about the circle.
2. When the teacher gives the signal again, everyone freezes and finds the closest partner.
3. Partners decide who goes first (rock, paper, scissors). The winner makes the statement, "I've never _____ but someday I'd like to." The other partner briefly tells whether or not they have done that.
4. Keep the activity moving quickly and play for five or six rounds.
5. Take a minute to reflect on the activity. Ask students what they learned about each other and if there was anything surprising to them.



Activity

Can You Guess?

Prep: Index cards (one for each student)

1. Distribute one index card to each student and tell students to write legibly one-three interesting facts about themselves on the card, without writing their names. The facts should be okay to share with everyone and include things that others might not know.
2. Collect the cards, shuffle them, and then pass one to each student. If a student gets his/her own card, s/he should return it to the stack and choose another one
3. Students take turns around the circle reading their cards aloud and trying to guess which person is identified. They get two guesses.
4. If the student isn't identified, the writer raises a hand and says, "That's me!"
5. At the end of the activity, ask students to reflect on any connections they made during the activity.

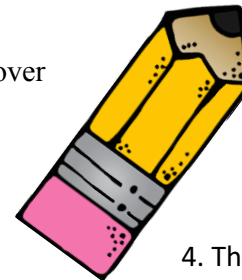


Activity

Prep: need a soft ball or bean bag

Hidey Ball

1. Select one student to be the thrower. The thrower stands facing away from the other students, who are all scattered in the circle area.
2. The thrower holds the ball and recites the chant, throwing the ball gently up and over his head when he says the last line of the chant.
Watch it, watch it
Here it comes
Big ball, little ball
Fun for all!
3. When a student catches the ball, she hides the ball behind her back.
All the other students also put their hands behind their backs while they respond together.
Player; guesser
Hear the call
One of us has caught the ball!



4. The thrower turns around and makes three guesses about who has the ball. If he guesses correctly, he chooses a new thrower. If he doesn't the student holding the ball is the new thrower.

Activity

Just Like Me!

Prep: Have a discussion with students about some of their favorite things or things they would have in common. Make a list of ideas.

1. Students sit in a circle. The teacher or a leader calls out a statement such as “I have a cat” and everyone whom the statement applies to, gets up and says together. “Just like me!” Students then sit down and wait for the next statement.
2. The activity continues through ten statements.
3. At the end, reflect with children about what they noticed they had in common. Also encourage children to have more discussions about things they have in common during recess or lunch.



Activity

Around the World

Prep: Index cards with content questions (can use PROUD Matrix to review expectations)

1. Students sit in a circle. Choose a student to start. That student stands behind the person sitting to the left.
2. The teacher or leader asks one question from a card to the student standing and the student sitting. Both try to answer the question correctly as quickly as possible.
3. The student who answers correctly first then moves to stand behind the next student in the circle. If the one who answers correctly is the standing student, that student simply moves to stand behind the student to the left. If the one who answers correctly is the sitting student, that student then stands behind the next student in the circle and the student standing returns to sit in his/her original spot.
4. This process continues until all the content is reviewed. If one student makes it all the way around the circle, that student takes a seat and a new student is chosen to start.

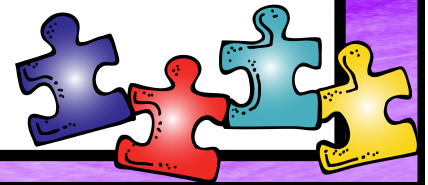


Activity

I Like Everything

Prep: Select a type of question to use. “Do you like...?” “Can you...?” “What’s your favorite...?” Once you choose one, brainstorm nouns or verbs that students can use to complete the question.

1. Students stand in a circle. Remind them of the question they will be asking. Teacher gives a signal and students find their first partner. Both partners ask their question and listen carefully to the answers.
2. When partners have completed one “interview” they move to find another partner and ask the same question. Repeat until students have interviewed a few partners. Use teacher signal to end activity.
3. Children return to sit in a circle. Ask for volunteers to share some of the information they gathered.

