

# Sample - Preschool Spring Strategies

Pre School Teacher	Kindergarten Teacher	Principal	Transition Lead Staff
<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue practices from the fall</li> <li><input type="checkbox"/> Help children practice kindergarten rituals</li> <li><input type="checkbox"/> Make contact with kindergarten teachers about specific children</li> <li><input type="checkbox"/> Encourage peer connections outside of school</li> <li><input type="checkbox"/> Encourage connections with non-classmate peers who will be in kindergarten</li> <li><input type="checkbox"/> Invite Kindergarten staff to preschool</li> <li><input type="checkbox"/> Participate in regular meetings with parents</li> <li><input type="checkbox"/> Discuss expectations for transition with kindergarten teachers</li> <li><input type="checkbox"/> Practice kindergarten rituals</li> <li><input type="checkbox"/> Invite special visitors from the school to come to the preschools – librarian, principal, cafeteria workers, bus drivers, custodians, art teacher, physical education teacher, office workers – and have them conduct an activity with the children that relates to their function at the school</li> <li><input type="checkbox"/> For children that have special needs send the paperwork to the new school in plenty of time for the new teacher to be able to review the contents. You might highlight items that merit particular attention before the first day of school. Follow confidentiality guidelines when sharing information</li> <li><input type="checkbox"/> Create a puppet show about kindergarten. Allow the children to use the puppets to talk about their fears</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to meet regularly with the transition team</li> <li><input type="checkbox"/> Make contact with preschool teachers to share information</li> <li><input type="checkbox"/> Invite preschoolers to visit</li> <li><input type="checkbox"/> Meet the children in next fall’s class</li> <li><input type="checkbox"/> Encourage support staff to visit the preschool</li> <li><input type="checkbox"/> Discuss expectations for transition with preschool teachers</li> <li><input type="checkbox"/> Discuss particular children with preschool staff</li> <li><input type="checkbox"/> Have a system in place for older children to “buddy up” with an incoming kindergarten child. Have the older child write or dictate a note in the spring to the preschooler. They can send notes, photos, drawings, etc. about the school prior to the child coming. Arrange for the older child to be an escort during open house or school visitation. Once the preschooler enters school allow for some play time between the two children at recess, or allow them to eat together. Some schools have “reading buddy” programs that continue the process. The reading buddy can read to the kindergarten child before nap. This allows non-judgmental oral reading for the older child, and some special one-on-one for the younger child</li> <li><input type="checkbox"/> When children that do not have English as a first language visit the school, have an older child that speaks the same language show the family around the school and spend some time with the younger</li> </ul>	<p><u>Family Connections</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourage participation</li> <li><input type="checkbox"/> Participate in regular meetings with parents</li> <li><input type="checkbox"/> Schedule and coordinate transition activities</li> <li><input type="checkbox"/> Discuss particular children with kindergarten and preschool staff</li> </ul> <p><b>Complete Transition Activities Questionnaire (provided Figure A-17)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct practices from the fall</li> <li><input type="checkbox"/> Work with school administrators to generate class lists</li> <li><input type="checkbox"/> Encourage peer connections outside of school</li> <li><input type="checkbox"/> Introduce children to their kindergarten teachers</li> <li><input type="checkbox"/> Visit the elementary school</li> <li><input type="checkbox"/> Establish connections with non-classmate peers who will be in the same kindergarten class</li> <li><input type="checkbox"/> Help initiate preschool-elementary school connections around special events</li> <li><input type="checkbox"/> Help initiate meetings between preschool and kindergarten teachers about students</li> <li><input type="checkbox"/> Discuss after school childcare options with working parents. Provide information and referral to appropriate after school programs</li> <li><input type="checkbox"/> Have parents complete the Information About My Child form found in <i>Terrific Transitions: Ensuring continuity of services for children and their families</i> publication (found in the Resource/Downloads area.) Gather the forms and deliver them to the schools that the children will be attending</li> </ul> <p><b>Complete Transition Activities Questionnaire (provided Figure A-16)</b></p>

