

## Topic of Study – Times of Transition in Children’s Lives

### Introduction

Children often experience changes or transitions in their lives; changes that involve them, their families and their early care and education settings. Some children may be changing classrooms in their center or school. Some will have a new teacher. Some children will be leaving their preschool classroom and entering kindergarten. There will be children who are entering a group setting for the first time. Families may be preparing to move or have moved across town or across the country.

While change is a part of children’s lives, these new situations can be overwhelming for them. Teachers and caregivers, in concert with families, can help make the changes children encounter a positive experience for them.

The Topic of Study, Times of Transition in Children’s Lives, provides children with experiences that can give them confidence to cope with the changes in their lives.

### Teacher Notes

*Arkansas Minimum Licensing Requirements* (Rev. 1.1.15) requires the following:

#### **400 PROGRAM – 401 Program Requirements for all ages**

5.1 The facility shall have an approved curriculum with weekly activity plans appropriate for the developmental needs of each group of children. See Division web-site for a list of approved curricula.

To assist your program in meeting this requirement, refer to Developing Weekly Activity Plans for Adventures in Learning for information on how to develop your plans. In addition, 2 different examples of blank activity plan sheets are included. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning** is an Arkansas approved curriculum.*
- *Know your children and families and the changes they are experiencing. Select and adapt the activities in this Topic of Study to meet the needs of the children in your group. Make sure to involve families in as many of the activities as you can. Remember that change involves children, their families, you and your program.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group. You may choose to extend this topic of study beyond a one-week period of time.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they have a better understanding of the plot and the sequence of events in story. In each of the readings presenter here, there is a different focus on what is happening in the story.*

## Big Ideas

Here are two big ideas about times of transition in children's lives you can help children explore:

- Children should be prepared for change.
- Families should be part of the process

## Materials to Collect and Make

- Pictures of children and families
- Pictures of a moving van, people, houses, apartment buildings, mobile homes and furniture. Laminate or cover with clear self-adhesive paper. Attach either magnetic strips or felt or Velcro strips to the backs of the pictures
- Pictures of schools, school supplies and classroom activities. Laminate or cover with clear self-adhesive paper. Attach either magnetic strips or felt or Velcro strips to the backs of the pictures.
- Children's books about times of transition in children's lives:  
*Look Out Kindergarten, Here I Come* by Nancy Carlson  
*Franklin Goes to School* by Paulette Bourgeois, illustrated by Brenda Clark  
(also available in Spanish)  
*Froggy Goes to School* by Jonathan London, illustrated by Frank Remkiewicz
- Felt or Magnetic Board
- Collect packing boxes
- Things We Do at School cube and concentration game (See Attachment: [School Activities](#))

## Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.

## Introducing and Concluding the Topic

### Introduction: Finding out what Children know about Times of Transition in Their Lives

#### Learning Goals:

**CD2.4 Holds and manipulates information in memory** (short-term & working memory and long-term memory)

**CD3.2 Engages in symbolic and abstract thinking** (abstract thinking)

**EL3.1 Responds to features of books and print** (print knowledge)

To introduce the topic of “time of transition in children’s lives” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about times of transition in our lives.”
- Write on chart paper, chalkboard or marker board the words “Times of Transition in Your Lives.”
- Invite children to tell you things they already know about “transition.” Help them understand that by transition, we mean change; change from one classroom to another, from one school to another, or from one house to another, for example. Ask questions such as, “What do you think it will be like when (when you go to kindergarten, when you have a new teacher, when you move to your new house/apartment, when you go to a new classroom?)”
- Make a list of all of the things children know about “time of transition in their lives.”
- Review the list with them and say, “You already know a lot of things about transitions and we’ll learn even more.”
- Keep the list until you have completed the topic of study.
- Now ask children what they would like to know about transitions.
- Make a list of things children would like to know about transitions.

