Pre-K to Kindergarten

Successful Transitions

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child
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.
• 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.
Transition Activities

- 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.
Creating a Transition Folder

- 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**

**Personal Information**
- Caregiver  
- Relationship to child
- Address
- Phone
- Email
- Preferred method of contact
- Preferred contact time
- Language(s) spoken by caregiver

**Characteristics**
- Play Style
- Learning Style
- Completes Activities/Tasks
- Temperament
- Personality
- Moves/Works

**Favorites**
- Activity/Learning Material

**Approaches to Learning**
- Plays with friends
- Follows directions
- Listens
- Participates in whole group activities
- Completes independent activities
- Independently completes transitions
- Independently completes routines

**Skills and Proficiencies**
- Areas of Growth and What He/She Does Not Like to Do

*Ensure school policies for communicating with caregivers are always followed.*
• 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 went into the shoe store. Ter (There) were some green shoes (shoes). When I put them on they were super fast sap (????) shoes. When I got home I was desire (dizzy).
Work Samples Examples:

Art
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/skill checklist
- Work Sample:
  - Free Art
  - Guided Art
  - Writing Sample
  - Learning center products (e.g., block construction)

Other:

Other:

Other:
Example Transition Folder:
Child Information & KRA

Child Information Sheet

Reference the Developmental Checklist for Young-Aged Children

Activity/learning Material

Favorites

Skills Early Within Each Sub-Domain

K-Readiness Diagnostic Report

Sample
### Example Transition Folder: ASQ & 4-Year-Old Checklist

**ASQ3 Ages & Stages Questionnaires**

**Folder:** ASQ & 4-Year-Old Checklist

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**Program Information**

- Name: [Name]
- Program: [Program]
- Program Number: [Number]

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**Reading Standards for Literature**

<table>
<thead>
<tr>
<th>Reading Standards for Literature</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write spontaneous stories with different settings and characters.</td>
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<td>2. Write stories with the help of oral directions and visual aids.</td>
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<tr>
<td>3. Write stories with the help of written directions and visual aids.</td>
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**Reading Standards for Informational Text**

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**Comprehensive and Observational Checklist for Early Childhood Education**

**Child's Name:** [Child's Name]

**Teacher's Name:** [Teacher's Name]

**School Year:** [School Year]

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**Explain Transition Folder: ASQ & 4-Year-Old Checklist**
Example Transition Folder: Work Samples

I hope the Easter Bunny comes with lots of Easter eggs.