Transition Activities List

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| **Name of Activity** | **Description** | **Objectives**\*Many activities have more objectives that may be strengthened than listed.  |
| Jack Be Nimble | “\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (child’s name) be nimble, \_\_\_\_\_\_\_be quick, \_\_\_\_\_\_\_\_\_\_jump over the cand**l**estick!” Use something in the classroom to serve as the “candlestick” | 5. Demonstrates balancing skills36. Explores drama through actions and language |
| Mr. Clown | “Mr. Clown, Mr. Clown he’s the funniest clown around. Quick, quick do a trick (name of child) clown!” Child shows off a “trick” in the middle of the circle. | 4. Demonstrates traveling skills5. Demonstrates balancing skills15a. Notices and discriminates rhyme |
| Hully Gully | “Hully Gully How Many?” Teacher waves fingers, then holds up fingers and child must subitize the number.  | 20b. Quantifies |
| Five Frame | Teacher has a five frame drawn on either the white board or a cookie sheet. Use small magnets to fill in spaces, child must tell how many spaces are filled. Then, you can ask how many more they need to make 5. | 20b. Quantifies |
| What Are You Wearing? | Child must describe an article of their clothing, then the class claps and sings “Susie is wearing her red shirt, her red shirt, her red shirt, Susie is wearing her red shirt to school today!” Child dances or does a trick during the song. | 9. Uses language to express thoughts and needs34. Explores musical concepts and expression35. Explores dance and movement concepts |
| Hot Potato | Children pass a bean bag around the circle while teacher plays music. When the music stops, whoever is holding the bean bag goes and washes hands for breakfast/lunch. | 1a. Manages feelings (impulse control)34. Explores musical concepts and expression |
| Bean Bag Positions | Use bean bags to demonstrate positional words. Teacher hands child (ren) a bean bag, and asks them to do things like, “put the bean bag BEHIND your back, or, put the bean bag ON TOP of your foot.” | 21a. Understands spatial relationships |
| Show Your Moves | Class stands and forms a circle. Teacher/children chant “(Child’s Name), (Child’s Name), show your moves to me! Show them in the middle for all to see!” Child who was called does a dance move, balancing trick, etc. in the middle and other children imitate. | 5. Demonstrates balancing skills11e. Shows flexibility and inventiveness in thinking35. Explores dance and movement concepts |
| Pop See Ko | Class stands and forms a circle. Teacher calls child to middle and class chants “Her/His hands are high, her/his feet are low she’ll/he’ll show us how to Pop See Ko!” Child who was called does a dance move, balancing trick, etc. in the middle and other children imitate. | 5. Demonstrates balancing skills11e. Shows flexibility and inventiveness in thinking35. Explores dance and movement concepts |
| Step-Up | The teacher has written a morning message or some other text (nursery rhyme, list of study-related ideas, etc.) on the board. Children take turns coming up to the board to circle, point to, draw a line under, etc. a letter/word/punctuation mark/etc. Easily individualized. | 16a. Identifies and names letters16b. Identifies letter-sound correspondences17b. Uses print concepts |
| The Name Game | Using children’s names, sing the Name Game song to dismiss to next activity. Ex: “Hailey, Hailey, Bo-Bailey! Bo-nana Fanna Fo-Failey! Fee-Fi, Mo-Mailey! Hailey!” | 15. Demonstrates phonological awareness, phonics skills, and word recognition |
| Wiggle Worm | Wiggle Worm game found here:<http://www.nuttinbutpreschool.com/alphabet-wiggle-worm/>Place printed game cards for either letters, numbers, or shapes in a bucket along with several wiggle worm cards. (Can use magnet letters or numbers with fake worms instead) Children draw a card from the bucket and name what they have. If they get a Wiggle Worm everyone wiggles!  | 16. Demonstrates knowledge of the alphabet20. Uses number concepts and operations21b. Understands shapes |
| Number and Action Dice | Have a child roll a large dice, either count or subitize the number of dots it landed on, and choose an action (clapping, jumping, marching etc.) to do that many times. The whole class can do it with them to keep everyone engaged. | 20. Uses number concepts and operations4. Demonstrates traveling skills5. Demonstrates balancing skills |
| Tippity Toppity | Teacher says “Tippity, Toppity (Child’s Name with /t/beginning sound), a turtle sat on (pause for children to guess whose name rhymes)”. Example: “Tippity Toppity Tailey, a turtle sat on ….” Class says “Hailey”. Can create a book with the words and a picture of a turtle on top of a child’s picture with a flap to cover their face until the name is guessed.  | 15. Demonstrates phonological awareness, phonics skills, and word recognition |
| Safe Keeper | One or two child helpers select a picture of each child, one by one, and ask the child how they are going to keep the classroom safe. Child then places their picture on the Safe Keepers magnet board and transitions to the next activity. | 1b. Follows limits and expectations9. Uses language to express thoughts and needs |