**Teacher Note:** *Tailor this activity to meet the needs of the children in your group. If children are preparing to enter kindergarten, discuss what they think it will be like in their new classroom.*

**Teacher Note:** *Have three headings on the chart sheet. The first heading will be “What We Know about Transitions”, the second heading will be “What Would We Like to Know about Transitions” and the third heading will be “What we learned about Transitions.”*

What We Know about Transitions	What We Would Like to Know about Transitions	What We Learned about Transitions

### **Conclusion: Finding out what Children have learned about Times of Transition in Their Lives**

- Gather the children in a group at the conclusion of the study about times of transition in children's lives.
- Write on chart paper, chalkboard or marker board, "What We Learned about of Transitions." Invite children to tell you some things they have learned. You may have to ask prompt questions such as "What are some feelings we might have when we leave our classroom and go to kindergarten?" "What do you think your first day in kindergarten will be like?"
- Make a list of all the things children learned about times of transition in their lives.
- Read the first two lists you made with the children. Then say, "Here are some new things you found out about times of transition in your lives" and read today's list with the children.

**Teacher Note:** *This method of introducing and concluding the topic is known as KWL. What do children know, what they want to know, and what did they learn.*

**Teacher Note:** *Tailor this activity to meet the needs of the children in your group just as you did when you introduced the topic.*

## **Reading Books with Children**

### **Learning Goals:**

**SE2.1 Experiences, expresses and regulates a range of emotions**

**SE2.2 Interprets and responds to the feelings of others**

**CD3.2 Engages in symbolic and abstract thinking** (*abstract thinking*)

**EL1.1 Shows interest in literacy experiences**

**EL1.2 Engages in read-alouds and conversations about books and stories**

**Book #1** *Look Out Kindergarten, Here I Come!* by Nancy Carlson, author and illustrator

### **First Reading of *Look Out Kindergarten, Here I Come!***

- Prepare to read the book *Look Out Kindergarten, Here I Come!*
- Show the cover, give the title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures.)
- Say to children, "This is Henry and he is getting ready for his first day of kindergarten."
- Invite children to predict what Henry's first day of kindergarten will be like. Accept all answers. Say, "Let's read and find out if your predictions are correct."
- Read the story so all children can see the pictures in the book.
- Follow up by asking children if Henry's first day of kindergarten was what they predicted it would be. Invite them to recall some of the things he did in kindergarten.

### **Second Reading of *Look Out Kindergarten, Here I Come!***

- Show the cover, give the title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading of the story by involving children in discussing what Henry did before he went to school (washed up, got dressed, brushed teeth, ate breakfast, packed school supplies, packed photo of his mom and dad)
- Invite children to discuss what they do before they come to the center/school.

**Third Reading** of *Look Out Kindergarten, Here I Come!*

- Show the cover, give the title, author and illustrator. Invite children to say what the author and the illustrator do.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by involving children in discussing how Henry was feeling when he got to his room and saw lots of new faces. Why did he say, "I want to go home?"
- Invite children to share their feelings about their first day at preschool or in a new classroom or how they feel about going to a new classroom or school.

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**Book #3** *Franklin Goes to School* by Paulette Bourgeois, illustrated by Brenda Clark

**First Reading** of *Franklin Goes to School*

- Prepare to read the book, *Franklin Goes to School*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what story is about.
- Read story so all children can see the pictures in the book.
- Follow up by asking children to recall some of the things Franklin did to get ready for school.
- Show the pictures in the book and invite children to name the animals that are going to school with Franklin.
- Discuss with children some of the things Franklin and the other animals did at school. "Tell me some of the things you do here that Franklin did at school." "Which do you enjoy the most?"

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**Second Reading** of *Franklin Goes to School*

- Prepare to read the book, *Franklin Goes to School*.
- Show cover, invite children to recall the title, give author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up by discussing with children how Franklin felt about going to school? (worried). "What were some things he was worried about?" (he couldn't write his numbers and read) "Do you remember something that Franklin did know?" (his colors)
- Invite children to recall and discuss what they remember about their first day to come to school. "What were things they were afraid of, or worried about?"

