

Appendix E

Morning Meeting Greetings

The grid on the following pages lists all the greetings that are in this appendix and indicates any special considerations, such as best time of year or most appropriate age group. The categories are:

Beginning of the year. These are greetings that are easy to teach and to do. Included are greetings that help children learn each others' names. These greetings can all be done later in the year as well.

Later in the year. These are greetings that take more instruction and practice in order to be done well. They work best a few months into the school year, once a sense of community and trust has been established.

Song, chant, or call and response. Some of these greetings are set to familiar tunes, as indicated in the description. Others might have tunes that you're familiar with from attending *Responsive Classroom* workshops. If you don't know a tune for a particular song, simply chant the words or make up a tune.

English as a Second Language (ESL). These greetings are particularly useful with second language learners. All of them provide safe ways for second language learners to meet their classmates and begin learning American customs; some also help build vocabulary and English fluency.

Younger. These greetings are most appropriate for use with grades K–3, although many of them can also be used with older students.

Older. These greetings are most appropriate for use with grades 4–8, although some of them can be adapted for use with younger students.

Academic. These greetings can be used to reinforce academic content and skills.

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Title	Begin-ning of the year	Later in the year	Song, chant, etc.	ESL	Younger	Older	Academic
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Title	Begin-ning of the year	Later in the year	Song, chant, etc.	ESL	Younger	Older	Aca-demic
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Adjective Greeting

This greeting is appropriate to use with children who have studied adjectives and understand their use. To start the greeting, each student chooses an adjective that begins with the same sound as his/her first name and then introduces him/herself to the group by saying, "Hello, my name is (*adjective*) (*first name*)."

For example, "Hello, my name is Jazzy Janet!"

To make the greeting go more smoothly, you'll need to do some planning. Make a list of the initial letters or sounds of each student's first name. Then write down several adjectives that also begin with each of those letters or sounds. Bring this list with you to the Morning Meeting circle.

Before starting the greeting, take a few minutes to brainstorm with the children a long list of adjectives that you write on the board or chart. Guide students toward positive words. Add adjectives from your list as needed to ensure that there are several adjectives which begin with the initial letter or sound of each student's name.

Variation: If there's time, students often like the challenge of going around the circle a second time and trying to name each classmate, using the classmate's chosen adjective.

African Greeting

This greeting uses two phrases: "Sawa bona," which means "I see you," and "Sikhona," which means "I am here."

All members of the circle close their eyes. The person who begins the greeting opens his/her eyes, turns to the person to the right or left, says "Sawa bona, (neighbor's first name)." That student then opens his/her eyes and responds, "Sikhona, (greeter's first name)."

The greeting then continues around the circle until all members have been greeted.

Alphabetical Greeting

In this greeting, students say "Good morning" to each other in alphabetical order, being sure to use each other's first name. If students are just learning to alphabetize, it's best if you begin by greeting the student whose name comes first in the alphabet (or asking the students who should go first). With students who are more experienced with alphabetizing, you can begin anywhere in the circle. For example, if Lindsey is the first greeter, she greets Mark, who then looks for the person whose name would be next in alphabetical order. But when it gets

to Will, he might find that he needs to go back to the beginning of the alphabet and greet Annie. This greeting can take a while to complete.

Around the World

You'll need an inflatable globe for this greeting. Students should have knowledge of continents and countries around the world. Each child will be sending greetings from some country or continent on the globe, so before the greeting begins, decide with the students how they'll select a country/continent. For example, they might say that wherever a child's right thumb lands when s/he catches the globe will be the country that child names. Or they might decide that each child chooses a place to name.

The child who begins the greeting says "Good morning, (*receiver's name*)" to another student in the circle, then rolls or tosses the globe to that student. The student who receives the globe responds by saying "Greetings, (*sender's name*), from (*continent/country*)."

