

# Transitions

Throughout the Early Childhood **Daily Routine**

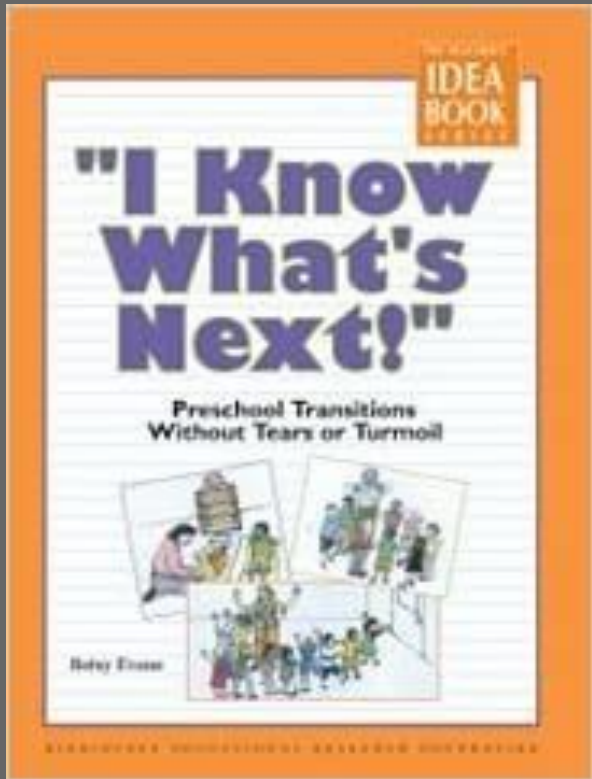


# Objective

Participants will develop strategies for utilizing effective transitions throughout the Early Childhood Daily Routine.

# What If It Happened To You?

This is the first sunny Saturday in the 2 weeks since you bought plants for your garden. You are busily digging when your spouse yells out the window, “Why are you still digging? We are supposed to be at your mother’s house for dinner 20 minutes ago!” You realize you forgot about dinner, and you still have a flat of flowers you want to finish planting.




Preschool

# "I KNOW WHAT'S NEXT!"

*Preschool Transitions Without Tears or Turmoil*

Betsy Evans

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A **TRANSITION** is a time when children experience a change in activities, places, or people.





*Well planned transitions are often the difference between an “bad day” and one that goes smoothly for both children and adults.*

*Hightscope Preschool Curriculum*



# How do adults support children during **Transitions**?

- Adjust transition times to suit children's developmental needs
- Plan for transitions with individual children in mind
- Plan for clean up



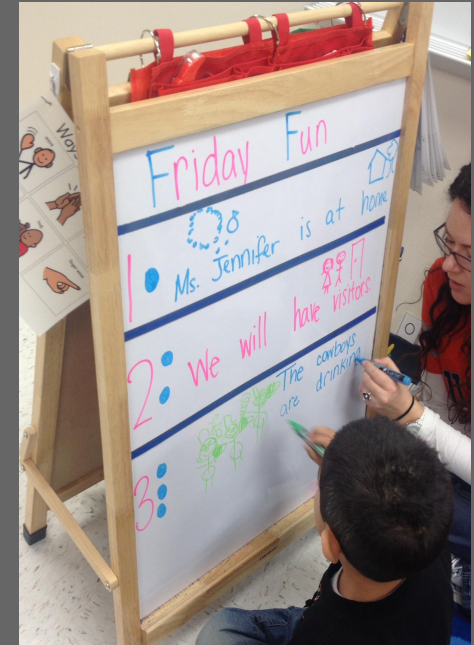
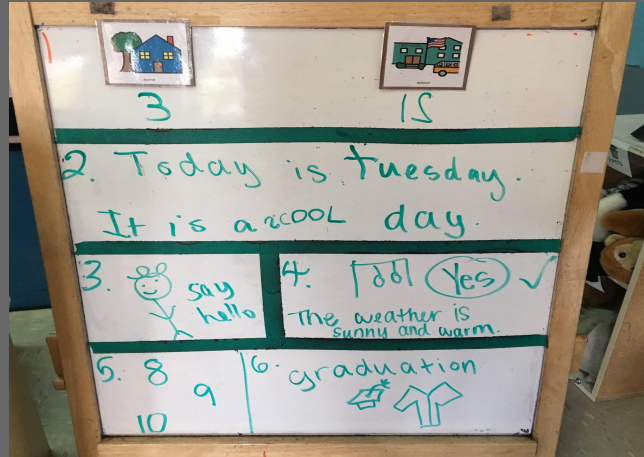
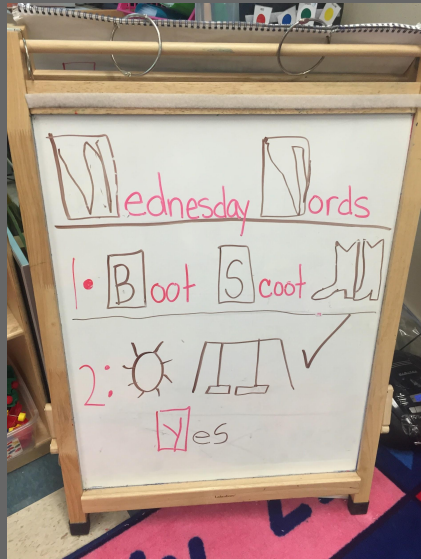
**1**