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**Book #4:** *Froggy Goes to School* by Jonathan London, illustrated by Frank Remkiewicz

**First Reading** of *Froggy Goes to School*

- Prepare to read the book, *Froggy Goes to School*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what story is about. Ask, "What are some things you think Froggy will do at school?"
- Invite them to name the animals they see on the cover
- Read story so all children can see the pictures in the book.
- Follow up by asking questions such as, "What surprised you about the story? "What was your favorite part of the story?" "How do you think Froggy felt when he thought he was at school in his underwear?" "How would you feel if you went to school in just your underwear?" "How do you think Froggy felt when he woke up and realized he was just dreaming about going to school in his underwear?"

**Second Reading of *Froggy Goes to School***

- Prepare to read the book, *Froggy Goes to School*
- Show cover and ask children to recall the title. Give the author and illustrator.
- Follow up the second reading by showing each page and having children tell the story by looking at the pictures.
- Invite children to discuss certain pages, such as the one where Froggy has a bowl of flies for breakfast. Ask children what they think Froggy is taking to school in his lunch box. Ask children, "What was the only word Froggy knew how to read?" Children may discuss that they can read their name.

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**Third Reading of *Froggy Goes to School***

- Prepare to read the book, *Froggy Goes to School*
- Invite children to recall the title. Give author and illustrator
- Read story so all children can see the pictures in the book.
- Follow up the third reading by turning to the page where Miss Witherspoon and the children are in a circle telling what they did last summer.
- Invite the children to stand up. Clap your hands like Miss Witherspoon. Ask children to join you in saying and doing what Froggy did as he learned to swim. "Bubble, bubble, toot toot. Chicken, airplane soldier." You and children do motions together.

**Teacher Note:** *Children may be familiar with other Froggy books such as Froggy Gets Dressed.*

**Additional Books**

*Ira Says Goodbye* by Bernard Waber

*Timothy Goes to School* by Rosemary Wells

*Welcome to Kindergarten* by Anne Rockwell

## Language Materials and Activities

### Learning Goals:

**EL1.1 Shows interest in literacy experiences**

**EL2.1 Notices and manipulates the sounds of language**

**CA1.1 Explores through listening, singing, creating and moving to music**

### If You're Happy

If you're happy and you know it, clap your hands (clap, clap)  
If you're happy and you know it, clap your hands (clap, clap)  
If you're happy and you know it, then your face will surely show it (smile)  
If you're happy and you know it, clap your hands. (clap, clap)

If you're sad and you know it, cry boo hoo (rub eyes)  
If you're sad and you know it, cry boo hoo (rub eyes)  
If you're sad and you know, then your face will surely show it (rub eyes)  
If you're sad and you know it, cry boo hoo. (rub eyes)

If you're scared and you know it, look like this (make frightened face)  
If you're scared and you know it, look like this (make frightened face)  
If you're scared and you know it, then your face will surely show it. (make frightened face)  
If you're scared and you know, look like this (make frightened face)

If you've had a good time today, shout hooray. ("Hooray!")  
If you've had a good time today, shout hooray. ("Hooray!")  
If you've had a good time today, and you want to come back and play, (Thumbs up)  
If you've had a good time today, shout hooray. ("Hooray!")

If you're leaving us today, say goodbye. (wave)  
If you're leaving us today, say goodbye. (wave)  
If you're leaving us today, and you won't be back to play (shake head no)  
If you're leaving us today, say goodbye. (wave)

If you're moving far away, say goodbye. (wave)  
If you're moving far away, say goodbye. (wave)  
If you're moving far away, and won't be back to play, (shake head no)  
If you're moving far away, say goodbye. (wave)

**Teacher Note:** *Select and sing with the children the verses that are appropriate for them. Make up new verses for different situations.*

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### Time to Go

(Sing to the tune of "Row, Row, Row Your Boat")

Time, time, time to go.  
I hate to say goodbye.  
But we will meet again real soon,  
And then we can say hi!

### **Good to Have You with Us Chant**

It was good to have you with us today.  
It was good to have you, (child's name).  
It was good to have you with us today.  
I'll (we'll) see you in the morning (on Monday).

**Teacher Note:** *Sing this song or say this chant as children are leaving to go home.*

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### **This Is the Way**

(Sing to the tune of Mulberry Bush and make appropriate motions)

This is the way we get out of bed,  
Get out of bed, get out of bed.  
This is the way we get out of bed,  
So early in the morning.

