

# Morning Meeting Activities



Compiled by Mrs. Bainbridge  
From the book 99 Activities and Greetings

# Aroostasha

1. Begin in a circle.
2. The group chants "Aroostasha, aroostasha, aroosta-sha-sha."
3. The teacher will call out movements to add to the chanting:  
Knees together  
Toes-in  
Bottom out  
Tongue out
4. Continue chanting and adding a new movement each time. What a fun way to start the day!

# Guess the Number

1. Write a number down.
2. Let students know you have chosen a number between \_\_\_ and \_\_\_.
3. Allow for questioning from students and guesses.
4. A student who guesses correctly can write down their own mystery number for their friends to guess.

# Buzz

1. Students sit in a circle.
2. In this activity, the group is going to count to 100... but any time you say a number that ends in 5 (for example), you'll say "BUZZ" and keep counting!
3. The leader starts and says "1", the next student says "2", then "3", "4", "BUZZ", "6", "7", "8", "9", "10"... "14", "BUZZ"...
4. You can do any number that you like!

# Don't Make Me Laugh!

1. Choose two students to stand in the middle of the circle.
2. One student is not allowed to laugh or smile and the other student's job is to try and make them laugh.
3. The students in the circle can help too!
4. When the student laughs, they can both choose a volunteer to take their place.

# Oliver Twist

The whole group chants the following song and does the movements... start slowly and then speed up!

Words	Actions
Oliver twist, twist, twist	Hands on hips, twist body
Can't do this, this, this	Tap right foot and shake forefinger of right hand
Touch his head, head, head	Touch head with hands
Touch his nose, nose, nose	Touch nose with hands
Touch his ears, ears, ears	Touch ears with hands
Touch his toes, toes, toes	Touch toes with hands

# Pop!

1. Sit in a circle.
2. Choose a skip counting pattern (like 3s).
3. Going around the circle, the students count... 1, 2, POP, 4, 5, POP, 7, 8, POP.
4. Try it with easier patterns first!

# Birthday Lineup

1. Challenge students to line up according to their birthday months without talking!
2. Then talk about what made this hard and how they helped each other.

# Rainstorm

1. Begin by raising both hands in the air, wiggling fingers, and making a soft whooshing noise with the mouth.
2. Rub the palms of hands together repeatedly.
3. Snap fingers.
4. Clap hands on thighs, alternating between the right and left.
5. Clap hands on floor or stomp feet.
6. Loudly clap hands together.
7. Then reverse... until you're back to wiggling fingers and soft whooshing!
8. You've just made a rainstorm!



1. Students sit in a circle.
2. The first person says “zoom!” and turns their head quickly to their neighbor.
3. Their neighbor says “zoom!” and turns their head quickly to their neighbor.
4. That person passes the zoom to the next person and it travels around the circle.

## Snap and Clap

1. Choose a leader to start and create a short snapping, clapping pattern.
2. The class will repeat their pattern.
3. The leader can choose another student to create a pattern.
4. Allow several students to make patterns for the class to repeat.

## Zoom... with a twist!

1. Begin by reminding students how to play zoom.
2. BUT- this time, some students will “Eek!”.
3. An “Eek” stops the “ZOOM” and reverses it!
4. Allow only one or two “Eek”s per round!

## Orange, Orange, Orange!

1. Sit in a circle.
2. Give the group a word to start with like “orange”.
3. The leader starts and says “orange” to the person next to them... FAST!
4. That person passes the word along... quickly! It continues around... FAST!
5. At the end, the word might sound a little funny to you!

# When I Grow Up

pg. 91

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 chef".
2. The next student does a brief pantomime of something the person with the job student 1 said would do. Then they say "When I grow up I want to be a ...".
3. This continues around the circle until everyone has had a turn.

# Woof!

pg. 94

3. Partners stand in a circle and face each other.
4. With each sentence of the chant, students do the accompanying movement.
5. The chant begins again with a new partner.