**Adjust transition times to  
suit children's  
developmental needs**

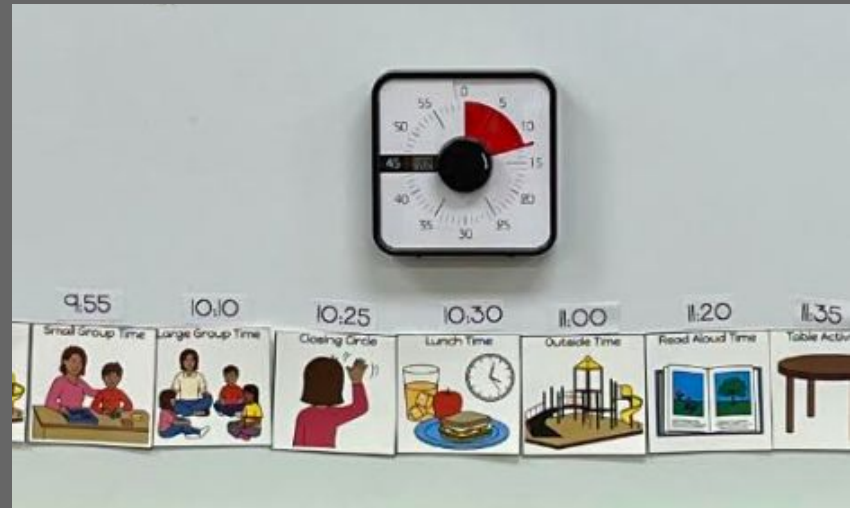
# Establish a **consistent** Daily Routine



Use the Message Board to warn class of changes in the daily routine.




- Post the daily routine in a highly visible location
- Move a marker as a class during transitions to the next part of the day



- Vary your transition strategies
- Plan strategies and experiences for turn-taking
  - Book of songs and fingerplays
  - Clothespin list- list of kids' names, clothespin moves down
  - Turn taking cards / Popsicle sticks / spinner
  - Sign Up List
  - Job Chart
  - Problem Solving Steps
  - Avoid number limits in work areas

# Computer Sign In



My Turn

My Turn

1

2

3

4

Landree

Lydia

Alina

Hailey

Heidi

Jessalyn

Reagan

Addison

Isabella

Charlotte

Elle

Lily

Eli

Sam

Wyatt

Weston



Annette

Bradford

Christy

Isaac

John

Laurel

Leyla

Liam

Lily C.

Lily F.

Lorenzo

Noah

Rey

Riley

Stacy



Keep the  
number of  
transitions to a  
**minimum**



7:45-8:00	Greeting Time
8:00-8:15	Small Group Time
8:15-8:20	Planning Time
8:20-9:05	Work Time
9:05-9:10	Clean up Time
9:10-9:15	Recall Time
9:15-9:30	Small Group Time
9:30-10:00	Outside Time
10:00-10:15	Large Group Time
10:15-10:20	Prepare for Lunch
10:20-10:45	Lunch Time
10:45-10:50	Dismissal



# Avoid Wait Time



*Insisting that children "look ready" and "sit still" at the beginning of large-group time can create more disruption than readiness. So instead of saying "I'm waiting until you are ready"...*



...consider beginning with an easy-to-join activity or song that will immediately attract and engage children as they arrive at the large-group space. Let children join in at their own pace.

(singing to "Mulberry Bush")  
Everybody clap your hands, clap your hands, clap your hands,  
Everybody clap your hands, just like me.



Now let's move like Zoe.  
Hug and twist!  
(singing)  
Everybody hug and twist,  
hug and twist,  
hug and twist,  
Everybody hug and twist,  
just like Zoe.