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Backwards Name Greeting

This greeting gives students practice in sounding out unfamiliar words. Students write their first names backwards on a nametag that they wear. For example, Mike would write "Ekim" on his name tag. Going in order around the circle, students greet each other using their backwards names. For example, Jane would begin with "Good morning, Ekim." Mike would then say, "Good morning, Enaj," before turning to his neighbor to continue the greeting.

This greeting will be more fun and successful if you let students help each other or if you have the class begin the greeting by going around the circle and sounding out each student's name as a group.

This greeting may be confusing for students in your class who are just learning English or who have dyslexia.

Ball Toss Greeting

Each child greets another child, then gently throws, rolls, or bounces a ball to that child, who returns the greeting (but not the ball). S/he then chooses a new child to greet and to pass the ball to. The greeting continues in this way until each child has been greeted once. The greeting ends when the ball returns to the starter. If you're using a soft, small ball, throwing underhand works best. With a large, bouncy ball, rolling or bouncing the ball works best.

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Ball Toss Variations for Middle and Upper Grades

Here are some variations which make the Ball Toss Greeting more challenging and more effective for building cooperation among older children.

- Pass the greeting ball around the circle as explained above. Now the ball goes around one more time silently (with no greeting or talking), repeating the pattern it just made. Children will enjoy doing it several times this way and competing against the clock.
- Pass the greeting ball as explained above. Then repeat, passing the ball silently in the same pattern. As the ball goes around, add one or two more balls at even intervals so that there are several balls going around in the original greeting pattern. Challenge the children to see if they can do it three times without dropping the ball or skipping anyone. You can also add the element of competition against the clock.
- Once the greeting ball has gone around the first time, have the children “undo the greeting pattern” by sending the ball back to the person who greeted them. This can be done with a greeting attached or silently. When the children get very good at remembering who greeted them, try ending your Morning Meeting with a ball toss in the reverse greeting pattern as students wish each other “Have a good day!” or whatever encouraging words the children decide they want to say that day.

Book Character Greeting

For a week, students wear name tags of their favorite book character. Greetings that week can be done using character names. At the end of the week, have students remove their name tags and see if they can remember each others’ character names. This is a good greeting to do during Book Week.

Brown Bear Greeting

The student who begins the greeting turns to her/his neighbor, and the two students look at each other and smile while the group chants:

(First student’s name), (first student’s name), what do you see?

The first student then answers:

I see (second student’s name) looking (or smiling) at me. Good morning!

The second student then turns to the next person and the chant repeats with new names.

After all students have been greeted individually, the whole group says:

Everyone, everyone, what do you see?
I see children looking (or smiling) at me.

Butterfly Greetings

There are two versions of this simple greeting:

- Sit-down butterfly—While saying good morning, two children sitting next to one another hook their thumbs together and wave their fingers in the sign language sign for butterfly. This greeting then goes around the circle.
- Stand-up butterfly—This is the same greeting except that students stand up and walk to greet someone across the circle.

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Cheer Greeting

Going around the circle, students do the following call and response greeting:

Student: My name is *(first name)*.

Group: YEAH!

S: And I like to *(activity)*.

G: Uh-huh.

S: And I'll be a *(person who does this activity)*.

G: YEAH!

S: Every day of my life.

G: Every day of *(his/her)* life.

For example:

My name is Carla.

YEAH!

And I like to swim.

Uh-huh.

And I'll be a swimmer.

YEAH!

Every day of my life.

Every day of her life.

Chugga Chugga

The whole group stands and sings or chants the following words, greeting each child in the circle. The child who is being greeted participates in the “chugga” movements.

Hey there, *(first name of child being greeted).*

You're a real cool cat.

You've got a little of this *(Children in the group snap fingers.)*

And a little of that. *(Children in the group snap fingers.)*

So don't be afraid

To boogie and jam.

Just stand up and chugga

Fast as you can.