Words	Actions
Bow, wow, wow	Children clap their thighs three times
Who's got you now?	Children clap each other's hands three times.
Little puppy dog says	Pairs link arms and swing around, changing places.
Bow, wow, wow	Children clap their thighs three times.
WOOF!	Children hop in place turning 180 and facing a new partner.

See page 94 for other chants.

# Where's My Chicken?

pg. 93

1. Students sit in a circle and choose one student to be "it". The "it" steps out of the circle but says close and stands with their back to the group.
2. The student who is "it" begins counting to any number over 15 and doesn't tell the group to what number they are counting. The students begin passing the chicken quickly around the circle.
3. When "it" reaches their chosen number, they shout "Chicken!".
4. When students hear "Chicken!" they stop passing and whoever is holding the chicken is it!

# Zap

1. Stand in a circle holding hands.
2. The teacher will start the "zap" by squeezing the hand of the person on their right.
3. As soon as the first student feels their hand squeezed, they should squeeze the next person's hand.
4. Time the "zap" as it travels around the circle and see if you can beat your time the next time you play!

# Ghost Spelling

pg. 40

1. The goal of this activity is to make words as a group- the longer the better! Each student in the group contributes one letter to make a word. For younger students, you're trying to make the most words you can.
2. When a word is completed, a student writes a letter from the word "ghost" on the board. The activity ends when the word "ghost" is spelled.

# Ha, Ha!

pg. 44

1. Children stand in a circle.
2. The first child turns to the person next to them and says "Ha!" or "Ha, Ha!" or "Ha, Ha, Ha!". That child tries to repeat what the first student says, trying to keep the same rhythm and emphasis.
3. The activity continues around the circle until everyone has received a "Ha!".
4. The goal is to pass the "Ha!" around as quickly as possible.
5. Try it with other words or funny voices.

# We're Going to Kentucky!

pg. 43

1. Choose one student as the leader to stand in the center of the circle.
2. All students in the circle say the chant and make the movements that the chant directs.
3. At the end, the leader points to a student who then becomes the next leader.
4. Follow the chant on page 43!

# Hello Friend

pg. 45

1. Follow the chant on page 45. You will need a large copy for the class!
2. The teacher can lead the chant or the children can take turns once they learn it. The leader tells what to count, how to count, and how high to count. For example, the leader might decide to count marbles by 2s up until 20.
3. Each time the chant is said you change what, how, and how high you count.

## Down by the Banks

pg. 34

1. Students stand in a circle and hold their hands out, palms up.
2. Students put their left hand under the right hand of the person next to them.
3. The teacher will begin the chant and touch the upturned palm of the person on their left. While chanting, students pass the "tap" around the circle, touching the upturned palm on their hand.  
"Down by the banks of the Hanky Panky,  
A bull frog jumps from bank to banky.  
Fe, fi, fo, fum! Watch how the bullfrog jumps!"

## Earth, Air, Water, Fire

pg. 38

1. Students stand in a circle with a leader in the middle.
2. The leader points to any student and calls out one of the categories- earth, air, water, or fire.
3. If the leader calls out earth, air, or water the student must name a specific animal that lives there (not just "bird" or "fish"). If they are successful, the leader calls on another student.
4. Animals cannot be repeated and if someone can't name a new animal, they move to the center to become the new leader.
5. If the leader calls out "fire", the student that was pointed at becomes the leader. Students can only be the leader once! If they make a mistake a second time, they must choose someone else to be the leader.

## Do You Want to Buy a Duck?

pg. 36

1. Students sit in a circle. Choose a student to start.
2. The first student turns to the person on the left and says, "Do you want to buy a duck?" The second student responds, "Does it quack?" and the first answers, "Yes, it quacks!"
3. This continues around the circle until it gets to the last person who responds "I think I'll buy a duck!"
4. Once students can easily do this, time how long it takes to get the question around the circle and see if they can beat their time!
5. Or, start a question at each end of the circle and listen to the silliness when they meet in the middle!

