

**Title of lesson: Morning Meeting, Letters in Our Name**

**Suggested grade/age: Kindergarten, Morning Meeting is appropriate for grades K-6**

**Approximate time needed to complete lesson: 40 minutes**

**Learning objective(s) and significance of lesson:**

The Morning Meeting is used to build community and to practice listening, speaking and academic skills. In a language immersion classroom, I would like my students to use the immersion language to greet one another, share, play a game or do a fun activity together, read the morning message and respond to an academic question at the end of the morning message.

The Letters in Our Name lesson is done for each letter of the alphabet and takes twenty-six days to complete. The teacher introduces and names one letter each day. The teacher then asks all of the students individually if they have the letter in their name. The teacher and students sort the letters into two categories. At the end, the students count the number of names that have the letter and the number that do not. This activity helps students learn to identify letters of the alphabet, differentiate between letters, how to read the names of students in the class and practice responding to a question.

**Brief summary/outline of lesson:**

I do a Morning Meeting everyday in my classroom. At the very beginning of the year, rather than doing the share and the activity, the students and I sing songs in French to build oral language skills. I add the share and the activity as the year progresses and my students' language skills grow. Also as the year goes on, I expect my students to use more words in French to share, complete the activity and respond to the question at the end of the morning message. At the beginning of the year, a simple nod or shake of the head might suffice, but toward the end of the year, I expect that students will answer in a full sentence.

Learning is also scaffolded in the Letters of our Name activity. For the first couple of days, students may respond non-verbally with a nod or shake of their head. Next, students are expected to respond with "oui" or "non." Then students must answer with a full sentence such as "Oui, j'ai un A" (Yes, I have an A in my name).

**Related Resources:**

Chart paper, pointers, a beanie baby that students can pass during share time to indicate whose turn it is

The First Six Weeks of School by Paula Denton, Roxann Kriete

The Morning Meeting Book by Roxann Kriete

Description of Letters in our Name activity (includes the order of letters)

Origins website with ideas for Morning Meeting greetings, shares and activities  
([www.originsonline.org](http://www.originsonline.org))

**Possible extensions or adaptations for different purposes/student needs:**

Teachers of older students can use index cards with students' names and ask students to show whether they agree or disagree with something.

Because I did this activity in French, I used gestures, visual aids and modeling to help participants understand what I was saying. These are techniques that all teachers should consider using to help their students with limited language skills.

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