Chugga up, chugga chugga chugga chugga. *(Child being greeted jumps up.)*

Chugga down, chugga chugga chugga chugga. *(Child wiggles down.)*

To the left, chugga chugga chugga chugga. *(Child does the twist to the left.)*

To the right, chugga chugga chugga chugga. *(Child does the twist to the right.)*

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Compliment Greeting

Each child greets another child and gives a compliment. Be sure to model how to give a compliment and set the expectation for compliments that reflect what children do, not what they wear or how they look.

Cross-Circle Greeting

Children greet someone sitting across the circle from them. There can be many variations on this, such as cross-circle boy/girl greeting, cross-circle someone-you-haven't-spoken-to-yet-this-morning greeting, etc.

Different Languages for Greeting

Some options:

- Bonjour (French)
- Buon giorno (Italian)
- Shalom (Hebrew)
- Buenas dias (Spanish)
- Ohaiyo (Japanese)
- Gutten morgon (German)

- Jen dobre (Polish)
- Jambo (Swahili)
- Kale mera (Greek)
- Sign language
- Asalam alakum (Arabic)
- Zao an (Chinese)

Elbow Rock

Created by a group of fifth graders, this is a variation of a simple handshake greeting. This greeting goes around the circle with each student saying good morning to the next, but instead of shaking hands, the students lock elbows and shake arms. This can be trickier than it sounds as students will often have difficulty deciding which elbow to offer and which elbow to aim for.

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Formal Greeting

Students greet other students using last names: “Good morning, Ms. Cather,” “Good morning, Mr. Loman.” Students often enjoy being called (and hearing others called) by their last name.

Good Morning, Friends

The following chant is a good way to begin the Greeting portion of Morning Meeting but should not stand alone as the only greeting. After the class completes the chant, they can pass around the room a simple greeting that uses each student’s name.

Good morning, friends.

Two words so nice to say.

So clap your hands,

And stamp your feet,

And let’s start together this way.

“Good Morning” Greeting

This is the most basic greeting, making it a great greeting for the beginning of the year. Two students face each other, make eye contact, smile, and say, “Good morning, _____,” using each other’s first name.

Some variations to use early in the year:

- With a wave
- With a salute
- With a bow
- With a thumbs up
- With a peace sign

After a few weeks, when students are more comfortable with each other and with the format of Morning Meeting, you might add the following variations:

- With a handshake
- With a handshake that students make up
- With a high five
- With a high five and ankle shake
- With a pinky shake
- With a touch on the shoulder
- With an elbow shake

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“Good Morning” Greeting Using Props

The basic “Good morning, _____,” can also be varied by using props:

Variation one: Students pass a prop that’s associated with an academic subject and greet each other using the appropriate title. For example, a student might pass a magnifying glass and say “Good morning, scientist (*student’s first name*),” or pass a book and say “Good morning, reader (*student’s first name*).” Props can be chosen to reinforce an academic focus for the day.

Variation two: Students pass a ball, beanbag, or small stuffed animal around the circle. This is a good greeting to use with second language learners because it can help students become comfortable with physically interactive greetings and it can help build vocabulary. Begin the greeting by announcing the name of the item being passed: “Here’s the rabbit. Good morning, Sasha.” Children then repeat this pattern as they greet each other.

Hello

As students chant or sing the following, they pass a handshake (or pinkie shake or high five, etc.) around the circle:

Hello, hello, hello, and how are you?
I'm fine, I'm fine, and I hope that you are, too.

Hello, Neighbor

Students form an inner and an outer circle. The inside circle faces the outer circle. Students who are facing each other are now partners who greet each other with the following chant. The inside circle then moves one person to the right so that everyone has a new partner and repeats the chant. This continues until everyone is back in her/his original place.

Hello, neighbor, what d'ya say? (*Wave to your partner.*)
It's gonna be a wonderful day. (*Arms circle over head and then move down to the sides.*)
Clap your hands and boogie on down. (*Clap hands and wiggle down.*)
Give me a bump and turn around. (*Gently bump hips.*)

Variation one: Instead of bumping hips, students can jump ("Give me a jump and turn around") or raise hands high ("Then raise your hands and turn around").