## Find Your Match

pg. 39

1. You'll need prepared cards which contain matching information for the chosen content area.
2. Shuffle the cards and distribute one to each student.
3. Allow students to mix and mingle until they find their "match".
4. When everyone is paired up, you can review content by asking each pair to report their matching information.
5. This could also be a greeting- you can have matching students greet one another before they report to the class.

# Secret Elf

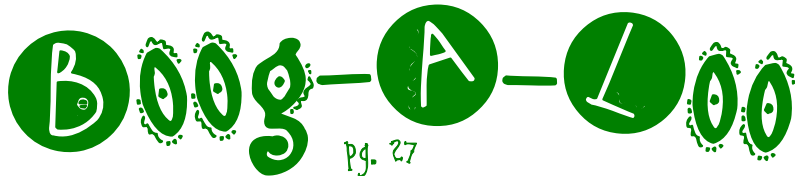
pg. 19



1. Students sit in a circle all facing each other.
2. Choose a “guesser” to sit facing away from the group.
3. Chant “Elf, elf, there’s an elf on my shelf. My elf is...,” students in the circle who want to be the elf will raise their hand.
4. The teacher will silently point to a student. The student will disguise their voice and say “It is I!”.
5. The guesser has three tries to guess the elf. Then the elf becomes the guesser.

# Boog-A-Loo

pg. 27



1. Students stand in a circle with a leader in the middle.
2. The leader begins the chant, calling for creating movements at the end.
3. Leader: He...ey! Let me see you boog-a-loo!  
Group: What’s that you say?  
Leader: I said, let me see you boog-a-loo!  
Group: What’s that you say?  
Leader: I said, boog-a-loo, boog-a-loo! Now let me see you **jellyfish!**
4. The group does the **jellyfish** movement (or whatever movements have been brainstormed) while saying “I said Ooh ahh, ooh ahh ahh! I said ooh ahh, ooh ahh ahh!”.
5. The chant begins again with a new leader.

# Bah Bah Boom!

pg. 26



1. Students stand in a circle. Choose one to be the leader and stand in the middle.
2. The leader points to any student in the circle and says, “Right (or left)! Bah bah boom, boom, boom!”
3. The student that was pointed to has to name the student on their right (or left, as directed) before the leader finishes saying “Bah bah boom, boom, boom!”
4. If they say the student’s name in time, they are the new leader! Otherwise, the leader stays the same.

# The Clown Got Sick!

pg. 30



1. Stand in a circle and chant together, “The clown got sick, the clown got sick!” The teacher says, “How did the clown get sick?”
2. The first student says, “The clown got sick from doing this!”. The student demonstrates a motion and the rest of the class imitates.
3. Repeat the process. But the second student adds another motion to the first. Then the third student adds a **THIRD** motion for everyone to imitate!
4. Finally the teacher says, “Stop, everyone! That’s how the clown got really sick!”



# Hidey Ball

pg. 46

1. Select one student to be the thrower. The thrower stands facing away from the group.
2. The thrower holds the ball and chants, "watch it, watch it! Here it comes! Big ball, little ball, fun for all ball. Here it comes!" The thrower throws the ball on the last line.
3. When a student catches the ball, they hide it behind their back. All the other students put their hands behind their back too and say, "Player, guesser, hear the call. One of us has caught the ball!"
4. The thrower turns around to guess who has the ball. If they guess correctly, they choose a new thrower. If they guess incorrectly, the student with the ball is the new thrower.

# It's My Job

pg. 53

1. Students sit in a circle. The leader stands in the middle and chooses a job, but doesn't tell the group.
2. The group engages in the chant:  
Group: Hey friend, where'd you come from?  
Leader: The busy people's station!  
Group: What's your occupation?  
Leader: Almost anything!  
Group: Then get to work!
3. At the end of the chant, the leader acts out the occupation and the group tries to guess what it is. The right guesser becomes the new leader!