| Shape and Color Store (or Alphabet, Number, Name, etc. | Have shapes, colors, etc. in a basket, children sitting in a circle.Down on the corner at the shape and color storeSat a basket of shapes and colors by the doorAlong came (name) and she/he took a (green triangle). | 21b. Understands shapesOR16. Demonstrates knowledge of the alphabetOR20. Uses number concepts and operationsEtc. |
| One Elephant | Select one child to start. They choose a friend by using name. The two walk in a circle while class sings song below. First child goes to next activity (ex. hand washing), second child chooses a friend by using name.“One elephant (or say child’s name) went out to playOut on the spider’s web one dayHe/she had such enormous funThat she/he called for another elephant to come.”(Have child use next child’s name.) | 2. Establishes and sustains positive relationships34. Explores musical concepts and expression |
| How I Feel Wheel | Children transition by selecting how they are feeling on the wheel (free download for feeling wheel here: <http://www.lenaweegreatstart.org/sites/default/files/documents/feelingchart_thermometer.pdf> )and why. | 1a. Manages feelings2b. Responds to emotional cues9. Uses language to express thoughts and needs |
| Name Syllables | Class claps the syllables of each child’s name to transition. | 15c. Notices and discriminates discrete units of sound |
| Step Words | Child takes a step for each word in a sentence to transition. | 15c. Notices and discriminates discrete units of sound |
| Fly Swatter  | Teacher places a few numbers, shapes or letters on floor then asks child to swat a specific number, shape or letter | 21b. Understands shapesOR16. Demonstrates knowledge of the alphabetOR20. Uses number concepts and operations |
| Willoughby Wallaby | Teachers and children sing “Willoughby Wallaby Woo. An elephant sat on you. Willoughby Wallaby Wee. An elephant sat on me. Willoughby Wallaby (child’s name with beginning sound /w/) an elephant sat on \_\_\_\_\_\_\_ (pause for children to guess whose name rhymes)”. That child transitions to next activity. | 15. Demonstrates phonological awareness, phonics skills, and word recognition |
| Shoe Game | Large group, have each child put 1 shoe in center. Child selects shoe and finds the match. Caution: Some children have identical shoes! Find a way to mark each set. | 2. Establishes and sustains positive relationships13. Uses classification skills |
| File Folder Cut-outs | File folder with peeking doors cut out. Open one door at a time and have child identify the letter, number, or shape. | 21b. Understands shapesOR16. Demonstrates knowledge of the alphabetOR20. Uses number concepts and operations |
| Body Balance | Pick a friend- with the friend the children decide which body part they will balance an object with to the sink (or wherever their destination) example a straw, a block, or a beach ball | 2. Establishes and sustains positive relationships5. Demonstrates balancing skills11. Demonstrates positive approaches to learning |
| Hidden Letters/Shapes/Numbers | Hide letters, shapes, or numbers around the room prior to kids-when it is time to transition the teachers gives instructions to the children. “I am going to give you a thumbs up and when you see my thumb go up like this you will stand up and walk around the classroom to find a letter. When you find a letter come back and sit on your spot. When you hear the alphabet song you will know it is time for all children to be sitting on their spot with the letter they will share with the class. Now what are you going to do?” Children reiterate the directions with Teachers support. When all children are sitting back at their spot go around and have them share their Letter, shape, number etc. to transition. | 8b. Follows directions21b. Understands shapesOR16. Demonstrates knowledge of the alphabetOR20. Uses number concepts and operations |
| Hello Book | Every child’s picture is in this 3 ring binder 8x10 picture. With their name under the picture. At the beginning of the year you use to get to know everyone’s name. Throughout the year you do different things with the Hello Book. Maybe cover the picture and children read the name only. Cover everything on the page except the child’s eyes and the children guess whose eyes are those. Or lips/mouth/nose etc | 2. Establishes and sustains positive relationships12. Remembers and connects experiences 17. Demonstrates knowledge of print and its uses |
| Poem Step-Up | Read a poem or nursery rhyme from a book and have a copy for the children to come up and circle their favorite letter or a letter in their name | 15a. Notices and discriminates rhyme16. Demonstrates knowledge of the alphabet |
| Basket of Sounds | Fill a basket with things that make sounds a timer, bells, a horn, dog barking etc. Have children close their eyes and use a sentence to say what they hear. Tell the children, “start your sentence with I, I hear a dog barking. I hear the horn honking, I hear the timer ringing.” Etc… | 8b. Follows directions9. Uses language to express thoughts and needs15c. Notices and discriminates discrete units of sound |