**Transition Activity Ideas by Connection**



|  |  |
| --- | --- |
| **Type of connection** | **Transitionactivity** |
| Child–School | * Establish a connection between preschool children and kindergarten teachers.
* Create a connection between children and the kindergarten using school functions.
* Have children practice kindergarten rituals in preschool.
* Incorporate preschool activities into the kindergarten year.
* Encourage preschool teachers to stay in contact with their former students.
* Encourage kindergarten support staff to visit preschool children.
* Conduct Spring kindergarten orientation for preschool children.
* Establish peer connections within the preschool class.
* Establish connections among preschool peers who will be in the same kindergarten.
* Establish preschool peer connections with kindergarten peers.
 |
| Family–School | * Contact families during the first few days of preschool and kindergarten.
* Assess family strengths and needs.
* Maintain periodic contact with families.
* Connect families to community resources.
* Encourage family participation in home learning activities.
* Encourage family participation in the classroom and at school events.
* Conduct regular family meetings.
* Conduct family meetings about transition issues.
* Provide opportunities for parents to engage in planning activities, offer input and feedback, and lead activities when appropriate.
* Share information about individual children with families, preschool teachers, and kindergarten teachers.
* Use newsletters and resource materials.
* Send letters home.
* Set-up two-way communication.
* Conduct Spring orientation about kindergarten for preschool families.
* Conduct individual meetings between teachers and families.
* Conduct parent orientation at the beginning of the year at preschools and kindergartens.
 |
| School–School | * Foster inter-school collaboration about programs and classroom practices.
* Conduct visits: Preschool teachers visit kindergarten classrooms and kindergarten teachers visit preschool classrooms.
* Communicate about curriculum (preschool and kindergarten personnel).
* Connect about a specific child (preschool and kindergarten teachers).
* Share written records.
* Align curriculum.
* Align early learning standards.
 |
| School–Community | * Build useful policies related to the kindergarten transition.
* Identify and communicate community expectations for children.
* Establish policy coordination through inter-agency connections.
 |