Grade 2

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 Second Grade Morning Meeting

Considerations

Developmental considerations for seven-year-olds:

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

Recommendations

In-Person	Virtual
If the space is large enough that a circle can be achieved, place markers six feet apart, and model how to come to the circle and sit on a spot. Call students one by one to the circle. If there is not enough space in the classroom, help students define the personal space around their chair/desk and take time to teach students how to turn and look at the speaker.	Use a digital platform so students can see each other.
	Consider which virtual features you will use and plan to use Interactive Modeling to support students in being successful using these tools.
If students are wearing a mask, it may take them some time to adjust to using the mask, so talking and hearing others may be hard at first. Ease into sharing so everyone can hear.	Share the platform you will be using with parents and invite them to practice with family members or friends prior to the start of the school year.
	Mute all students at the beginning of the meeting and ease into interactivity.
Consider focusing on one thing each day to model and reinforce. The goal is to build community.	Consider focusing on one thing each day to model and reinforce. The goal is to build community.

Note:
We have provided full plans for you for each day. However, you might choose to spread out the suggestions from Day 1 over several days, as your ultimate goal is to create community. You could simply do a greeting on Day 1 and gradually build into a full Morning Meeting.

Week 1 Goals:

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

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

Greeting: Good Morning Wave

In-Person	Virtual
If your space allows for a large enough circle to accommodate all students, designate student spaces six feet apart and model how students will come to the circle and sit in their designated spaces. If students will remain at their seats/ desks, model for students how they will turn their bodies to face each speaker during the greeting. Once everyone is ready, greet each student one at a time by saying, "Good morning, _____!" Classmates wave and echo the teacher's greeting until all students have been greeted.	If the virtual platform you are using has multiple viewing options, teach students how to locate the viewing option that will allow them to see the most people on the screen. Teach students how to identify their video tiles on the computer screen. Explain that as you greet each student by name, each student will have the opportunity to wave back. Greet each student by saying "Good morning, _____!" and waving to the student. The student who was named will wave back.

Sharing: Sometimes I Feel . . .

In-Person	Virtual
Explain to students that this school year might feel different for some people and that it is normal to have lots of different feelings for many different reasons. Tell students that you will share many different feelings that you have experienced, and if they feel the same way, they can indicate this with a "me too" gesture like a thumbs up or a hand raise. Share several feelings and emotions and allow students to show a connection. Say: "Sometimes I feel_____." • excited • nervous • shy • scared • angry • silly • happy	Explain to students that this school year might feel different for some people and that it is normal to have lots of different feelings for many different reasons. Tell students that you will share many different feelings that you have experienced, and if they feel the same way, they can indicate this with a thumbs up or a hand raise, either visibly on screen or by using a thumbs up option on the virtual platform. Take a moment to show students how to use these features. Share several feelings and emotions and allow students to show a connection. Say: "Sometimes I feel_____." • excited • nervous • shy • scared • angry • silly • happy

Group activity: One Thing You Like to Do

In-Person	Virtual
Let students know that they're each going to pantomime an activity they enjoy doing. Give them a minute to think of an activity and a simple movement they can do to represent that activity (for example, pretending to swing a baseball bat). Going around the circle, each student does his or her movement. Classmates can raise their hand to guess the activity. Remind students to wait until the pantomime is finished before raising their hand to guess. The student demonstrating their activity can allow two guesses before sharing what was being pantomimed. Continue around the circle. Tip: If you have a large group of students, consider taking volunteers or doing half of the group today and continuing with the other half of the group tomorrow.	Let students know that they're each going to pantomime an activity they enjoy doing. Give them a minute to think of an activity and a simple movement they can do to represent that activity (for example, pretending to swing a baseball bat). While students are thinking, post the student order so that students will know when their turn arrives. When the first student begins, remind students to wait until the pantomime is finished before raising their hands to guess. Classmates can raise their hands using a virtual feature or visibly raise their hands on the screen to guess the activity. The student demonstrating their activity can allow two guesses before sharing what was being pantomimed. Continue through the list. Tip: If you have a large group of students, consider taking volunteers or doing half of the group today and continuing with the other half of the group tomorrow.