# It's Really...

pg. 52

1. Select an object from the room, like a pen.
2. The first student begins by saying, "It looks like a pen, but it's really a... baton!". They pantomime using a baton and pass the object to the next person.
3. The next student takes the object and says, "It looks like a baton, but it's really a... walking stick!". They pantomime using a walking stick and pass the object to the next person.

# Letter (or word) Search

pg. 56

1. Place cards with letters or words found in the morning message on the floor in the middle of the circle.
2. Each student chooses a card.
3. The first student finds their letter or word on the message and highlights it, passing the highlighter on to the next person.
4. Continue around the circle.
5. When everyone is done, reflect on what made this challenging and how they helped each other.

# Mrs. Marbles

pg. 62

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 their left, "Hi! Have you seen Mrs. Marbles?". The second student responds, "No, I haven't, but I'll ask my neighbor." The process is repeated around the circle.
3. When someone smiles or laughs, the questioning stops briefly and then begins again!

# Name Four

pg. 64

1. Brainstorm a list of categories with students (ice cream flavors, book characters, colors...). Record the categories on chart paper.
2. Go around the circle and each student must name one item and its category. No one can repeat another item.
3. Continue until each category has four items.

# Pass the Chicken

pg. 70

1. Students sit in a circle. Choose one student to be "it". That student holds the chicken (or other object).
2. The teacher names a category. The student who is "it" passes the chicken to the right and quickly begins naming things that belong in that category. They must name 5 things before the chicken makes it around the circle and back to them!

## Possible Categories

vocabulary words	foods	songs
things you do at...	things that are...	things made of...
sounds	colors	animals in the...
story characters	teachers names	numbers

# Pebble, Pebble

pg. 72

1. Students sit on the floor in a circle. The guesser steps away from the group while the teacher chooses a student to hold a pebble.
2. The students in the circle begin the chant and pretending to pass a pebble while the guesser watches:  
"Pebble, pebble, where you wander... up one hill and down the other. It is fair, is it fair to leave poor name of guesser standing there?"
3. After repeating the chant a few times, students hold out their fists. The guesser is allowed three tries to guess who had the pebble.

# Pedoodle

pg. 73

1. One student (the guesser) leaves the circle and the class decides on a verb like “fly” while the student is away.
2. When the student returns, she calls on different students to say a sentence using that verb—however, they will use the word “pedoodle” instead of the verb. “I like to pedoodle a Kite.” “Birds like to pedoodle in the sky.” “I like to pedoodle on a plane.”
3. The guesser tries to figure out what the verb is. Then they can choose a new guesser.

# Shoes

pg. 79

1. Students sit in chairs or in a circle so they can easily tap their feet on the floor.
2. Repeat the chant all the way around the circle. When the chant stops for each student, that child gets to use one word to describe his or her shoes. Continue until all students have had a chance to describe their shoes.

Chant:

Old shoes

New Shoes

\_\_\_ has \_\_\_ shoes!

1, 2, 3, 4!

Gently tap them

On the floor!

# The Real Me

pg. 78

1. Students sit or stand in a circle.
2. Choose one student to be the guesser in the middle. They must be blindfolded and spun so they don't know who they are facing.
3. The guesser points at the student in front of them and calls out an animal. That student makes the animal sound.
4. The guesser tries to identify who made the noise. If they're right, they choose the next guesser. If they're not right, the student who made the noise is the new guesser.

# Toe to Toe

pg. 85

1. Students stand in a circle. One student is the caller and they move to the middle.
2. When the caller says a direction, students find a partner and follow the leader's directions. Possible directions include “toe to toe”, “back to back”, “knee to knee”, “heel to heel”. Encourage the caller to be creative!
3. After everyone is standing with a partner in the correct position, the caller says a new direction and students find a new partner.