

Morning Meeting

Overview:

1. **Greeting:** Students and teachers greet one another by name.
2. **Sharing:** Students share information about important events in their lives. Listeners often offer empathic comments or ask clarifying questions.
3. **Group Activity:** Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game).
4. **Morning Message:** Students read and interact with a short message written by their teacher. This message is crafted to help students focus on the work they will do in school that day.

Purpose:

Responsive Classroom Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle for 15-20 minutes to purposefully interact with one another. The Morning Meeting:

- sets a tone for respectful and engaged learning in a climate of trust,
- builds and enhances connections among students and between students and teachers,
- merges academic, social and emotional learning, and
- motivates students by addressing the human need to feel a sense of significance and belonging, and to have fun.

Through repetition of many ordinary moments of respectful interaction, the Morning Meeting enables some extraordinary moments in a classroom community.

Application: When and where can I use it?

All K-5 elementary teachers in PCSD are committed to implementing the Morning Meeting regularly as part of the District's Equity Goals, and in support of our mission, vision, and values to provide a supportive environment for all. This is a routine to include first thing in the morning, or shortly after, with some flexibility for scheduling needs. Because it is an active and regular part of setting the tone for the day, and greeting, it is best placed within the first hour of the day. It is critical to build and maintain the routine and use all four components listed above. The Morning Meeting differs from a Community Circle, which employs different speaking and listening protocols, and purposes for implementation.

Getting Started: What are some tips for starting and using this routine?

The length is important. If much shorter than 15 minutes, achieving the desired social-emotional and academic goals is difficult. If you need to do an abbreviated meeting first thing in the morning due to scheduling on occasion, you could incorporate the missed portions into other parts of the day. For example, you might do just two components, such as the greeting and

message. Or, place the group activity later in the morning for a brain break. This still maintains the routine and sets the tone for the day.

Consider the space and set up. A circle is a necessary part of the routine, as it provides all participants the opportunity to be seen. Sitting on the floor might work depending on space, or standing around your regular desk grouping provides more flexibility in classrooms with limited floor plan options. It is important to recognize developmental and personal needs.

Lay the groundwork. Establish Morning Meeting ground rules, or a compact/norms. Consider teaching one component for a few days and building to have introduced all four within the first few weeks of school. Interactive modeling with reflection and repeated practice are key, in the same way that we build expectations around literacy or math centers. It will be necessary to practice how to move to morning meeting, how to engage in the components, and how to end morning meeting and get ready to transition to the first activity of the day. In the beginning of the year, consider building in some of those cuing routines into the morning message.

Choose and teach signals you will use consistently. Consider using gentle chimes or another nonverbal signal to call students to the meeting circle. Build in time management ahead of this ("Five minutes until Morning Meeting. Put away what you are working on and come to the meeting area"). Similarly, use a quiet hand signal to engage, and re-engage as needed, the attention of the entire group so only one speaker has the floor.

Give students responsibility in the meeting. As students gain understanding and independence of the routine and expectations, allow voice and leadership over various components. Communicate with parents about Morning Meeting through your fall communication home. It is important that families understand the purpose of the routine and provides a talking point at home as well. A sample parent letter can be found in *The Morning Meeting Book*, as referenced at the end of this document.

Draw from what is already created. Between the *Responsive Classroom* website and *The Morning Meeting Book* (both below), there are many routines already created, from greetings to group activities.

See this Instructional Move in action (link to video clips if available)

- [Responsive Classroom Morning Meeting: One-Minute Greeting \(4th grade\)](#)
- [Responsive Classroom Morning Meeting: Dialogue Sharing with Questions and Comments \(Kindergarten\)](#)

Read more about this Instructional Move (link to additional information)

- [Responsive Classroom: What is Morning Meeting?](#)
- [Articles on the Morning Meeting](#)
- *The Morning Meeting Book*, by Roxanne Kriete & Carol Davis (Don't have this? Ask your Principal, or School Counselor where you can gain access to a copy in the building)
- Expand the Practice: [Responsive Classroom Closing Meeting](#)