Morning message:

In-Person	Virtual
Post the message on a chart or project it for students to see. Read the message aloud. [Date] Good morning, Second Graders! Today is our first day of second grade. We are going to learn so much this year. Let's have a great day! [Closing and signature]	Let students know that you have a message for the day to share with them. Let students know that each day you will share a message with them. Display the message and read it aloud. [Date] Good morning, Second Graders! Today is our first day of second grade. We are going to learn so much this year. Let's have a great day! [Closing and signature]

Daily Focus: Learning names and practicing active listening

Greeting: First Name Self-Introduction

In-Person	Virtual
Remind and model how to gather for Morning Meeting. Then explain the greeting. Begin by introducing yourself: "Good morning. My name is _____." Invite all students to respond by saying, "Good morning, _____." Then invite one student to continue by introducing themselves to the class: "Good morning. My name is _____." The class responds, "Good morning, _____!" Each student takes a turn introducing themselves until all students have been greeted.	Remind students that they will begin each day with Morning Meeting and that they will start with a greeting. Remind students of how to locate the person speaking on the screen as well as the features that allow them to mute and unmute. Begin by introducing yourself: "Good morning. My name is _____." Invite all students to respond by saying, "Good morning, _____." Post or share a list indicating the order in which students will be greeted. (Hearing and seeing the names together will increase the likelihood of students pronouncing one another's names correctly.) Then, invite the first student on the list to begin by introducing themselves to the class: "Good morning. My name is _____." The class responds, "Good morning, _____!" Each student takes a turn introducing themselves until all students have been greeted.

Sharing: Around-the-Circle (Colors)

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

Group activity: Who Remembers?

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

Morning message:

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

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

Greeting: Good Morning With a Wave

In-Person	Virtual
Invite students to begin Morning Meeting and remind them that they will continue to get to know each other and learn each other's names. Begin by greeting one student with a wave. That student returns your greeting with a wave, then greets the student to their left with a wave, and that person greets them back with a wave. Teacher: "Good morning, [Student 1]!" (waves) Student 1: "Good morning, [teacher]!" (waves); "Good morning, [Student 2]!" (waves) Student 2: "Good morning, [student 1]!" (waves); "Good morning, [Student 3]!" (waves) The greeting proceeds until all students have been greeted and greeted others.	Remind students that they will continue getting to know each other and learning each other's names during their Morning Meeting. Post the greeting order so that students know when they will be greeted. Remind students they will need to unmute to greet and then mute afterward. Begin by greeting one student with a wave. That student returns your greeting wave, then greets the next student on the list with a wave, and that person greets them back with a wave. Teacher: "Good morning, [Student 1]!" (waves) Student 1: "Good morning, [teacher]!" (waves); "Good morning, [Student 2]!" (waves) Student 2: "Good morning, [student 1]!" (waves); "Good morning, [Student 3]!" (waves) The greeting proceeds until all students have been greeted and greeted others. Note: The final student on the list greets the teacher.

Sharing: Around-the-Circle (Animals)

In-Person	Virtual
Remind students that just as they did yesterday, they are going to find out more about each other during the around-the-circle share. Tell the students that today they will be sharing an animal they like. Provide a few examples, and then give think time. When students are ready, have them complete the following sentence: "An animal I like is _____." Students take turns sharing.	Remind students that just as they did yesterday, they are going to find out more about each other during the around-the-circle share. Tell the students that today they will be sharing an animal they like. Provide a few examples, and then give think time. Post the student order for students to refer to. When students are ready, have them complete the following sentence: "An animal I like is _____." Students take turns sharing. Note: Allow students to practice using virtual features like a thumbs up if they also like the same animal.

Group activity: When I Grow up

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

Morning message:

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

Daily Focus: Identifying commonalities and making connections

Greeting: Thumbs Up!

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

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

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

Group activity: Just Like Me

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

Morning message:

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

Daily Focus: Building confidence through repetition and extending connections

Greeting: What's Your Name?

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

Sharing: Around-the-Circle (Weekend Activity)

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

Group activity: Pantomime Favorite Weekend Activity

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

Morning message:

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

Week 2 Goals:

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

Daily Focus: Reconnecting and building relationships through noting commonalities and shared experiences

Greeting: Category Greeting

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

Sharing: Sometimes I Feel . . .

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

Group activity: Hi! My Name is Joe!

In-Person	Virtual
Explain to students that today they will do an activity in which they will have to listen to know which parts of their bodies to move. Remind students of how to move their bodies safely and stay in their space as they do so. This activity will get everyone moving. (Note: Underlined words can be replaced with other people or pets.)	Explain to students that today they will do an activity in which they will have to listen to know which parts of their bodies to move. Remind students of how to move their bodies safely and stay in their space as they do so. Also remind students that they will remain muted by visible. This activity will get everyone moving. (Note: Underlined words can be replaced with other people or pets.)
Hello! My name is Joe,	Hello! My name is Joe,
And I work in a button factory.	And I work in a button factory.
I have a wife, and a dog, and a family.	I have a wife, and a dog, and a family.
One day, my boss said to me,	One day, my boss said to me,
"Hey, Joe. Are you busy?"	"Hey, Joe. Are you busy?"
I said, "No."	I said, "No."
He said, "Push that button with your [right hand]."	He said, "Push that button with your [right hand]."
On the last line, everyone begins pushing an imaginary button with their right hand. The chant then repeats as everyone keeps pushing the button with their right hand. The next time, at the last line, the boss tells Joe to push the button with his left hand. Now everyone pushes buttons with both their right and left hands. The chant continues, adding in a right foot, left foot, chin, hip, elbow—and whatever other body parts you (or students) want to add, while continuing to keep all the previously named parts in motion. To end the chant, the boss asks, "Are you busy?" Everyone then exclaims, "Yes!"	On the last line, everyone begins pushing an imaginary button with their right hand. The chant then repeats as everyone keeps pushing the button with their right hand. The next time, at the last line, the boss tells Joe to push the button with his left hand. Now everyone pushes buttons with both their right and left hands. The chant continues, adding in a right foot, left foot, chin, hip, elbow—and whatever other body parts you (or students) want to add, while continuing to keep all the previously named parts in motion. To end the chant, the boss asks, "Are you busy?" Everyone then exclaims, "Yes!"
Tip: Introduce a couple of body parts at a time and build to whole-body movement.	Tip: Introduce a couple of body parts at a time and build to whole-body movement.