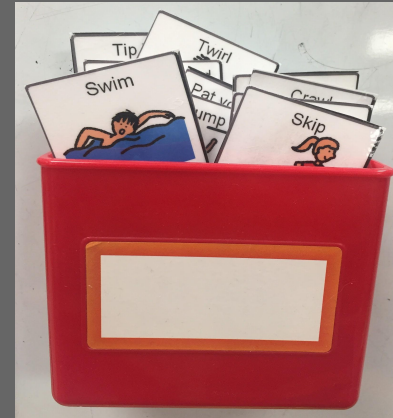


- Easy to join activities for **Active Wait Times**
  - Circling up
  - Songs
  - Silent Do as I Do (calm “attention getter”)
  - Talent Show
  - I spy (beginning sounds, colors, etc.)
  - Make up riddles
  - Song Variations
  - Put your hands on...song
  - Fill it in rhyming

**Plan** ways  
for groups  
to move  
from one  
place to  
another



Give children the time they need to move throughout transitions playfully and to express any feelings they have.



**Plan for transitions with individual children in mind**



# Purposefully position adults





# Offer Choices



**fly**



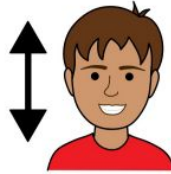
**swim**



**touch nose**



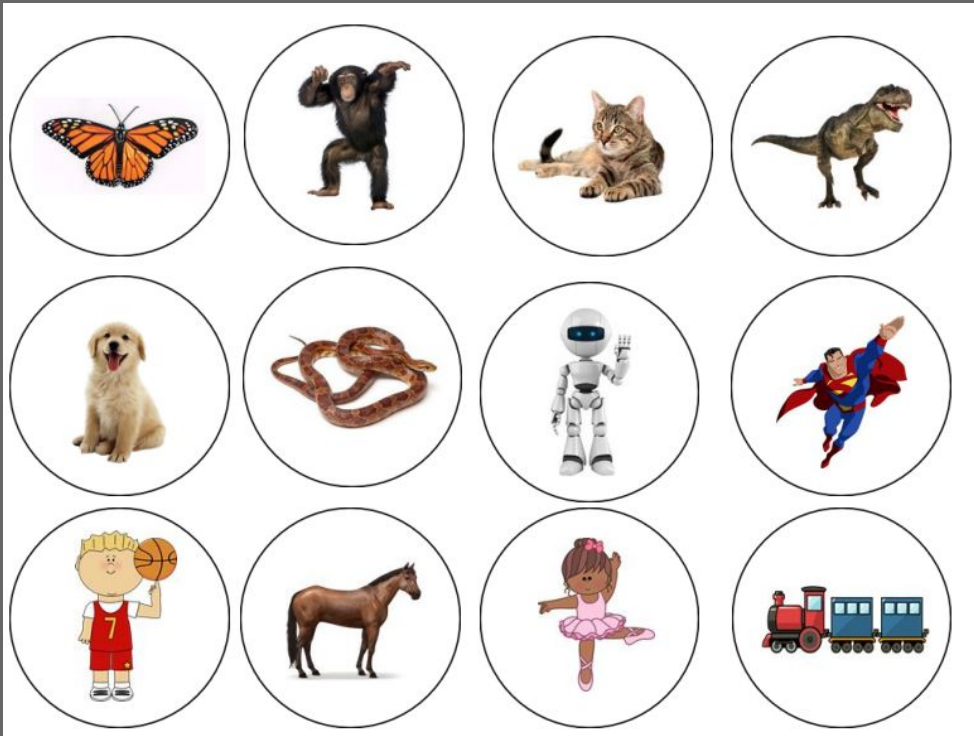
**pat head**



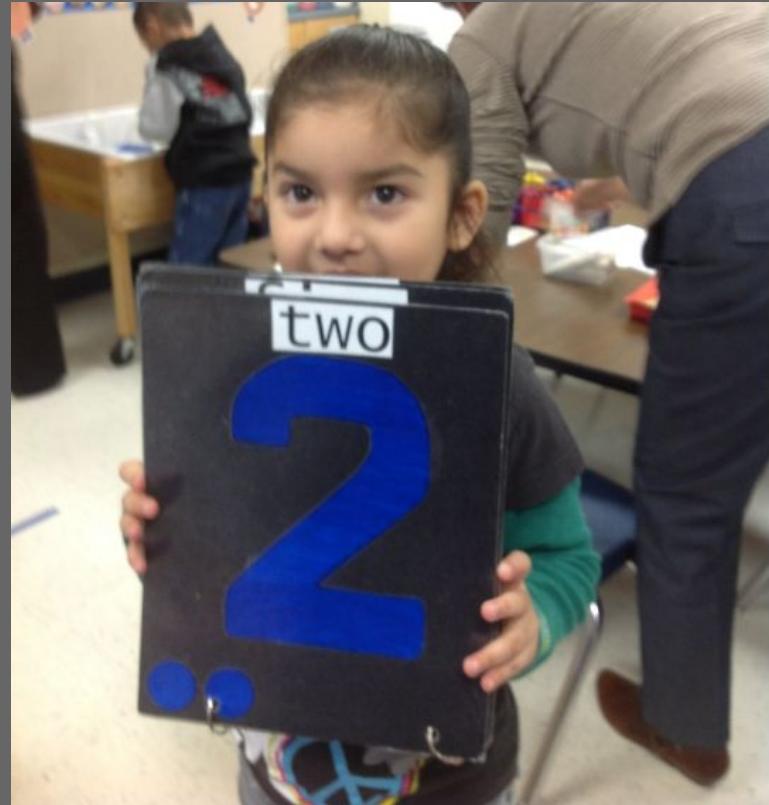
**nod**



**wiggle**



# Give Warning



- Special Sounds
- Songs
- Verbal
- Visual number cards, visual timers, 5 minute verbal warnings, bells, timers, gongs, etc

3

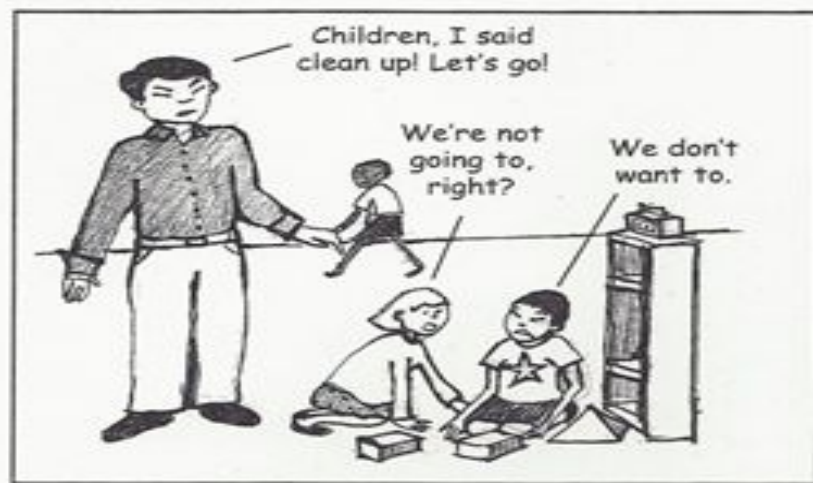
**Plan for clean up -**  
**the longest transition**

# Have **realistic** expectations

Clean Up Time Choice Board

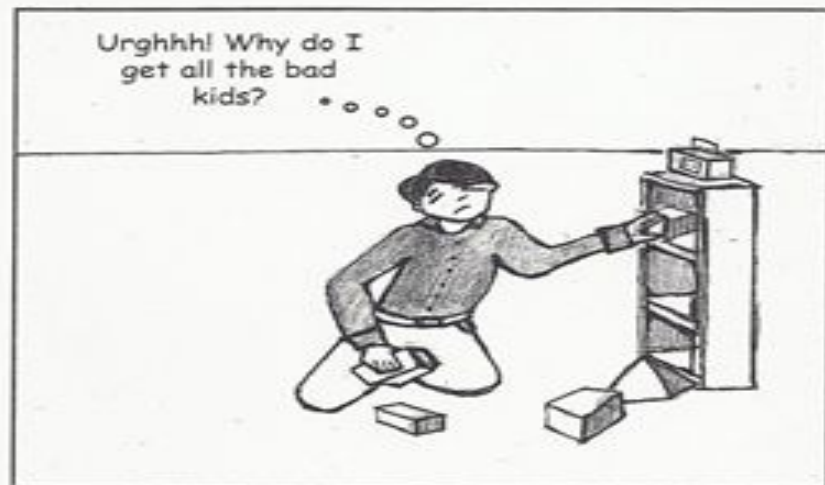
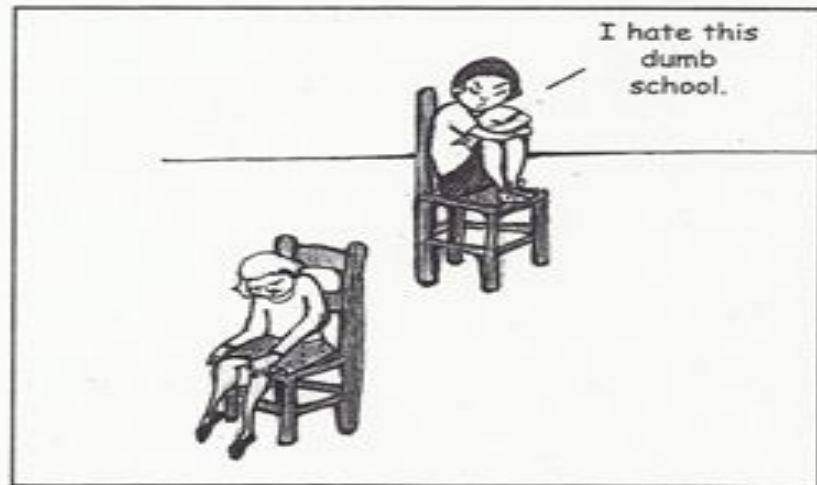
 <p>Clean Up Train</p>	 <p>Clean Up Buckets</p>	 <p>Freeze Dance</p>	 <p>Color Cards</p>
 <p>Classroom Map</p>	 <p>Giant Clean Up</p>	 <p>Area Tickets</p>	 <p>Simon Says</p>