Variation two:
Hey there, (*partner's first name*),
What d'ya say?
It's gonna be a dynamite day.
Grab your hands (*Partners join hands.*)
And circle around. (*Partners gently swing each other in a circle.*)
Reach real high (*Each person raises hands over head.*)
And boogie on down. (*Wiggle down.*)

Here We Are Together

The children sing the following song to the tune of "The More We Come Together." In line three, they follow the teacher's lead, filling in the names of each child in the circle. This can be done in several ways, depending on how far along children are in learning each other's names. Each child can say his/her own name; the teacher can sing alone, acknowledging each child; or the whole group can acknowledge each child.

Here we are together, together, together.
Here we are together all sitting on the rug.
There's _____ and _____ and _____ and _____.
Here we are together all sitting in room _____.

Repeat until each child is named.

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Hickety-Pickety Bumble Bee

The whole class repeats the following chant until each child in the circle gets a chance to say his/her name.

Hickety–Pickety Bumble Bee.

Won't you say your name for me.

_____ (Child says his/her name.)

Let's all say it. (Whole group says the child's name.)

Let's clap it, too. (Group says name and claps out the syllables.)

Let's whisper it. (Group whispers the name.)

Let's turn off our voices and clap it. (Group claps out the syllables without speaking.)

Hidey, Hidey, Hidey, Ho

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The following call and response asks individual children to fill in the blanks with two adjectives that describe “boogie”—for example, the “jumpin’ jive boogey.” Before doing this greeting, children might want to brainstorm a list of adjectives that they can choose from. The call and response continues until everyone in the circle has had a chance to be the “caller.”

Child: Hidey, hidey, hidey, ho!

Group: Hidey, hidey, hidey, ho!

C: What d'ya say, what d'ya know?

G: What d'ya say, what d'ya know?

C: I got the _____ boogie. (Child who is greeting fills in the blank with two adjectives.)

G: (S/he's) got the _____ boogie. (Group repeats the adjectives.)

C: And I got it right now.

G: (S/he's) got it right now.

C: I'm gonna pick it on up. (Child pretends to pick something up.)

G: (S/he's) gonna pick it on up.

C: And pass it on along. (Child pretends to pass an object to the next child in circle.)

G: And pass it on along.

C: To my good friend _____. (Child fills in with the name of the child who is being handed the “boogie”.)

G: To (his/her) good friend _____.

C: And (s/he's) got it right now.

G: And (s/he's) got it right now.

Now the second child begins the chant again with “Hidey, hidey, hidey, ho!”

Hug Greeting

Children gently hug the child they are greeting. Practice how to make eye contact before hugging and how to hug gently.

_____ Is Here

Children begin this greeting seated in the Morning Meeting circle. The child who starts the greeting stands up, turns to the next child in the circle, and offers a handshake. That child stands up to receive the handshake. While this is happening, the rest of the group begins to sing the following to the tune of “The Farmer in the Dell,” filling in the name of the child who is being greeted:

_____ is here, _____ is here,
It’s a great day because _____ is here. *(Children clap in rhythm.)*

The first two children remain standing while the second child passes the greeting to the third child in the circle, who also stands, and so on around the circle. The song continues until everyone is standing. The song ends when it comes back to the first child, who is greeted last. The greeting then closes with everyone clapping and singing:

We all are here. We all are here. It’s a great day because we all are here!

Marbles Greeting

This is a quick greeting. Each student has three marbles (or other small objects). When the teacher says “Go,” students mingle, greeting each other by saying “Good morning, _____.” Every third person that a student greets gets a marble. When a student has given away all three original marbles, s/he sits down.

My Name Is _____

The child who begins the greeting turns to the next child in the circle and says the first three lines of this chant. The whole group then finishes the chant. During the last line of the chant, the two children shake hands. This pattern repeats as the greeting is passed around the circle.