This is the way we wash our face,  
Wash our face, wash our face.  
This is the way we wash our face,  
So early in the morning.

This is the way we brush our teeth,  
Brush our teeth, brush our teeth.  
This is the way we brush our teeth,  
So early in the morning.

This is the way we put on our clothes,  
Put on our clothes, put on our clothes.  
This is the way we put on our clothes,  
So early in the morning.

This is the way we tie our shoes,  
Tie our shoes, tie our shoes.  
This is the way we tie our shoes,  
So early in the morning.

This is the way we eat our breakfast,  
Eat our breakfast, eat our breakfast.  
This is the way we eat our breakfast,  
So early in the morning.

This is the way we pack our bag,  
Pack our bag, pack our bag.  
This is the way we pack our bag,  
So early in the morning.

Now we're ready to go to school, go to school (kindergarten/preschool)  
Go to school (kindergarten/preschool)  
Now we're ready to go to school (kindergarten/preschool)  
So early in the morning.



**Look Who Came to School Today!**  
(Sing to tune of Mary Had a Little Lamb)

Look who came to school today  
School today, school today.  
Look who came to school today,  
\_\_\_\_\_ (child's name) came to school.

**Teacher Note:** *Have a picture of each child if possible. Attach it to a name tag and show it as you sing each child's name.*

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**The More We Get Together**

The more we get together, together, together,  
The more we get together, the happier we'll be.  
For your friends are my friends,  
And my friends are your friends.  
The more we get together, the happier we'll be.

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**We Like to Come to Preschool**

(Sing to tune of The Farmer in the Dell; you can substitute "School" or "Pre-K" for "preschool")

We like to come to preschool,  
We like to come to preschool.  
Preschool's such a happy place.  
We like to come to preschool.

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**Good Morning to You**

Good morning to you,  
Good morning to you.  
We're all in our places  
With bright, shiny faces.  
Oh, this is the way  
To start a great day.

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**A Helper We Will Be**

(Sing to tune of Farmer in the Dell)

A helper we will be,  
A helper we will be,  
We wipe off the tables,  
Oh, yes we will.  
A helper we will be.

A helper we will be,  
A helper we will be,  
We'll set the tables,  
Oh, yes we will,  
A helper we will be.

**Teacher Note:** *Add verses to represent the different tasks that children do in the classroom.*

**Language Goals:**

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*) (*follows directions*)

**EL1.1 Shows interest in literacy experiences**

**Create a Story**

- Create a simple story that relates to a change that a child or children in your group are experiencing; going to kindergarten, moving to a new home or moving away, for example.
- Use either felt or magnetic figures you have collected to tell the story.
- Begin by placing a figure of a child on the storyboard and saying, "This is a story about a boy/girl who is (state the situation/change and give some details)." Give the child a name.
- Invite children to say how they think the child might be feeling about the change in his or her life.
- Involve the children in helping you add to the story. Ask them what the child and his or her family will do. For example, if it involves a move, the family will have to pack and load the boxes in a truck or moving van.
- Continue the story until there is a satisfying end for the child. For example, if the change is a move, the child finds a new friend. If the change is a move to a new preschool, he finds a loving teacher, friends, and toys that are similar to those he had before.

**Teacher Note:** *Be creative as you and the children make up the story together.*

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**Activity: Things We Do at School Cube (See Attachment: [School Activities](#))**

- Make a "Things We Do at School" cube as follows:
  - Carefully fill an empty cube shaped tissue box with crumpled newspapers. Use several sheets of paper because this will make your cube more durable.
  - Cover the cube with colored paper.
  - Glue a picture and word labels of something the children do each day to each side of the cube. For example, food items to represent lunch or snack, blocks to represent block play, crayons and paper to represent art, a book to represent story time, a climber or ball to represent outdoor play, cot to represent rest time or see attachment.
- Help the children name all of the activities on the cube.
- Ask a child to toss the cube and name the activity.
- Continue with each child having a turn to toss the cube.
- Involve children in discussing what they like to do during each of the activities.

