

**Abstract**

We explore how two kindergarten teachers addressed young children's heightened levels of uncertainty during the early months of the pandemic through the use of teacher-created digital stories tied to the face-to-face classroom ritual of "morning meeting." Our analysis indicated three specific purposes of rituals (Imber-Black & Roberts, 1992) that were foregrounded most centrally in/across teachers' videos/digital stories: (a) *Relating*: Shaping, Expressing, and Maintaining Relationships; (b) *Celebrating*: Affirming Deep Joy and Honoring Life with Positivity; (c) *Healing*: Recovering from Trauma and Loss. This work (re)considers what children 'lost' in the face of COVID-19 and how teacher-created digital stories allowed for the continuation of rituals and memory-making, capturing and sustaining hope at a time when so much seemed to be lost.

*Keywords*: Multimodal, technology, elementary