

Good morning teacher, how are you today? I'm fine, I'm okay. Better than our yesterday. Morning teacher, how are you today? I'm fine, I'm okay. Better now that you're away.

One March morning, children entering a fourth grade classroom take turns gathering at a chart on which their teacher has written a message just for them: March 7, Dear Invertebrate Investigators, Yesterday we continued our studies about invertebrates, and we put two types of food in our worm farm. Recall what you know about worms as we make new observations today. How do you think the contents of the worm farm will have changed since yesterday? Some children softly read the words aloud; others read silently. They chat about their predictions and take turns writing them in the space at the bottom of the chart. When they finish, they move on to another morning activity and a new group of students moves in. A daily message, written by the teacher for the class and highlighting one aspect of the learning day ahead, is a simple but highly effective technique for welcoming students into the classroom, setting the tone for the day, and reinforcing academic skills. Teachers in a wide range of Kâ€”6 classroom settings use daily messages in various ways. When kindergarten teacher Deborah Porter uses a relatively new vocabulary word geometry , she emphasizes it visually and includes a reminder about its definition in the text. In responding to this message, the children drew squares, ovals, circles, triangles, stars, and a heart. The task generated enthusiasm for a new unit of study about shapes. In classes that use the Responsive Classroom approach, morning messages play an important role in the last segment of Morning Meeting, when the class reads and works with the message together before moving into the rest of their day. The message is also often integrated into activities and lessons later on in the day. Students look forward to seeing and discussing them each morning. Teachers rely on them to launch their day of teaching. In the book *Morning Meeting Messages*, Kâ€”6: Here we give just a few sample tips on how to create purposeful morning messages for your students. Write a message every day before students arrive. Use an easel stand and chart paper, if possible. Sturdy and easily moveable, an easel stand holding the message chart can be placed to welcome the children as they enter the room, re-positioned in the morning meeting circle, and then moved to a spot where students can continue reading or writing on the chart during the day. Another advantage of using chart paper is that messages can easily be saved for later use or review. Include these essential elements: Come and read it! This may be written at the top of the page or as part of a sentence: This message helps students connect literature study with personal experience in a simple, effective way. Focus on a single topic. This is a key to crafting messages that engage students. Message topics can be derived from curriculum units, classroom issues and interests, or events in the news. Use examples for inspiration, but make your messages unique. Try these tips for making writing messages easier: Use a weekly schedule. Make notes or a draft the day before. Planning ahead cuts down on the stress of trying to think and write under pressure. Speaking directly to the class on topics they care about is usually the best way to get their interest. Seeing an attractive and interesting message waiting for them at the beginning of the day lets children know that their teacher has thought about the day ahead and welcomes them to it. The message helps children make the daily shift from home to the classroom community. Set a positive tone for the day. The message excites the children about their academic day. It conveys that the classroom is a fun, safe place for learning and working hard, lets students start the day feeling competent, and shows them that their teacher believes in them and their abilities. Reinforce literacy and other academic skills. Morning messages give children daily practice in functional reading. For new readers, messages with predictable patterns and easy sight words build confidence. For more fluent readers, messages offer daily practice in reading harder words and sentences. Messages can focus on topics from math, writing, science, social studies, or literature studies. Encourage a sense of community. A carefully crafted message builds community. It provides a context for acknowledging group accomplishments and challenges and can be used to prompt group thinking, planning, and reflection. Send students into the day ready to learn. Reading and discussing a message that stems from classroom life and studies helps students make the transition into the school day with learning in mind. An adapted excerpt from *Morning Meeting Messages*, Kâ€”6:

Chapter 2 : Good Morning Song

Translation of 'Good Morning Teacher' by Atom Chanakan (à, -à, °à, •à, -à, j à, Šà, ™à, •à, ±à, ™à, •à'CE, atom) from Thai to English.