<p><input type="checkbox"/> Invite a kindergarten child, that previously attended your program, to return to the preschool and talk about what is it like to go to elementary school. He could also share any rules that are different from the preschool. If possible, have the child share some examples of class work or photos</p> <p><input type="checkbox"/> Take class photos near the end of school to give as goodbye gifts. Mount them in card stock and allow the children to decorate the frames</p> <p><input type="checkbox"/> Make phone books so that children can keep in contact with their friends from preschool over the summer. Copy name and numbers and have children decorate “phone book” covers</p> <p><input type="checkbox"/> Hold end of the year parent-teacher conferences. Share transition efforts with the parents. If you are concerned that a particular child is very fearful about the impending change, invite the parents in to work on a specialized transition plan for that child</p> <p><input type="checkbox"/> Discuss the transferring of records to the kindergarten with the parents. Provide release of information forms to be signed by the parents</p> <p><b>Complete Transition Plan (sample provided) and Transfer to Kindergarten Teacher or school with parent permission</b></p> <p><input type="checkbox"/> Discuss with parents any changes of services that will be occurring</p> <p><b>Share Similarities and Differences between Pre-Kindergarten and Kindergarten Aged Children handout (provided)</b></p>	<p>child by playing a game or reading him a book Invite parents to PTA or PTO the year before their child attends the school</p> <p><input type="checkbox"/> Provide information to parents about the program their child will be attending. You should include the address, the phone number, the principal’s name, dates scheduled for registration, and school hours</p> <p><b>Kindergarten Parent Information/Orientation (provided)</b></p> <p><b>Share Similarities and Differences Between Pre-Kindergarten and Kindergarten Aged Children handout (provided)</b></p> <p><input type="checkbox"/> Write a classroom story about the new school for parents to read to their children</p> <p><input type="checkbox"/> Discuss after school childcare options with working parents. Provide information and referral to appropriate after school programs</p> <p><input type="checkbox"/> Have parents complete the <b>Important Information for Families to Share with School Form (provided)</b>. Gather the forms and deliver them to the schools that the children will be attending Have parents complete</p> <p><b>Pre-Kindergarten Experience Information Form (provided)</b></p> <p><b>Complete Transition Activities Questionnaire (provided Figure A-15)</b></p>		
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<b>Pre School Teacher</b>	<b>Kindergarten Teacher</b>	<b>Principal</b>	<b>Transition Lead Staff</b>
<p><input type="checkbox"/> Have parents help their children create an “<i>All About Me</i>” book. Each child will share this with his or her new teacher and classmates</p> <p><input type="checkbox"/> Preschools can practice kindergarten activities, rules, songs, or stories</p> <p><input type="checkbox"/> Develop portfolios for children with special needs. This serves as a way to introduce the child to their new teachers. Include the child’s artwork, photographs of the child, questionnaires completed by the families</p> <p><input type="checkbox"/> Use both formal and informal times to talk to the children about kindergarten. Ask questions such as “What do you think kindergarten will be like? How will it be different from our class? How will kindergarten be the same as our class? Write the answers on flip chart paper and review and add to it over time</p> <p><input type="checkbox"/> Use circle time to talk about growing up. Bring in materials from other classrooms that the children have outgrown – stacking rings, baby blocks, toddler pull toys, chubby crayons, etc. Talk about the fact that the children are learning newer skills and that they changed classrooms as they got older and they started using more advanced materials. Ask children to remember things they couldn’t do when they first came to preschool and they can do now. Make predictions about what the children will be learning in kindergarten that they can’t do now. Write these predictions on a chart and post them in the room</p>			

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<input type="checkbox"/> Have a “kindergarten day” at the preschool. Plan for scheduled activities similar to those in a kindergarten room  <input type="checkbox"/> Have children dictate a letter to their new teacher and to tell them what they’ve learned and what they look forward to the next year. If the name of the teacher is not known simply write, “Dear kindergarten teacher.”  <input type="checkbox"/> Keep a portfolio of each child’s progress throughout the year. At the year’s end share their look with each child and show them how much they have gained and grown throughout the year  <input type="checkbox"/> Schedule end-of-the-year individual conferences with families to share transition planning with them  <input type="checkbox"/> Participate in regular meetings with parents  <input type="checkbox"/> Share your feelings about change with the children. Let them know that new things are hard for adults too <b>Conduct Parent Interview (provided Figure A-12)</b>  <b>Complete Transition Activities Questionnaire (provided Figure A-14)</b>  <b>Complete Transition Activities Questionnaire for Parents (provided Figure A-18)</b>			