*Instead of expecting children to clean up on demand...*









- During work time, the children's current plans and interests are their priority. They have initiated and carried out their plans and used materials in all kinds of ways. Clean-up time can feel to them as if the control has been taken away.
- If adults approach clean-up as just another interesting and possibly fun part of the daily routine, many children will imitate this attitude.

- Clean-up is usually considered to be a transition time, rather than a component of the daily routine.
  - This can cause problems and conflicts when enough time is not allotted for clean-up and children are not supported during this time.
- Instead of thinking of Clean-up Time as a transition, think of it as a full fledged component of the daily routine.
  - Plan a clean-up strategy for each day (a game, song, or playful experience) and write it in your team's daily plan.

*...create a cleanup time that is a predictable and fun component of the daily routine. Support children with games, songs, and movement experiences that help create new skills and new learning. When it's fun, children will clean up with enthusiasm!*



Cleanup!  
Cleanup time!



Parade time!



Let's go!



When the music  
stops, clean up  
wherever you are!

This is  
fun!

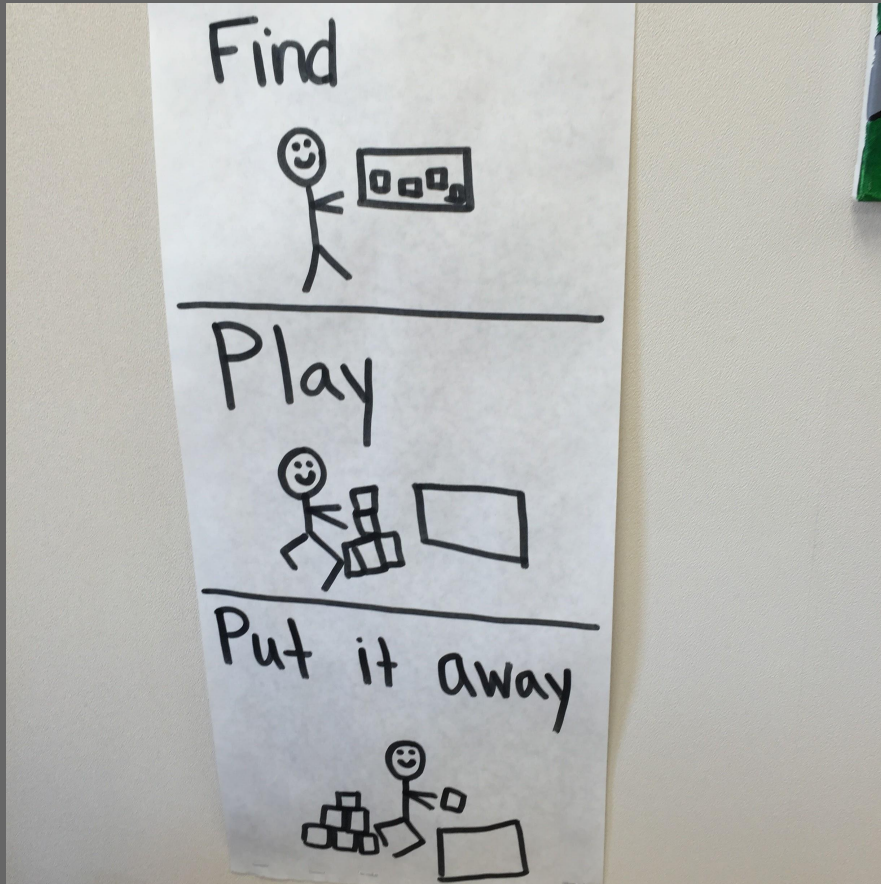




# Label containers and shelves



**Teach  
children to  
“find, use,  
return”  
during work  
time**





Encourage clean  
up **throughout**  
work time

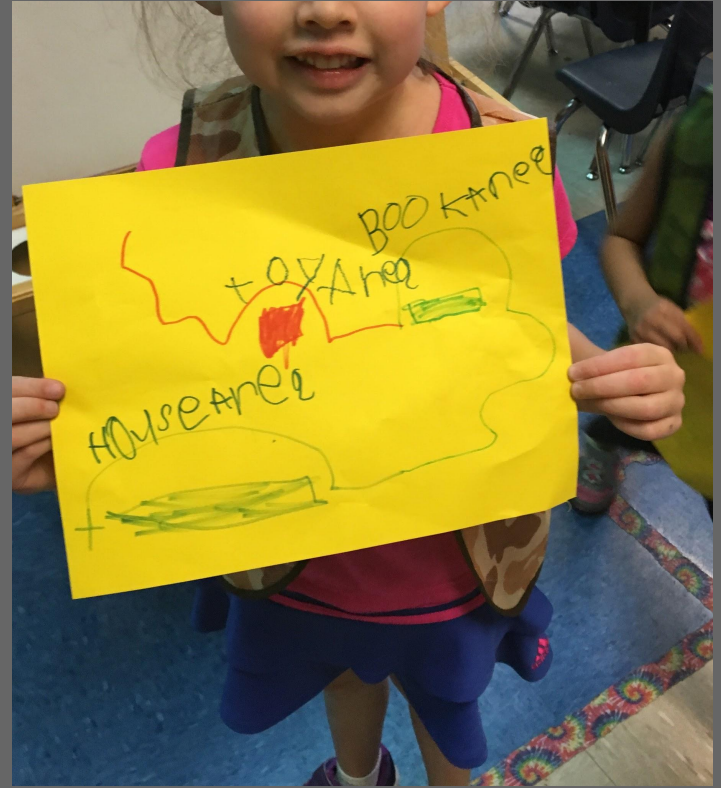
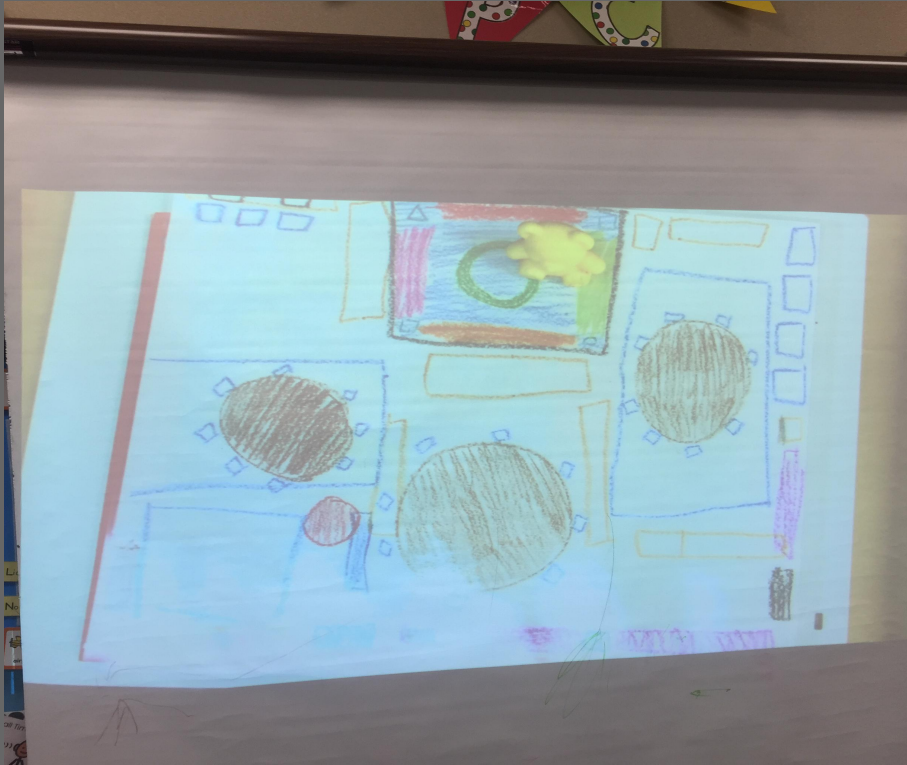