**Activity: Say Goodbye and Hello in Many Languages**

- Learn words for hello and goodbye in other languages.
- Explain to children that some people speak a language other than English, which is what we speak in the classroom, and that we should learn some words in other languages so we can communicate with others.
- Invite children who may speak a home language other than English to share how they would say “hello” and “goodbye” in their home language.
- Introduce to children words for hello and goodbye in other languages and invite them to say the words with you.
- Say “hello” in another language when children arrive and “goodbye” in another language when children leave for the day.

English	Hello	Goodbye
Spanish	Hola	Adios
French	Bonjour	Au revoir
German	Guten Tag	Auf Wiedersehen
Italian	Ciao	Arrivederci
Japanese	Konnichiwa	Sayonara

**Teacher Note:** *This activity is really an important one when you have children whose home language is not English.*

**Learning Goals:**

**SE3.1 Shows awareness of self as unique individual** (*characteristics of self and others and preferences*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

**Activity: Memory Book**

- Begin this activity a week or two before the children are leaving your classroom.
- Create a memory book for each child.
- Involve each child in deciding what to include in his or her book and the book title.
- Include photos you have taken of the child during the year.
- Interview the child about his or her favorite things and include that in the book. A sample interview sheet follows.

<b>My Favorite Things at (Name of program)</b>
My favorite story book is _____.
My favorite song is _____.
My favorite learning center is _____.
My favorite playground activity is _____.
My favorite food for lunch is _____.
My favorite snack is _____.

- Invite the child to draw pictures of his or her favorite activities to put in the book.
- Assemble the book using rings or plastic binding combs.
- Involve the child in sharing his or her book during group book. Respect children’s choice not to share.
- Suggest that children share their memory books with their families.

**Teacher Note:** *Allow children to decide what to include in their book. Each book should be as individual as each child in your group.*

**Learning Goals:**

**SE2.1 Experiences, expresses, and regulates a range of emotions**

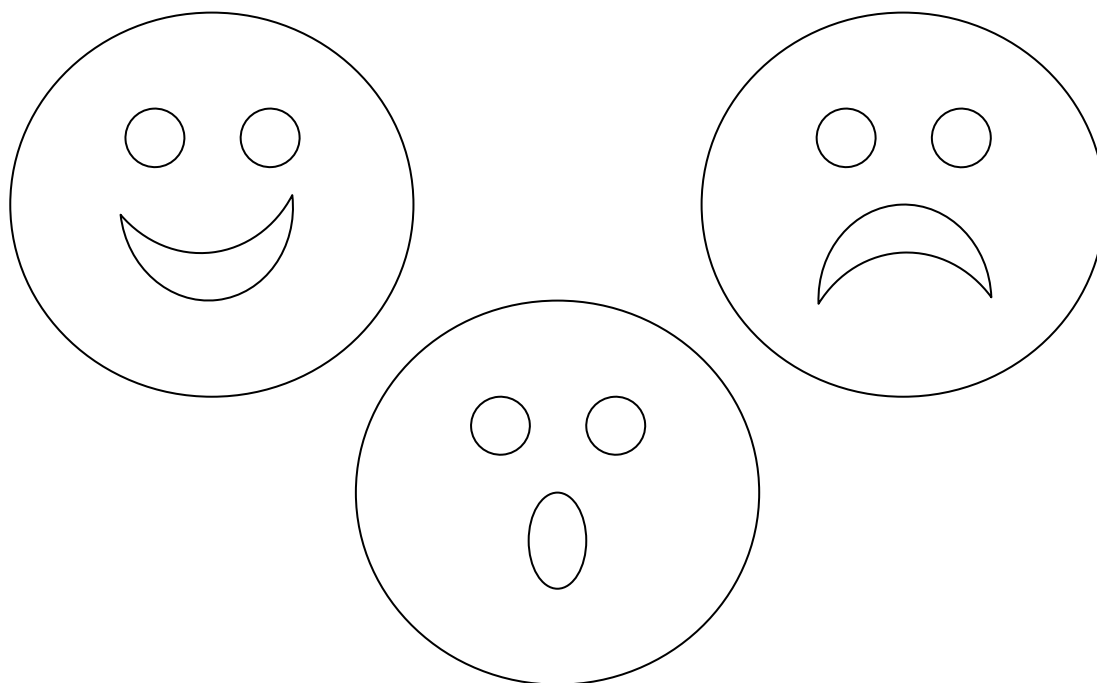
**SE2.2 Interprets and responds to the feelings of others**

**LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language (expressive vocabulary)**

**How Do I Feel?**

- Cut out 3 circles, 6" in diameter.
- Draw a happy face on one circle, a sad face on one, and a scared/frightened face on the other.
- Attach the faces to a craft stick.
- Bring the face puppets to circle time
- Show each puppet and invite children to discuss how the puppet is feeling and why the puppet is feeling that way.
- Discuss with the children the new situation they are in (new in the classroom, in a new house) or the new situation to which they are going (another classroom, kindergarten, moving to a new house, for example)
- Invite children who want a turn to select one of the puppets that represents how they are feeling and tell why he or she is feeling that way.
- Model if children seem to need help getting started. For example, say, "I am sad to see you (name the children) leaving my classroom. I certainly will miss you." or, "I am so happy to see the new children in my classroom. (Name the children). I know that we will really have a wonderful time together."

**Teacher Note:** *Adapt this activity to meet the needs of the children in your classroom. **Do not force a child to participate in this activity!***



**Learning Goals:**

**SE1.2 Interacts with peers** (*social skills*)

**CD2.4 Holds and manipulates information in memory** (*short-term and working memory*)

**Activity: School Activities Concentration (Small Group)**

- Make pairs of school activities cards: circle time, story time, lunch or snack, rest time, outdoor play, specific learning centers such as art, blocks, home living/dramatic play, library/book nook, sand, water, discovery/science, or see attachment. Laminate or cover the cards with clear adhesive for durability.
- Gather a small group of children to play the game.
- Place the cards face up, show to children and have them name the activities.
- Turn the cards over and mix them up.
- Explain to children that they will each have a turn turning over a card, naming the activity, and trying to find the matching card. Demonstrate if necessary.
- Give each child a turn.
- Continue playing the game as long as the children remain interested.

**Teacher Note:** Remember that the object of the game is for children to develop visual discrimination and visual memory skills and that there are to be no winners or losers.

**Teacher Note:** Allow the children to play the game independently.

**Learning Goals:**

**SE3.1 Shows awareness of self as unique individual** (*preferences*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

**MT1.1 Demonstrates number sense and an understanding of quantity** (*connection of number, numeral and quantity*)

**Activity: Favorite School Activity**

- Provide a choice of three activities that children are involved in: centers, lunch and outdoor play, for example.
- Prepare a graph with columns for each activity. Use a picture or drawing of the activity
- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will choose the activity they like best.
- Invite each child to choose which activity is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like each activity.

**Our Favorite School Activity**

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	centers	lunch	outside

- Write a summary story.

**Our Favorite School Activity**

Five children like center time best. Three children like lunch the best.  
Four children like outside play the best.

**Activity: Where We're Going to Kindergarten**

- Prepare a graph that represents the names of the different schools where children will be going.
- Find out from families the name of the school where their child will be attending kindergarten. Suggest that families discuss this with their child. Have this information on a list in case children do not know where they will be attending kindergarten.
- Make name cards for each child in a size that will fit on the graph.
- Review the names of the schools on the graph.
- Invite each child to tape his or her name card in the correct column on the graph. Assist children as needed.
- Involve the children in counting the number of children who will be attending each school.

**Where We're Going to Kindergarten**

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Park School	Hill School	Valley School

- Write a summary story.

**Where We're Going to Kindergarten**

Five children are going to Park School. Three children are going to Hill School. Four children are going to Valley.

**Teacher Note:** *This activity can only be done effectively if children are going to more than one school.*

## Food/Nutrition Experiences

### Learning Goals:

**PH2.1 Demonstrates fine motor strength, control and coordination** (*hand-eye coordination*)

**PH2.2 Adjusts grasp and coordinates movements to use tools** (*utensils*)

**PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices** (*exploration of food experiences*)

### Activity: Farewell Picnic

- Involve children in preparing a farewell picnic for those who will be leaving the group.

