Guidelines:

1. Develop a consistent daily schedule with as few transitions as possible built into it.
2. Indicate when a transition is about to occur and what is going to happen next.
3. Have materials ready for the next activity so the transition will be short.
4. Begin the next activity as soon as even one child is ready. The other children will be attracted to what is going on and will join quickly.
5. Keep a collection of fingerplays, games, and songs on index cards in your pocket for instant activities.
6. Teach children about the different signals that you will use for different transitions and what you expect from them.
7. Avoid having all children move at once. Forming lines and waiting for others create noise, crowded situations, competition, frustration, and aggression.
8. Have a positive attitude and act in a calm, respectful way with a conviction in your voice that the children will follow the requests.
9. Allow for requests of and suggestions by the children.
10. Use planned and spontaneous transitions to assess new concepts to be taught.

Activities.

Open up the to-do list, and let the children do the activity. Even if you experience no behavior problems, having short, smooth transitions means that more time will be spent in meaningful activities.

Objectives/Learning Outcomes:

- Increased attention spans
- Receptive and expressive language
- Creative thinking
- Problem solving
- Observing
- Self-confidence
- Listening
- Large and small motor skills
- Social interaction
- Independence
- Cooperation/Taking turns
- Self-regulation/Inner control

Ten Types of Transitions:

- Starting the Day
- Hellos
- Coming to Circle Time
- Leaving Circle Time
- From Here to There-Moving
- Waiting
- Clean-Up
- Eating Time-Washing Hands
- R & R Relaxing and Resting
- Goodbyes

Transition Techniques:

- Attention Getters-Keeping Focus
- ER’s- Endorphin Releases-Brain & Body Breaks
- A Round of Applause-Celebrate Learning
- Fingerplays-Chants-Songs
- Props

Types of Transitions

Starting the Day

Sign In Board (As parents “sign in” their child at school, encourage children to sign in also)

Hang a chart paper tablet outside or on your door. Tie a piece of string or yarn to a marker and attach to the side of the chart tablet. Ask the children to sign their names or make their “marks” on the sign in board as they arrive.

LEAVINGS

Knock- Knock on the Door

Children laugh and respond with, “No, Teacher Sharron, say cereal, say toast, etc.” They enjoy the humor of your intentional errors. Continue until all children are dismissed.

FROM HERE TO THERE—MOVING

Days of the Week

(Tune: “The Addams Family”)

There’s Sunday and there’s Monday. There’s Tuesday and there’s Wednesday.

There’s Thursday and there’s Friday.

There’s Saturday.

And then there’s Saturday.

(Tune: “Are You Sleeping”)

Children laugh and respond with, “No, Teacher Sharron, say cereal, say toast, etc.” They enjoy the humor of your intentional errors. Continue until all children are dismissed.

Days of the week. (Clap, clap)

Days of the week. (Clap, clap)

Days of the week, days of the week.

(Tune: “The Addams Family”)

There’s Sunday and there’s Monday. There’s Tuesday and there’s Wednesday.

There’s Thursday and there’s Friday.

There’s Saturday.

And then there’s Saturday.

(Tune: “Are You Sleeping”)

Children laugh and respond with, “No, Teacher Sharron, say cereal, say toast, etc.” They enjoy the humor of your intentional errors. Continue until all children are dismissed.

Days of the week. (Clap, clap)

Days of the week. (Clap, clap)

Days of the week, days of the week.

(Tune: “Are You Sleeping”)

Children laugh and respond with, “No, Teacher Sharron, say cereal, say toast, etc.” They enjoy the humor of your intentional errors. Continue until all children are dismissed.

Days of the week. (Clap, clap)

Days of the week. (Clap, clap)

Days of the week, days of the week.

(Tune: “Are You Sleeping”)

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Days of the week. (Clap, clap)

Days of the week. (Clap, clap)

Days of the week, days of the week.
WAITING
Go Bananas
(Tune: "George of the Jungle")
Form, form, form, form banana. (Raise right arm on each word until it is straight up above head)
Form, form, form, form banana. (Raise left arm on each word until straight & touching right hand)
Peel, peel, peel, peel banana (Lower right arm on each word until it is touching right side of body)
Peel, peel, peel, peel banana (Lower left arm on each word until it is touching left side of body)
Go, go, go, go bananas (jog quickly in place, wave arms all about)
Go, go, go, go bananas (jog quickly in place, wave arms all about)
FREEZE! (Stop instantly like a silly frozen statue)

CLEAN-UP
Heigh-ho, Heigh-ho (Tune: from movie "Snow White & the Seven Dwarfs")
Heigh-ho, heigh-ho,
It’s clean-up time you know.
Put the toys away for another day,
Heigh-ho, heigh-ho!