- Clean Up Trains
- Clean Up Buckets
- Freeze Game
- Color Game
- Classroom Map
- Area Tickets
- Songs
- Chants
- Race the Clock-Musical Areas
- Whisper Clean-up
- Superhero Clean-Up (wear capes)
- Simon Says
- Giant Clean Up



Clean Up Train

# Classroom Maps





Clean Up Buckets

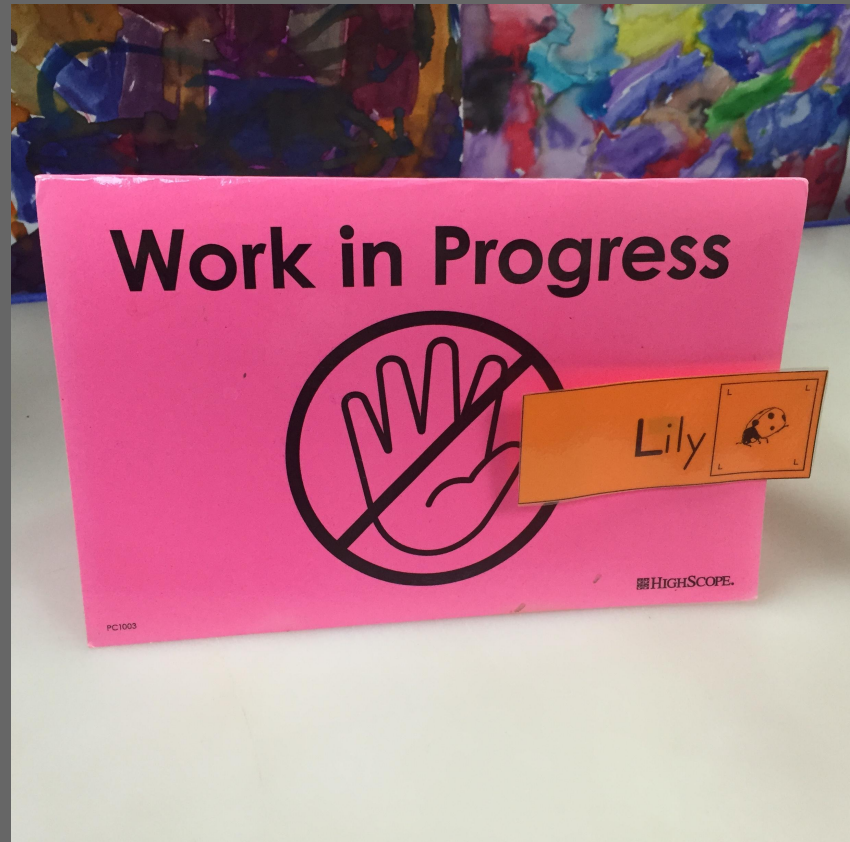


Be flexible



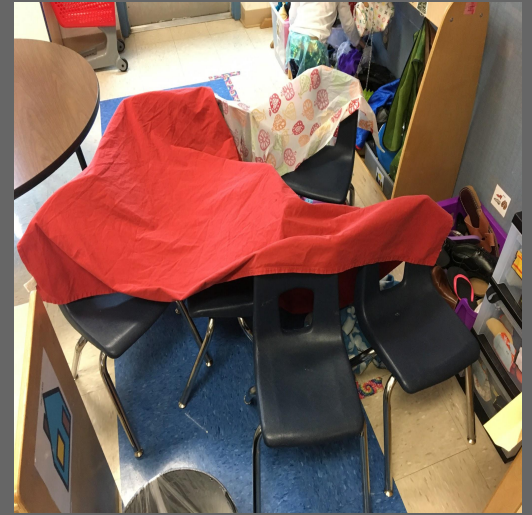
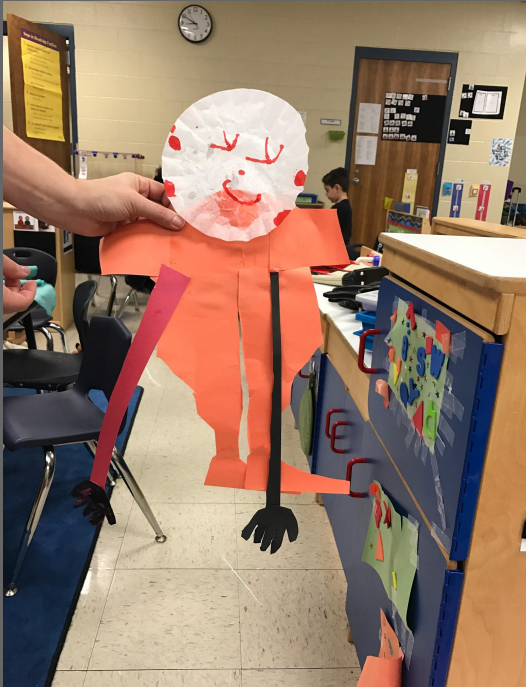
- Save works-in progress.
  - Have signs available for children to use.
- Break down large clean-up tasks into smaller jobs (one child collect shells, another collect bears, etc.).
- Structure your clean-up time as a “community” cleanup.
  - Allow children to choose to clean in areas of the room other than those they played in. Children are often more willing to put away materials they have not played with.
- Try to set aside adult notions of tidiness.