Student: My name is _____ and
I’m here to say,
I hope you have a very nice day.

Group: Ooh ooh, ooh ooh ooh. *(First two beats are long, last three beats are short.)*

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You like me and I like you.

Shake shake, shake shake shake (*First two beats are long, last three beats are short.*)

One, two, you know what to do. (*The two children greeting shake hands.*)

Name Card Greeting

Place name cards in the center of the circle. Turn over the top card. The student whose name is on that card begins the greeting. That student turns over the next card in the stack and greets that child. That child then turns over the next card, and so on. When all the cards have been used, the greeting ends with the last child greeting the first child.

Number Greeting

Place numbered slips of paper in a basket. Decide what numbers to use based on the size of your class and the size of the groups that will be greeting each other. For example, if you have twenty-four group members and you want pairs to greet each other, you'll number the slips one through twelve. If you have twenty-four group members and you want groups of four to greet each other, you'll number the slips one through six.

After each group member has drawn a number from the basket, you call out a number. Everyone holding that number comes to the center of the circle to greet each other.

One-Minute Greeting

This is a great greeting to use when time is limited. Students mingle and say, "Good morning, _____," to as many other students as they can in one minute. Emphasize the importance of standing still and making eye contact when greeting someone so that the pace doesn't get too frantic.

One, Two, Three, Four

This greeting can be sung or chanted. When a child's name is called, s/he comes into the circle and does whatever s/he wants as a movement—for example, a bow, curtsy, wave, dance, wiggle, etc. During the last line of the song, the child moves back to her/his place in the circle. Another child's name is called, and so on around the circle.

One, two, three, four, come on _____ hit the floor.

We're so glad you're here today.

Hurray, hurray, hurray!

On the List

The following can be sung or chanted. The child who is named in the third line stands up and does a movement such as a bow, wave, or dance step. Towards the end of the chant, that child sits down. The chant continues until every child in the circle has had a chance to stand up and move.

On the list, on the list,

Who's the next person on the list?

Since _____'s the next person on the list, *(Named child stands and moves.)*

S/he'll tell you a story, now dig this!

When you're up, you're up.

When you're down, you're down.

If you don't greet *(next child in the circle)*, you're up-side-down!

Side down...side down!

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On the Phone

In this call and response, the group begins by calling a child's name. That child responds. At the end of the call and response, the first child names another child in the circle. The chant continues until every child has been named.

Group: Hey there, _____ .

Child: Someone's calling my name.

G: Hey there, _____ .

C: Must be playing a game.

G: Hey there, _____ , you're wanted on the phone.

C: Since it's my friend, *(another child in circle)*,
tell her/him I'm at home.

G: Just sitting on the sofa watching the clock.

Go tick tock, tick tock de wawa.

Tick tock, tick tock de wawa wa!

Pantomime Greeting

The child who begins the greeting pantomimes something about him/herself (favorite activity, favorite food, favorite sport). The whole class then greets that child by saying "Hello, _____" and then mimics the pantomime. This continues around the circle until all children have been greeted.

Quickie Righty/Lefty

When pressed for time, this “quickie” greeting can come in handy. One student begins by saying “Good morning, everyone.” The class responds in chorus, “Good morning.” Each child turns to the right and greets that person, and then to the left and greets that person. The one important rule is that students have to make eye contact with the person they’re greeting. This ensures that everyone will feel greeted and acknowledged.

Rhythm Greeting

With your students, establish a four-beat rhythm by snapping fingers, clapping, or slapping hands on knees. In time with the rhythm, everyone says:

Say your first name.

When you do,

We’ll say your first name back to you.

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The student who begins the greeting then says his/her first name on the first beat. The group snaps or claps beats two, three, and four, and says the student’s first name on the next beat (beat one again):

Student: “Johnny” (two, three, four)

Group: “Johnny” (two, three, four)

Now the group repeats the opening chant, “Say your first name...” Johnny’s neighbor then says her/his first name, and the group repeats it, and so on around the circle.