EATING TIME—WASHING HANDS
Wash, Wash, Wash Your Hands
(Tune: "Row, Row, Row Your Boat")
Wash, wash, wash your hands. (Vertical rubbing of hands together)
Play your handy game. (Wave hands, palms out, fingers up)
Rub and scrub and scrub and rub. (Rub hands together in washing motion)
Germs go down the drain. (Arms up, wiggle fingers, lowering arms)
HA! (Loud clap)

R & R—Relaxing and Resting
Sleeping Snakes Yoga
Lie on stomach, knees bent, legs up, hands with palms down on ground by shoulders
When I say, “Wake up snakes,” breathe in through the nose (inhale), raising chest and straightening arms.
Hiss (SSSSSS) out the breath through the mouth (exhale), as the snakes go back to sleeping.
Repeat 2 more times.

GOODBYES
It’s Time to Say Good-bye (Tune: “She’ll be Coming Round the Mountain”)
Oh, it’s time to say good-bye to all my friends. So-o-o long (wave)
Oh, it’s time to say good-bye to all my friends. So-o-o long (wave)
It is time to say good-bye,
Give a smile and wink your eye.
It’s time to say good-bye to all my friends. So-o-o long (wave)

TRANSITION TECHNIQUES
ATTENTION GETTERS—Keeping Focus
Sushi Roll
Sushi roll (roll arms in front of body)
Apples on top (stretch arms above head like picking apples off a tree)
We’ve been talking quite a-lot (fingers touch thumbs and open and shut at side of face)
Now it’s time for us to stop! (zip lips shut with hand going from one side to the other)

ER’s—Endorphin Releases—Brain and Body Breaks
Hi! My Name Is Joe
Begin chanting and ask children to join with words and actions as soon as they catch onto the rhythm.
CHORUS:
Hi! My name is Joe.
I have a dog and a wife and a family.
One day, my boss came up to me and said, “Joe, are you busy?”
I said, “No.”
He said, “Turn the button with your…

RIGHT HAND (twist hand as if turning a door knob as chant chorus)
LEFT HAND (continue twisting with both hands as chant chorus)
RIGHT FOOT (continue twisting with both hands and your right foot as chant chorus)
LEFT FOOT (continue twisting with both hands and both feet as chant chorus)
HEAD (continue twisting with both hands, both feet, head-going back and forth as chant chorus)
BODY (continue twisting with both hands, both feet, your head and your body as you chant—

Hi! My name is Joe.
I have a dog and a wife and a family.
One day, my boss came up to me and said, “Joe, are you busy?”
I said, “YES!”

A ROUND OF APPLAUSE—Celebrate Learning
Na-na, na-na
Na-na, na-na (Wave arms back and forth above head)
Na-na, na-na
Hey, hey,
Good job! (Clap on each word)
Repeat

FINGERPLAYS, CHANTS & SONGS
A Ram Sam Sam
A ram sam, sam (Pound fists on each word)
A ram sam, sam (Pound fists on each word)
Guli, guli, guli, guli, guli (Roll hands in front of body)
Ram, sam, sam (Pound fists on each word)
Guli, guli, guli, guli, guli (Roll hands in front of body)
Ram, sam, sam (Pound fists on each word)

PROPS
Toilet Paper Tube Kazoo
Pull it out of your bag of tricks as the children gather and start humming some familiar tunes.
Let each child make their own kazoo and conduct a hum-a-long.

Materials:
Cardboard toilet paper tube, dot markers, wax paper, rubber band, hole punch

Directions:
Decorate tube with markers. Punch a hole about 2 inches from one end. Cut out a square of wax paper. Use it to cover the other end of the tube and secure it with a rubber band. Blow or hum into the open end to make great sounds.