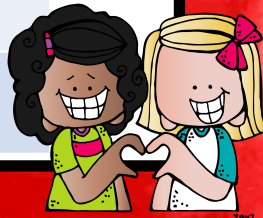


## Greeting

### Chicka Boom

Repeat chant for each student introduction.

Words	Actions
<i>Chicka chicka</i>	Slap thighs twice
<i>Boom boom</i>	Clap hands twice
<i>Look who's here</i>	Slap thighs 3X
<i>In our room</i>	Clap hands 3X
<i>Insert student name here</i>	



## Greeting

### Knock, Knock

Choose 1 student to begin (Amy) who turns to her right, gently “knocks” on her neighbor’s shoulder, and uses the chant below to greet him (Sam). Continue around circle until everyone has gone.

Amy: *Knock, knock!*

Sam: *Who's there?*

Amy: *Amy!*

Sam: *Amy who?*

Amy: *Amy Cruz!*

Class: *Good morning, Amy Cruz!*



## Greeting

### Greeting-A-Round

1. Count off by 2s
2. The 2s step forward to form an inner circle. The 1s stay to from outside circle.
3. Students in each circle hold hands with their neighbors (1s w/1s, 2s w/2s).
4. Each circle moves in a different direction while students say the following chant:

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



## Greeting

### Greeting-A-Round continued.

5. When the chant finishes, both circles stop moving and students release their hands. The students in the inner circle (the 2s) turn around to face the students in the outer circle (the 1s).
6. Students in the inner circle greet the student they are facing in the outer circle and vice versa.
7. Students hold hands again (1s with the 1s and 2s with 2s), move around in a circle, and repeat the chant. Continue for 5 or 6 rounds.

## Greeting

### Photo Greeting

Prep: a ring of index cards with each child's photo and name

1. The first person finds her photo in the ring of cards and flips it to the end. She then greets the next person on the ring by walking over to that person and saying "Good Morning, \_\_\_\_." The person returns the greeting, "Good Morning, \_\_\_\_."
2. The first greeter hands the ring of cards to the person she greeted and goes back to her spot in the circle.



Continue

## Greeting

### Photo Greeting continued

3. The new greeter flips his name to the end and greets the next person on the ring. This continues until everyone has been greeted.
4. Afterwards, mix up the cards so they'll be in a different order for next time.
5. If a child is absent, the person whose turn it is can greet that child by saying "Good morning, \_\_\_\_\_. We're thinking of you." The child then goes on to greet the next person on the ring.

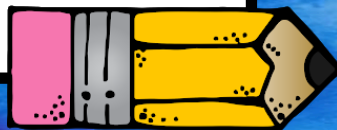


## Greeting

### Bead Exchange

Prep: Enough beads (or counters) so that each student gets one; half should be one color and the other half another color

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

### Jump in, Jump Out

Words	Actions
Group: Jump in	First student jumps towards middle of circle
Group: Jump out	Student jumps backward to previous spot in circle
Group: Turn yourself about	Student spins around until facing in again.
Group: We want to know your name. So please call it out	
Student responds: Michael!	
Group responds: Good morning, Michael!	

## 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

### Moving Name

1. Review syllables and how many syllables students might have in their name (provide examples by clapping each syllable).
2. Have students choose one motion to go along with the syllables in their name.
3. The first student calls out the syllables in her name, repeating the motion she has chosen with each syllable (for example, "Tam-a-ra," snapping her fingers three times).
4. The class greets her, "Good morning, Tam-a-ra, using the same motion when saying her name.

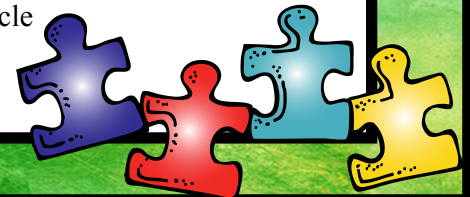


## Greeting

### 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

### Find a Match

Prep: Several cards with the same picture or saying on them

Distribute cards to students. Cards should have a matching or several matching cards with the same picture or saying on it. Have students greet each other until they have found all of the people with matching cards. At the end of the greeting, students will sit down in the circle with their group.





## Greeting

### 1, 2, 3 Pop!

Prep: decide on a sharing topic

Students count off in a circle. The fourth student in the circle will say "POP"! instead of "four" and stand up.

The class will greet the standing person by saying, "Good morning \_\_\_\_\_".

The student being greeted will say, "Good Morning Class!" and can add on an idea they are asked to share.

Example: "When you pop, share your favorite fact about space".

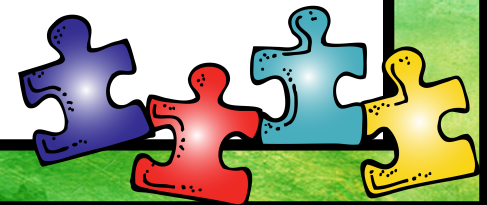


## Greeting

### 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

### Echo Greeting

Children stand in a circle. Each student takes a turn saying, "Hello, my name is \_\_\_\_ and I'd like to say good morning!" On the "good morning" part, they say it in a unique way and also add gestures.

*Example:* "Good morning" in a robot voice and add robot arms. Then, the whole class echoes the voice and movement by repeating "good morning" with robot voices and arms.



## Greeting

### We are Here!

This greeting is sung to the tune of "The Farmer in the Dell". The children clap a steady beat. Then we all sing,

"Andrew is here!  
Andrew is here!  
It's a great day because Andrew is here."