### Make Picnic Sandwiches

- Collect sliced turkey or ham, cheese slices, bread, mayonnaise, mustard, lettuce leaves, small plates, table knives, napkins, small spoon for mayonnaise and one for mustard.
- Explain to children that they will make a sandwich to eat in school.
- Allow table helper to give each child a plate, knife and napkin
- Invite children to take two slices of bread, a slice of turkey or ham, a cheese slice and a lettuce leaf. Allow children to decide if they want to put mayonnaise and/or mustard on their bread.
- Assemble your sandwich and invite children to do the same.
- Cut each child's sandwich in half so that it is easier for them to eat.
- Serve with a fruit cup and milk for a healthy snack.

**Teacher Note:** *Allow the children to do as much of this food experience as possible.*

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### Make Deviled Eggs

- Place mayonnaise and sweet pickle relish in small bowls with a teaspoon for each.
- Provide one boiled egg (peeled) per child, plus one egg for yourself. Provide one small bowl, plate, fork, small spoon, and napkin per child.
- Sit at the table with children, and guide them to take one boiled egg and place it on their plate. Serve yourself one egg.
- Use a table knife and cut the eggs in half for each child.
- Demonstrate and talk about what you are doing as you guide the children to scoop out the egg yolk with a spoon and mash it with a fork.
- Take a teaspoon of mayonnaise and of pickle relish and guide children to pass the bowls around the table and do the same.
- Begin to mix the egg yolk, mayonnaise and pickle relish. Encourage children to do the same.
- Model putting the egg yolk mixture back into the egg. Encourage children to do the same.
- Eat and enjoy the deviled eggs for either a picnic lunch or for snack.

**Teacher Note:** *Allow the children to do as much of these food experiences as possible. For example, if children can cut their boiled eggs in half with a safe table knife allow them to do this.*

**Teacher Note:** *Teachers and children should always wash hands before participating in a food experience.*

**Teacher Note:** *Invite family members to share the picnic. Have additional sandwiches, deviled eggs and milk for families.*

**Activity: Purple Cow Party**

- Plan a Purple Cow party to celebrate the end of the school year.
- Gather grape juice (plastic jar), frozen vanilla yogurt, cups and spoons for each child.
- Invite children to sit at the table and say with them the poem that is written below.
- Explain that the children will now make a “Purple Cow” for snack.
- Help each child add ¼ cup frozen vanilla yogurt into a cup and pour ¼ cup grape juice on top.
- Eat with a spoon and enjoy.

**Purple Cow**

I've never seen a purple cow,  
I never hope to see one,  
But if by chance I ever do,  
I'd rather see than be one.

**Teacher Note:** *Allow the children to do as much of this food experience as possible.*

**Trainer Note:** *Invite family members to share in the Purple Cow Celebration.*

**Movement/Physical Education****Learning Goals:**

**PH1.3 Demonstrates gross motor manipulative skills** (*throwing*)

**MT2.1 Uses classification and patterning skills** (*classification*)

**Bean Bag Toss**

- Provide beanbags of different colors and containers of matching colors. If you do not have containers in matching colors, attach a piece of construction paper to the container.
- Make a taped line for children to stand on when tossing.
- Ask children to toss beanbags into the containers of the same color.

**Learning Goals:**

**PH1.1 Demonstrates locomotor skills** (*traveling*)

**PH3.2 Shows stability and balance** (*core stability*)

**Bean Bag Parade**

- Prepare for this activity by having the following available: one bean bag per child, a marching song, and a CD or cassette player.
- Help children form a line for marching. Give each child a bean bag.
- Begin by having children hold the bean bag on their head while marching.
- Increase the difficulty as children become more skilled at balancing bean bags. For example, see if children can stand in place without moving as they balance the bean bag on their head. Some children may be able to balance the bean bag on their head while marching.

