

Transitions

- **Hallway Transitions**
 - Rote counting as a large group, teacher using ASL while students count
 - The language we use is alternated every other day between English and Spanish.
 - We count 1-10 the first month, then 1-20, followed by 1-30, 10s to 100, after this we increase by 10 every month.
 - Singing the ABCs, teacher using ASL while students sing or holding up letters
 - The language we use is alternated every other day between English and Spanish.
 - Phonological awareness songs are also sung in the same way.
 - The floor is lava.
 - The students pretend that the yellow tiles on the floor is lava, they hop from one color to the next to get down the hallway.
 - Gross Motor Movements to counting.
 - Crab Walk, Bear Crawl, Bunny Hops, Frog Hops, Butterfly wings, galloping, walking backwards, skipping, one-foot hopping, in and out hopping, etc. down the hall with a count to our focus number for the day.
- **Entering the Classroom**
 - Students trace the focus letter posted on the door with their finger while saying the letter name and the sound
 - Students Name the letter posted and name a word that starts with that letter or use letter with vowels, (ex. ba, be, bi, bo, bu.)
- **Exiting the Classroom**
 - First Exit- Greet door holder with Good Morning/Buenos Dias, they also choose to wave, smile, hug, high five, or hand shake.
 - Second Exit- We thank the door holder for holding the door for us.
 - Third Exit (final) - We use rhyming good byes (see you later alligator).
- **Outside entrance and exit**
 - Door holder counts each student working on 1-1 Correspondence
 - When we go outside we count in one language and on the way in we count in another. Each student has a week as the door holder so they work on 1-1 Correspondence up to 20 twice a day in each language.
- **Transitions in the classroom**
 - After story time each student answers questions about the book at their individual levels. Some students name the parts of the book, others characters/setting, while other practice sequencing events. Once the students answer the question they transition to the next event such as washing their hands for snack or getting jackets to line up to play outside.
 - After circle time, we eat breakfast. The students will complete one of the following then wash their hands and line up until breakfast is ready. (During all these transitions I take note of their abilities so I know how to help them advance further next time. All of these are very intentional and are done at each individual student's levels. This is also done bilingually.

- **Color Recognition**
- **Theme related questions (type of clothes wearing during the clothes study, name of a building during the building study, parts of a building, parts of a tree, what trees give us, what trees need to live, etc.)**
- **Rote Counting**
- **Number Recognition**
- **Letter recognition**
- **Letter Sound Correspondence**
- **Environmental Print Recognition**
- **Phonological Awareness (Counting words in a sentence, clapping out syllables or naming words with beginning sounds)**
- **Rhyming Families- I give a word to a student and they tell me a few words that rhyme with the word given.**