# Use Letter Links for Works in Progress





# Take pictures of student creations



# Activity



# From Greeting Time to Small Group

Behaviors Observed:

Child's Feelings:

Teacher's Response:

Behaviors Observed:	Child's Feelings:	Teacher's Response:

# From Breakfast to Greeting Time

Behaviors Observed:

Child's Feelings:

Teacher's Response:

Behaviors Observed:	Child's Feelings:	Teacher's Response:

# From Work Time to Clean Up

Behaviors Observed:

Child's Feelings:

Teacher's Response:

Behaviors Observed:	Child's Feelings:	Teacher's Response:

# From Large Group to Lunch

Behaviors Observed:

Child's Feelings:

Teacher's Response:

Behaviors Observed:	Child's Feelings:	Teacher's Response:

# From Outside to Read Aloud

Behaviors Observed:

Child's Feelings:

Teacher's Response:

Behaviors Observed:	Child's Feelings:	Teacher's Response:



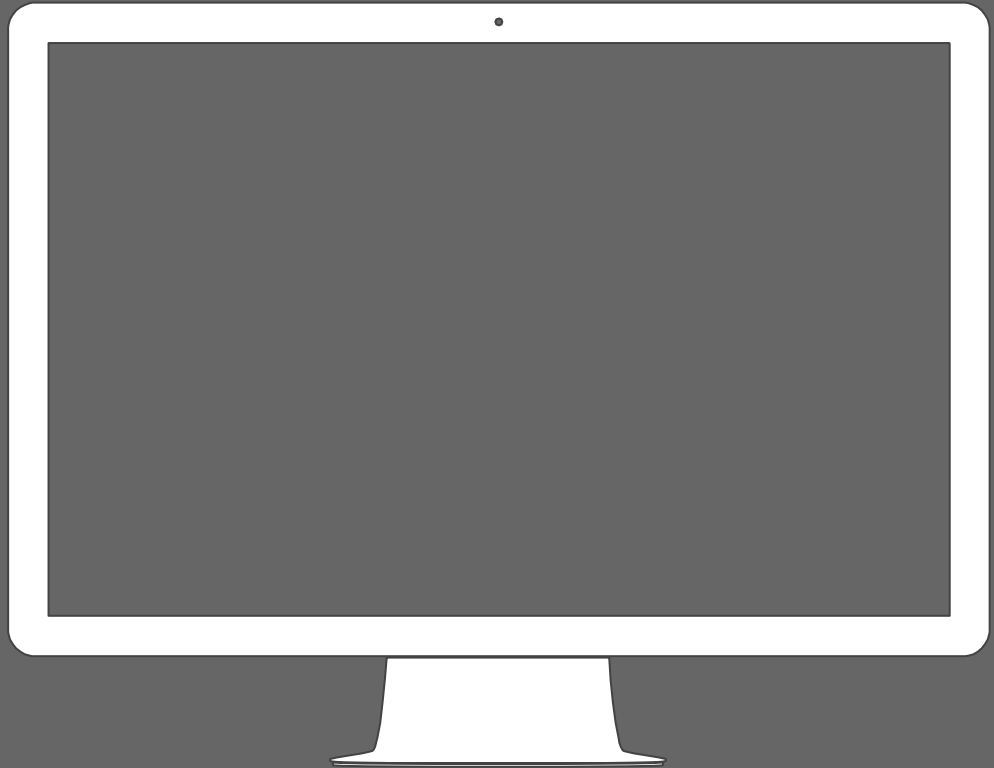




# Take a moment to think about and record your answers:

- What would you like to remember about managing transitions in your classroom?
- Which idea will you try first?
- What new idea or strategy do you think is going to be the hardest?

# Evaluation





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