Morning message:

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

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

Greeting: First and Last Name Introductions

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

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

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

Group activity: If I Were an Animal

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

Morning message:

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

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

Greeting: Knock, Knock

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

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

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

Group activity: One to Ten

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

Morning message:

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

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

Greeting: Good Morning with Peace

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

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

In-Person	Virtual
Begin by sharing some of the things that students will learn in second grade. If you have visuals or items to share with students be sure to show these too. Tell students to think about something that they are looking forward to learning about in second grade. Give a few examples and offer think time for students to decide on what they will share. When students are ready, have them take turns completing the sentence "In second grade, I hope to learn _____." Continue until everyone has had a chance to share.	Begin by sharing some of the things that students will learn in second grade. If you have visuals or items to share with students be sure to show these too. Use the same sharing order that was used for the greeting. Tell students to think about something that they are looking forward to learning about in second grade. Give a few examples and offer think time for students to decide on what they will share. When students are ready, have them take turns completing the sentence "In second grade, I hope to learn _____". Continue until everyone has had a chance to share.

Group activity: Would You Rather?

In-Person	Virtual
Share a list of contrasting statements about students' preferences. To indicate their choice, students will either stand in place or hop in place.	Share a list of contrasting statements about students' preferences. To indicate their choice, students will either show video or stop video.

In-Person	Virtual
I like salty snacks. I like sweet snacks.	I like salty snacks. I like sweet snacks.
I like being outside. I like being inside.	I like being outside. I like being inside.
I like to play sports. I like board/video games.	I like to play sports. I like board/video games.

In-Person	Virtual
Call out a pair of statements and indicate what students should do. Example: "Stand in place if you prefer salty snacks. Hop in place if you like sweet snacks." Continue providing contrasting statements.	Call out a pair of statements and indicate what students should do. Example: "Show your face if you like salty snacks. Hide your face if you like sweet snacks." Continue providing contrasting statements.

Morning message:

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

Daily Focus: Speaking confidently and practicing active listening skills.

Greeting: Who Do You See?

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

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

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

Group activity: Which Is True?

In-Person	Virtual
Tell students that in this activity they will have to think about two statements about themselves, one that is true and one that is a wish. Brainstorm some examples of categories that students could use to generate some statements (for example, hobbies, favorites, foods, places).	Tell students that in this activity they will have to think about two statements about themselves, one that is true and one that is a wish. Brainstorm some examples of categories that students could use to generate some statements (for example, hobbies, favorites, foods, places).
Both of the statements that students will share will begin with the words, "Something I wish you knew about me is . . ."	Both of the statements that students will share will begin with the words, "Something I wish you knew about me is . . ."
For example, a student might stand and say:	For example, a student might unmute and say:
"Something I wish you knew about me is that my birthday is in March."	"Something I wish you knew about me is that my birthday is in March."
"Something I wish you knew about me is that I have a dog."	"Something I wish you knew about me is that I have a dog."
After the student shares their two statements, students will hold up one finger or two fingers to indicate which statement they believe to be true about that student. After everyone has had a chance to decide and show what they think, the student reveals the truth.	After the student shares their two statements, students will hold one finger or two fingers up to the camera to indicate which statement they believe to be true about that student. After everyone has had a chance to decide and show what they think, the student reveals the truth.
Allow another student volunteer to share a truth and a wish.	Allow another student volunteer to share a truth and a wish.
Tip: Consider continuing this activity later in the day if there are many volunteers or continue the activity next week.	Tip: Consider continuing this activity later in the day if there are many volunteers or continue the activity next week.

Morning message:

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

In-Person:

[Date]

Dear Sensational Students,

Today is the 10th day of school.

What are some things a good friend does?

Be thinking about what makes make YOU a good friend.

[Closing and signature]

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

Virtual:

[Date]

Dear Sensational Students,

Today is the 10th day of school.

What are some things a good friend does?

Be thinking about what makes make YOU a good friend.

[Closing and signature]

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