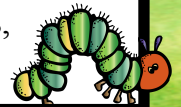


Activity

Bah Bah Boom!

1. Students stand in a circle. Choose one student to be the leader and stand in the middle.
2. The leader points to any student in the circle and begins to say, “Right! Bah bah boom, boom, boom!” (The leader can say either “right” or “left.”)
3. The student that was pointed at has to name the student to her right (or left, as directed) before the leader finishes saying “Bah, bah boom, boom, boom!” If she is successful, she stays in her spot. If she doesn’t finish until after the last “boom!” or makes a mistake, she becomes the new leader in the middle.

Variation: Instead of saying names, students state an item from a category that the leader names (for example, states, vegetables, rivers, birds, etc.).



Activity

Mrs. Marbles

Prep: Model the activity before beginning. Emphasize the goal is to try to pass the message without laughing.

1. Students sit in a circle. Before beginning, explain that students must ask and answer a question without showing their teeth, which means without smiling or laughing.
2. The first student says to the person on the left, "Hi! Have you seen Mrs. Marbles?" The second student responds, "No, I haven't, but I'll ask my neighbor!"
3. When someone smiles or laughs, the questioning stops briefly and then begins again with the student who laughed.
4. The activity continues until students go completely around the circle without anyone laughing or smiling or until the allotted time is up.



Activity

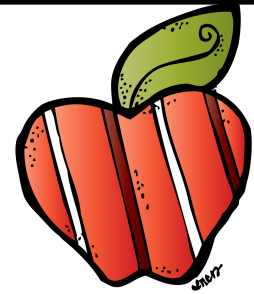
Mystery Word

1. The teacher or leader chooses a mystery word and places blank spaces representing the letters on the board (like hangman).
2. Students in the class raise their hands to take turns guessing letters that might be in the word.
3. If a correct letter is guessed, the leader writes the letter in one of the blanks. If an incorrect letter is guessed, the leader writes it on the board to serve as a visual reminder of the letters that have not been guessed.
4. At any time, the leader can give out one or more clues to the class to help them figure out the word.
5. After a few letters have been identified, the leader can ask for guesses of the entire word.



Activity

Ooh-Ahh



1. Students sit or stand in a circle and hold hands.
2. Choose a student to be first. Tell the students in which direction to pass the squeeze.
3. When the squeeze has passed all the way around the circle, the first student adds the sound “Ohh” to the squeeze. Each student then says “Ohh” and passes the squeeze until it goes all the way around again.
4. On the next trip around, each student has the option to say “Ohh” or “Ahh” as they pass the squeeze. Each time the sound changes, the direction of the squeeze reverses.

Variation: For younger children, you may want to limit the activity to one sound and direction

Activity

Partners & Pairs

1. Divide the students into 2 groups-some sitting and some standing. The standing group will have one more person than the sitting group (teachers join if necessary).
2. Players in the standing group each stand behind a chair in a circle. Players in the sitting group sit in the chairs. There will be one empty chair with a player standing behind it.
3. The player behind the empty chair tries to recruit” someone to come sit in the empty chair by looking around the circle and using a visual signal (wink, nod, pointing with finger, etc.) to make contact with a seated player.
4. If a seated player sees the signal, he gets up as quickly as possible and moves to the empty seat. But if the student standing behind him sees the signal also and touches his back before he fully stands up, then he must remain seated.
5. Continue activity until you call time. At any point you can ask sitting and standing groups to switch spots.



Activity

Pass the Chicken

Prep: Need a yellow rubber chicken (or a ball or other soft object)

1. Students sit in a circle. Choose one student to be “it”. That student holds the chicken (or other object).
2. The teacher or a student names a category. The student who is “it” passes the chicken to the right and quickly begins naming things that belong in the category. She must name five things in the category before the chicken makes it all the way around the circle and back to her.
3. If the student is able to name five items, another student takes a turn being “it” and repeats the process with a new category. If a student can’t name five things, she can have another chance or ask another student to be “it”.