Variation one: As a way for the class to learn everyone’s full name, each student can say his/her last name and the class can respond with the student’s first name:

Say your last name.

When you do,

We’ll say your first name back to you.

Student: “Porter” (two, three, four)

Group: “Johnny” (two, three, four)

Variation two: When the class has learned everyone’s full name, have each student say his/her first name and the group respond with the student’s last name:

Say your first name.

When you do,

we’ll say your last name back to you.

Student: “Johnny” (two, three, four)

Group: “Porter” (two, three, four)

Rig-A-Jig-Jig

Half of the class makes an inner circle and the other half makes an outer circle. The inner circle moves around while the outer circle stays still or moves in the opposite direction. Everyone sings the following song. When the verse ends, the people in the inner circle greet the people across from them in the outer circle. This continues for several rounds.

A rig-a-jig-jig and away we go,
 Hi ho, hi ho, hi ho.
 As I was walking down the street,
 Down the street, down the street,
 A friend of mine I chanced to meet,
 Hi ho, hi ho, hi ho.

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Roll Call

This is a call and response greeting. Individual children name themselves, then say their nickname, and finally choose another designation, such as “student,” “soccer player,” or “friend.”

Group: Roll call, check the beat, check, check, check the beat.

Roll call, check the beat, check, check, check a-begin.

Child: My name is _____.

G: Check!

C: They call me (nickname).

G: Check!

C: I am a (role designation). That’s what I am.

G: That’s what (s/he) is.

Silent Greeting

One child greets another silently using a part of his/her face (eyebrows, eyes, mouth, etc.) or a part of his/her body (arms, shoulders, legs, etc.) but without making any physical contact. This greeting can be used in several formats: greeting around the circle, across the circle, or a quick right/left greeting.

Skip Greeting

In this greeting, the child who begins announces the number of spaces that will be skipped. For example, the child says “Skip four” and then walks to the fifth person in the circle and greets him/her. The greeter then takes that person’s place and the student who was greeted walks to the fifth person down, greets, and switches places, and so on until everyone has been greeted. The greeting will flow around the circle several times. Before the greeting begins, work with the class to figure out how many spaces to skip based on the number of people in the circle that day. The challenge is to make sure that everyone gets greeted.

Snowball Greeting

Each student writes his/her name on a sheet of paper and crumbles it up so that it looks like a snowball. Students then toss the crumbled pieces of paper into the center of the circle. Students pick up a snowball that has landed near them and open the paper. The student who begins the greeting then walks over to the student whose name s/he has and says “Good morning, _____.” The first student returns to his/her place in the circle and the student who was greeted finds the student whose name is on his/her snowball and greets that student, and so on until everyone has been greeted.

Variation: After the initial round of greetings, students recrumble the papers that they’re holding and toss them. Each student picks up a new snowball, reads the name, and then respectfully watches that student for the rest of the day, with a goal of noticing something positive about the student. At the end of the day, the class circles up and each student pays a compliment to the classmate s/he observed all day.

Spider Web Greeting

The child who begins the greeting holds a ball of yarn. The child greets someone across the circle and gently rolls the ball to that person while firmly holding on to the end of the string. The person who receives the ball of yarn greets another child across the circle and rolls the ball of yarn to that student, making sure to hold onto the unraveling strand with one hand. This continues until everyone has been greeted and the yarn has created a web across the circle. To unravel the web, children greet each other in reverse order until the ball of yarn is wound up again.

Where Is _____ ?

This call and response is sung to the tune of "Frere Jacques," filling in a child's name in the first line.

Group: Where is _____? Where is _____?

Child: Here I am, here I am.

G: How are you today sir/ma'am?

C: Very well, I thank you.

G: We're glad you're here, we're glad you're here.

Appendix E

