Pre-K to Kindergarten

Successful Transitions
• Transitioning from pre-k to kindergarten is a big step for many children.
• Pre-k teachers can support the transition by passing along useful information to the kindergarten teachers.
• This information can be used by the new teachers to start with a basic understanding of each child’s personal and academic profile.
Transition Activities

• Create a transition folder.
• Have pre-k and kindergarten teachers meet to discuss the transition of each child.
• Provide a community workshop on kindergarten readiness for all teachers including Head Start and child care providers and any other applicable early learning professional.
• Arrange visits for pre-k children to their future classrooms.
• Have pre-k teachers visit the receiving program to get a “feel” for where they are sending children.
• Facilitate opportunities for a child’s family to talk with kindergarten staff.
• Prepare a Frequently Asked Questions document to inform and educate families on all possible kindergarten options and the procedures and expectations of the kindergarten programs.
• Ensure that a child’s records promptly follow him/her to the new program.
• Use transition folders and activities to support children’s transition from kindergarten to first grade as well.
A transition folder should provide kindergarten teachers with a basic understanding of each child’s personal and academic profile.

It should include (at a minimum):

- A child information sheet
- End of year Kindergarten Readiness Assessment score/summary sheet
- End of year Ages and Stages Questionnaire
  - If the classroom completes it in the spring or end-of-term
- End of year results from other assessments used in the classroom
- A school-issued final report card/skills checklist or a completed Developmental Checklist for 4-Year-Old Students
- Work samples
A child information sheet should contain some or all of the following:

- Child’s name, date of birth, preferred name, photo, languages spoken
- Parents’ names (and/or other adults caregivers), address, phone, and preferred time and way to contact (in accordance with school policy)
- Child’s favorite things (activity, toy, food, color, book, center, etc.)
- Child’s play and learning styles
- Child’s skills and proficiencies
- Child’s areas of growth and what he/she does not like to do
- Child’s personality/temperament traits
**Child Information Sheet**

**Child's Photo**

Name ______________________________________________
First          Last

**Caregiver**

Caregiver ______________________________ Relationship to child __________________

Address ______________________________
Street                 City           State       Zip

Phone ___________________________ Email ___________________________

Preferred method of contact* ☐ Phone ☐ Email Preferred contact time* ___________

Language(s) spoken by caregiver ____________________________________________

**Preferred Name**

**Date of Birth** (mm/dd/yyyy)

Preferred Name ______________________________ Relationship to child __________________

Address ______________________________
Street                 City           State       Zip

Phone ___________________________ Email ___________________________

Preferred method of contact* ☐ Phone ☐ Email Preferred contact time* ___________

Language(s) spoken by caregiver ____________________________________________

*Ensure school policies for communicating with caregivers are always followed.

**FAVORITES**

<table>
<thead>
<tr>
<th>Activity/Learning Material</th>
<th>Center</th>
<th>Other (food, color, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**SKILLS AND PROFICIENCIES**

Reference the Developmental Checklist for 4-year-old students

<table>
<thead>
<tr>
<th>Skill</th>
<th>Well</th>
<th>Somewhat</th>
<th>Emerging</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in whole group activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes independent activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independently completes transitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independently completes routines</td>
<td></td>
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</tbody>
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**AREAS OF GROWTH AND WHAT HE/SHE DOES NOT LIKE TO DO**

**OTHER USEFUL INFORMATION**
• Work samples (2 or 3 samples that demonstrate the child’s capabilities)
• May include:
  – Free art
  – Guided art
  – Writing sample
  – Pictures of learning center products (e.g., block construction)
Magical Shoes

I wnt (went) into the shoes star (store). Ter (There) wr (were) som (some) green shoes (shoes). Wen (when) I pot (put) them on thay (they) war (were) sopr (super) fast sap (???) shoes. Wen (when) I got home I was dese (dizzy).
Work Sample Examples: Learning Centers
• Use a manila or prong folder to hold all of the contents.
• Use a cover sheet to clearly identify which child it belongs to and the folder’s purpose.
• Use a folder contents checklist to ensure all necessary documentation is included.
• If using a folder with enough space, new contents could be added each year and it could follow the child to first grade and on.
Example Transition Folder:
Cover and Contents

Transition to Kindergarten Folder

Jane Smith

Happy Day Early Learning Collaborative

Transition to Kindergarten Folder Contents

- Child Profile
- Kindergarten Readiness Assessment Score/Summary Sheet
- Ages and Stages Questionnaire
- Other Assessment Summary:
- Developmental Checklist for 4-year-old students or school issued report card/skills checklist
- Work Sampler:
  - Free Art
  - Guided Art
  - Writing Sample
  - Learning center products (e.g., block construction)

   Other:

   Other:

   Other:
Example Transition Folder:
ASQ & 4-Year-Old Checklist

The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: An Observational and Performance-Based Checklist

Child's Name:  
Teacher's Name:  
School Name:  
School Year:  

Competencies and Objectives

<table>
<thead>
<tr>
<th>Competency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Winter</td>
</tr>
</tbody>
</table>

Reading Standards for Literature

1. With prompting and support, ask and answer questions with details related to a variety of print materials.

2. With prompting and support, read familiar stories/chants, books, and presentations, songs, poems, using visual aids.

3. With prompting and support, identify story characters, settings, and/or major events in a story.

Craft and Structure

4. Examine content and receive in listening, speaking, and writing:
   a. Develop new vocabulary through stories.
   b. Identify environmental print.
   c. Write stories, re-enact stories, and complete story outlines.

Introduction of Reading (Grades K-2)

5. With prompting and support, make connections among words, illustrations, and the story.

6. No developmentally inappropriate standard.

7. No developmentally inappropriate standard.

8. No developmentally inappropriate standard.

Reading Standards for Informational Text

9. builder: present in a variety of shared reading experiences (a. small group, whole group), with a peer in shared applications, and independently with adult support and prompting.

10. Spot may engage in a variety of shared reading experiences (a. small group, whole group), with a peer in shared applications, and independently with adult support and prompting.

11. Spot may engage in a variety of shared reading experiences (a. small group, whole group), with a peer in shared applications, and independently with adult support and prompting.

12. Spot may engage in a variety of shared reading experiences (a. small group, whole group), with a peer in shared applications, and independently with adult support and prompting.
I hope the Easter Bunny comes with lots of Easter eggs.