**MORNING ROUTINE**

Children respond well to routines. Contrary to what you might think, and definitely contrary to what your children will tell you, kids respond well to structure. A predictable routine gives them a sense of security because they know what’s coming next. In a classroom, it helps students develop self-discipline by learning how to stick with a routine. This alone will help them in life. By developing a routine for them, they not only start to gain structure in life, they can start getting things done on their own because they know what to do next. Our morning routine is quick and simple. It promotes engagement and involves all students at different levels. These are the first three things we do daily.

**First: Starfall Calendar**

We start our day with the calendar. The outcomes are as follow; Month, Day, Date, Last month, Next month, A week ago, Two weeks from now, Seasons, Counting days by seven, Ordinal numbers, Special dates\events to remember…etc. Starting in April, we are also going to be looking at the weather forecast daily. This is a fun activity. We are now spending more time on the forecast as the calendar skills are well entrenched.

**Second: Morning Message**

 At the beginning of the year, the morning message was modeled by the teacher and the students would copy it. Gradually, the students were invited to compose a morning message with the teacher. Students are now writing their morning messages independently. This second activity is taking more time now as the students are steadily increasing the length of their messages. The students write daily.

**Third: Read to Self\Read to Someone**

The students get their book boxes and read at their desk for 15 minutes. Sometime they read with a partner. Sometime they read with the teacher.