Example categories: fruits, veggies, colors, instruments, animals in the sea, singers, things that grow



Activity

Pebble, Pebble

1. Students sit on the floor in a circle. Choose one student to move to the middle and be the guesser. The guesser closes her eyes or leaves the room while you give the pebble to one student to hold.
2. On the teacher signal, all students in the circle act as if they are taking a pebble from the hand of the person to their left and moving it to the hand of the person on their right. The goal is to keep the guesser from knowing where the pebble is.
3. On the teacher signal, students in the circle stop and hold their arms out straight with closed fists.
4. The guesser is allowed three tries to guess who has the pebble.



Activity

The Real Me

1. Students sit or stand in a circle

Prep: Need a blindfold

2. Choose one student to be the guesser in the middle. Blindfold the guesser and spin her gently so she doesn't know whom she's facing.
3. The guesser points at the student in the front of her and calls out an animal. The student pointed at makes the sound of the animal the guesser called out.
4. The guesser tries to identify which student made the noise. If she guesses correctly, she chooses the next person in the middle. If she is incorrect, the student who made the noise moves to the middle as the next guesser.

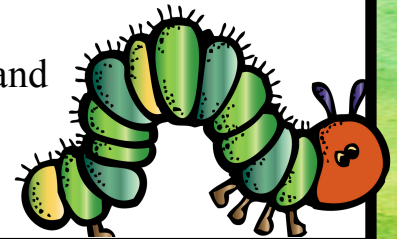


Activity

Silent Line-Up

Prep: one index card for each student with information that belongs in a sequence (#s, alphabet, math facts)

1. Distribute cards randomly. Tell students that their challenge is to line up in a particular order using the information on their cards. They must do this silently but they can show each other their cards and they can communicate nonverbally.
2. Tell students which way to line up (smallest to largest, earliest event to latest, etc.) and challenge them to line up as quickly as possible.



Activity

Down by the Banks

Prep: a chart with the chant written on it

1. Students stand in a circle and hold their hands out, palms up.
2. Students move their left hand under the right hand of their neighbor to the left. Hands are positioned correctly when all students have their right hands above their neighbors' hands on the right and their left hands under their neighbors' hands on the left.
3. Choose a leader to begin the chant. The leader starts the chant while taking her right hand and gently tapping the upturned palm of her neighbor on the left. The leader decides if the chant will be said slowly, quickly, or using a combination of speeds.

Continue



Activity

Down by the Banks continued...

*Down by the banks
Of the Hanky Panky
A bull frog jumps
From bank to banky
Fe, Fi, Fo, Fum!
Watch how the bull frog
Jumps!*



4. Students continue to pass the tap around the circle, one at a time during the chant.
5. When the last word of the chant is said ("Jumps!"), the person who would be the last person tapped tries to avoid it by pulling his hand back. If he is successful, and the tapper taps her own palm, then the tapper becomes the leader. If the last student doesn't pull his hand back quickly enough and is the last one tapped, he is the new leader. Students only get one turn as leader.

Activity

Where's My Chicken?

Prep: a rubber chicken, ball, or soft object

1. Students stand or sit in a circle. Choose one student to be "it". That student steps out of the circle but stays close and stands with her back to the circle.
2. The student who is "it" begins counting to any number over fifteen and doesn't tell the group to what number she is counting.
3. When the student who is "it" reaches her chosen number, she shouts, "Chicken!"
4. When students hear "Chicken!" they stop passing it and whoever is holding the chicken is not "it". The first student rejoins the circle.



Activity

Coseeki

1. Students sit in a circle. Choose one student to be "it". That student steps out of the room.
2. Choose one student to be the "movement" leader. This leader is in charge of choosing different movements for the rest of the class to follow (snapping fingers, clapping hands, tapping nose, etc). The leader can switch to a different movement at any time.
3. The student who is "it" comes back in the room and stands in the middle of the circle. As the leader is switching movements, the student who is "it" tries to guess who the leader is. They get three guesses.
4. Repeat a few times