**Teacher Note:** *Find a way for each child to be successful.*

**Teacher Note:** *If you have a bean bag activity CD, use it with the children. An excellent CD to purchase is Bean Bag Activities by Kimbo.*



## Learning Centers

**Teacher Note:** As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:

- Social and Emotional Development
- Cognitive Development
- Physical Development and Health
- Language Development
- Emergent Literacy
- Mathematical Thinking
- Science and Technology
- Social Studies
- Creativity and Aesthetics

However, there will also be activities included and these will have specific learning goals

### **Art Center**

Provide art materials that children can use independently; crayons and plain paper, for example (new children).

### **Learning Goals:**

**EL3.1 Responds to features of books and print** (*print knowledge*)

**SS1.1 Demonstrates positive connection to family and community** (*learning community*)

### **Activity: Hands Are for Helping Mural**

- Cut a large piece of butcher paper from a roll.
- Write across the top, "Hands Are for Helping"
- Provide three colors of tempera paint: red, blue and yellow. Pour paint on folded paper towels in pie pans.
- Invite each child to press his or hand in the paint soaked towels in the color of his or her choice and make a handprint on the paper.
- Label each handprint with that child's name.
- Invite children to tell you some ways that hands can help in the classroom and write their comments on the mural. For example, children may say, "Hands can pick up toys." "Hands can hug someone who is sad."
- Post the mural on the wall at children's eye level.
- Help children locate their handprint and the handprints of other children in the group and read the comments that children have made.

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### **Block Center**

- Add a small school bus
- Add traffic signs
- Add a small playhouse, furniture and people figures
- Add small boxes
- Add a sign to one of the trucks to indicate that it is a moving van: Acme Movers

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### **Library/Book Corner**

- Add books about transitions/changes.
- Add magnetic or felt board and magnetic or felt pictures that represent the changes children in your classroom are experiencing

### **Home Living/Dramatic Play Center**

Provide prop boxes that encourage children to interact with each other as they use the props to act out scenes related to transitions such as going to school or moving to a new home.

#### **Learning Goal:**

**CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play and sociodramatic play** (exploration of drama)

#### **Activity: Dramatic Play Prop Boxes**

- Create a school prop box to add to the home living area. Include pencils, crayons, paper, a nametag for each child, and several children's books.
- Add trays, unbreakable divided plates and small plastic glasses. Join in children's play and say, "I'm going through the cafeteria line to get my lunch." Put plate and glass on tray and take it to the table.
- Set up a store to sell school supplies. Include pencils, crayons, markers, paper, books, and backpacks, for example. Add cards for making labels and price tags for the items.
- Add packing boxes

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### **Manipulatives**

- Select materials that children can use independently; simple puzzles and self-correcting toys such as pegs and pegboards (new children)

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### **Water table or tub**

- Add foam letters and aquarium nets.

### **Sand table or tub**

- Add names of children on 2" x 3" strips of cardstock and large slotted spoons

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### **Science/Discovery**

- Add a favorite activity of the class from the year.

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## **Transition Activities**

#### **Learning Goals:**

**EL3.1 Responds to features of books and print** (print knowledge)

**EL3.2 Shows knowledge of the shapes, names and sounds of letters** (alphabet knowledge)

#### **Name Card**

Use name cards for transition times. For example, show a name card and help child identify his/her name, then go to the next activity. Continue this with all children.

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#### **Letters and Names**

- Gather magnetic alphabet letters (upper case) that represent the first letter of each child's name in the group.
- Place a letter on a magnetic board and say, "If your name begins with this letter (or if your name begins with a "B") you may choose a learning center."

**Teacher Note:** *Use this activity for transitioning children to different activities.*

## **Family Activities**

Send home a note to parents stating for the next few days the children will be learning about times of transition in their lives. How families can be involved in the topic of study will depend on the situation of each child and his or her family.

Suggest some ways families can be involved in the topic of study:

- Include the titles and authors of some of the children's books about transition/change. Suggest that they look for these books in the local library, check them out and read them with their child.
- Share with families the portfolio you have kept on their child. Call attention to all of the gains the child has made in each area of development and learning. (This is for children who are leaving your classroom.)