While singing, Andrew is choosing a movement inside the circle (skipping, high fives, dancing).

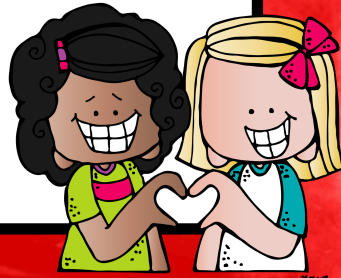
As a finale, the entire class sings "We are here- we are here-it's a great day because we are here!" And let everyone dance it out!



## 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

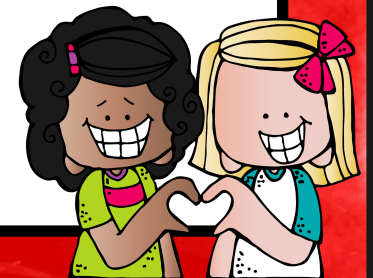
### Dialogue sharing

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



## 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

# Ha, Ha

Prep: practice pointing and passing the word before trying to go to fast. Tell students to sit down after they received the word.

1. Children stand in a circle.
2. To pass the word, the first student (leader) points at another child in the circle, and says “Ha, Ha Ha, or Ha, Ha Ha!” The student who receives it points at someone else and sends it on by repeating what the first student said (keeping the same rhythm and emphasis).
3. The activity continues until everyone has received a “Ha!”
4. The goal of the activity is to pass the word “Ha!” around the circle as quickly as possible (try not to laugh).

Other words can be used, such as “Boo!” “Burp!” “Ah-ah-choo!” or “Yeah!”

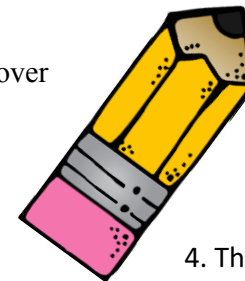


## Activity

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

# Secret Elf...

1. Students sit in a circle all facing one direction. Place a chair for the “guesser” at least ten feet away from the group, facing the opposite direction.
2. Choose a volunteer from the group to be the guesser. This child sits in the chair facing away from the group.
3. The teacher (or whole group) says, “Elf, elf, there’s an elf on my shelf. My elf is \_\_\_\_.” Students in the circle who would like to be the elf raise their hands.
4. The teacher silently chooses an elf by pointing to a student. That student then uses a disguised voice to say, “It is I.”
5. The child in the chair turns around and has three tries to guess who the elf is. If the child doesn’t guess correctly after three tries, the elf stands up to reveal his/her identity.
6. A new round begins with the elf now becoming the guesser (if they wish).

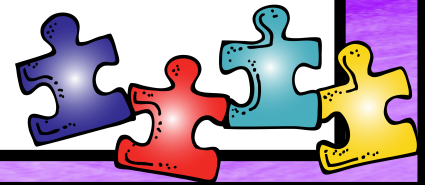


## Activity

# 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.

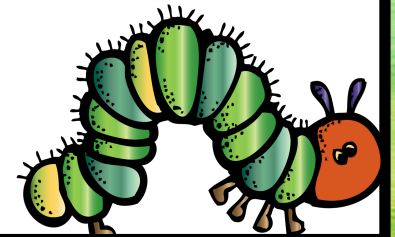


## Activity

# It’s My Job

1. Students sit in a circle. Choose one student to be the leader and stand in the middle. The leader chooses a job to act out but doesn't tell the group.
1. The leader begins acting out the job as the group tries to guess what it is.
2. When someone guesses correctly, a new student becomes the leader.

You can also choose different topics to act out: animals, sports, 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

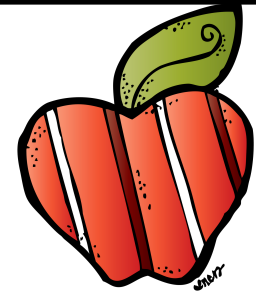
# Mystery Word

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

Grades: 2-6

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.

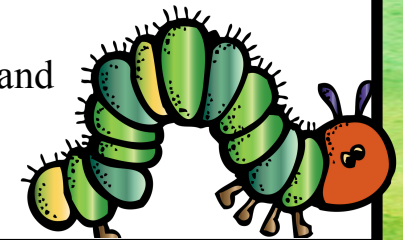


## Activity

# 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

# The Sound of Things

1. Select a student as leader. The leader chooses a word and says, “I’m thinking of a word that is a thing and it begins with the same sound as “father”. Possible categories are person, place, or thing.
2. Students raise their hands and the leader calls on them to guess a word that is a thing and begins with that sound. The leader allows three guesses from students and then tells the word if it was not guessed.
3. The activity continues around the circle, with anyone who wants to take a turn as the leader.



## Activity

# When I Grow Up

1. Students sit or stand in a circle. Choose a student to go first. The first student says, “When I grow up I want to be...a check” (or other occupation).
2. The next student in the circle briefly acts out something that a chef would do (stirring a pot). It is then her turn to choose a job. She might say, “When I grow up I want to be...a ballerina”.
3. The next student briefly acts out a ballerinas dance and then selects a job and says, “When I grow up, I want to be...”.
4. The activity continues around the circle until everyone has had a turn.

**Variation:** You can also use actions instead of jobs. Example: “When I grow up, I want to ...read books” or play guitar, drive a race car, build a house, etc.



## 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