Center Rotations Center Rotation Teachers, we all know how very important and valuable center time is! It gives the students a chance for independent practice on newly learned skills, as well as spiraling previous learned content. The students are engaged in meaningful activities, while YOU, the teacher, can pull small groups. I have spent a lot of time and energy researching the best practice to incorporate centers into my daily curriculum. One of the most challenging tasks about centers is the planning and rotation schedule. I have a system for ALL students to visit each center before I change out the activities for the next time. My students work in pairs 2 to a center is more manageable and no confusion when it comes to taking turns! I also pair my students together based on their levels. This is important because there are a few times a week when center time is with the teacher. Students at a similar level allows me to focus and meet their small group instructional needs. Here is an example of what my daily center chart looks like: First, let me explain how I display this. I attach a small round magnet to the back of each name and center. You could set this up in a pocket chart, too. I just prefer the magnets because its easy to manipulate and slide the name cards down, as I will explain shortly. I set this up exactly the way it looks on a section of my white board, leaving a significant space between the first 4 pairs of students and 2nd 4 pairs of students. Notice the spacing between the first 4 pairs of students and the second 4 pairs. I will refer to this as the top half and bottom half of the center rotation chart. That is intentional and gives me a visual as I rotate. You will have to pair your students and divide that number in half to create a top and bottom schedule for your class. Each day, the students visit 2 centers, for about minutes each. At the start of center time, I tell each pair the centers they are going to, and if they forget, they can glance up at the chart. The same is true for the students who will visit me for the second center time period. You want to make sure that a particular center is placed once in Center 1 for one half, and once in Center 2 for the other half. This is so you only have a single pair visiting that center during that time. Center time is over, and you carry on with the rest of your curriculum for the day. Let me explain how to rotate your center schedule for the next day. Here is Day 2 with an explanation below: You will be moving each pair of students DOWN for each half. Start with the top half of your chart first the first 4 pairs of students in my example. Now put Brielle and Brooklyn at the top. Repeat this same exact procedure for the bottom half of your chart. All students will be visiting new centers the next day. Continue to do this each day until all students have completed all centers that you had planned for the week more or less depending on your class size. You will know this has been accomplished when your students who were originally at the tops of each chart, are now at the bottom. This center rotation works because each of your students will visit all the centers you have planned for the week the number of days your centers will be in rotation before you change out activities will vary based on how many kids are in your class. You may have to really put some time into how you can make that work for YOUR students. However, that would mean those students will miss out on not completing that center for this particular rotation. This center could also become confusing if you have an uneven number of students in your class, or if you have more pairs of students in your top half of your chart than your bottom. With an uneven number of students, I have always had one trio in my center rotation. As for an uneven number of pairs of students example: So, if I had 5 pairs of students in the top half, I would have 5 pairs of students in the bottom half 2 of those name cards would just be blank. This keeps the center rotation running smoothly and in order. I hope my center rotation schedule was easy to follow!! My students have always looked forward to this part of the day and enjoy visiting each center. Of course, it takes lots of instruction, modeling, and practice to perfect center procedures. But once that is established, you have the opportunity to work with your small groups while the rest of your class is engaged and learning with their center buddies. If you are interested in the center signs you saw in my examples, you can find them in my TPT store. I have full size, 2 to a page, 4 to a page, or 6 to a page so you can choose the size you need. These 24 center signs are also available in black and white for all sizes! This size is perfect for your center rotation display. Perfect fit to

DOWNLOAD PDF GOOD MORNING, TEACHER.

your pocket chart! The Center Signs can be found at:

Chapter 3 : Good Morning Teacher (aka New Scholar) - Jamaican Poem by Louise Bennett

Good morning dear teacher; Artist Miss Rosi; Licensed to YouTube by Bit Music (on behalf of Miss Rosi) Show more Show less. Loading Advertisement.

Chapter 4 : Good Morning Teacher! Series by Tadatada

à¹€à,™à,·à¹%à, -à¹€à,žà,¥à, ‡ Good Morning Teacher à, -à, ±à, ¥à, šà, ±à¹%à, j CYANTIST à, à, -à, ‡ à, -à, °à, •à, -à, j à, Šà,™à, •à, ±à,™à, •à¹€à, à, Ÿà, ±à, ‡à¹€à,žà, ¥à, ‡ Good Morning.

Chapter 5 : can we say " good morning,teacher"? | WordReference Forums

Translate Good morning, teacher. See 4 authoritative translations of Good morning, teacher in Spanish with audio pronunciations.

Chapter 6 : The Good Morning Teacher

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Chapter 7 : Atom Chanakan - Good Morning Teacher lyrics + English translation

Though I find " Good morning, teacher" fine, most teachers in India will be offended with that and they would be even more offended with "Good morning, Mr/Ms Surname". So be careful, longxianchen, (you know teachers are the most unpredictable creatures on earth) and find the proper way of address in Chinese culture/in that school.

Chapter 8 : The Good Morning Teacher: Center Rotations

à,„à, £à, ±à¹%à, ‡à,™à, ±à¹%à,™à, %à, ±à,™à, jà, µà¹€à, ~à, -à, —à, µà¹^à¹€à, ›à¹‡à,™à,„à,™à, àà, -à,™à, —à,„à, •à, -à, φà¹^à,²à, ‡ Krung nun chun mee tur tee bpen kon saun took yahng.

Chapter 9 : Can We Say "Good Morning, Teacher?"

In many textbooks, we see "Good morning, Sir" or "Good morning, Miss." But can we say "Good morning, teacher?" If the teacher is a college teacher, but not a professor yet, for example, still a lecturer.