**TRANSITION TIPS AND TRICKS**

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START EVERY DAY WITH A SONG!

You learn on your feet and not on your seat! Start each morning with 10-15 minutes of exercise to get blood going to the brain, release wiggles, and help children focus.

Feeling Fine

I'm in right, (Hold up both index fingers and point to chest.)

Out right, (Point out with index fingers.)

Up right, (Reach up high.)

Down right, (Stoop down low.)

And I'm feeling fine. (Turn around in a circle.)

I eat the food that’s good (Pretend to feed self.)

And exercise like I should. (Run in place.)

That’s why I’m in right,

Out right,

Up right,

Down right,

And I’m feeling fine.

Rise and Shine (Stand and clap as you sing.)

Rise and shine and welcome to (school or grade level.)

Rise and shine and welcome to (school or grade level.)

Rise and shine and welcome to (school or grade level.)

We’re so glad you’re here!

\*Sing louder, softer, and end with “whisper version.

Twinkle Friends

You’re sure to have a great day when you do this activity to the tune of “Twinkle Little Star.”

Twinkle, twinkle, little star. (Children face partner and touch

What a special friend you are. fingers gently in the air.)

From your head to your toes, (Point to head and then toes.)

We are special friends you know. (Hold hands and circle around.)

Twinkle, twinkle, little star, (Gently touch fingers to partner.)

What a special friend you are. (Hug friend.)

Now go find another friend (Children walk around the room

And we’ll twinkle once again. and find another friend.)

Shake a Hand

The only way to the head is through the heart, and you can connect to children’s hearts with these handshakes:

Thumb Kiss Butterfly Ghost Builder

Hand Hug Lumberjack Turkey Fisherman

Biker Farmer Potato Spiderman

Squirrel Hamburger Cool Dude Bow WOW

4 H (High five, Hug, Handshake, Hollywood kiss)

Brain Hug

(Use this cross-lateral activity to connect both sides of the brain.)

Thumbs up. (Extend arms and stick up thumbs.)

Thumbs down. (Thumbs down.)

Cross your arms. (Cross right fist over left.)

Clasp your fingers. (Clasp fingers.)

Give yourself a brain hug. (Bring clasped fingers down and up

 as you hug your chest.)

Pledge in Sign Language

# Rules Rap

Chorus:

The rules, the rules, the rules of the classroom. (Snap fingers.)

The rules, the rules, the rules of the classroom.

Follow, follow, follow directions, (Point index fingers.)

Follow, follow, follow directions. Chorus

Feet and hands, feet and hands, (Point to feet and hands.)

Feet and hands to yourself. Chorus

Small voices inside, tall voices on the playground. (Quiet and loud voice.)

Small voices inside, tall voices on the playground. Chorus

Work together, don’t fight, or you’ll get in trouble. (Clasp hands.)

Work together, don’t fight, or you’ll get in trouble. Chorus YEAH!

Tell Me Something Good with the “I” Phone

You will need a cylinder block, an index card, and tape to make your “I”phone. First, make a capitol “I” on the index card and tape it to the block. Pass the “I”phone around the class as each child holds it and says a sentence beginning with “I…” They can say what they are happy about or what they are looking forward to doing that day. Only the person with the “I”phone may talk!

\*Pass around the phone at the end of the day for children to say something new they learned or something that made them feel proud.

You’re the Best!

(Children can do this together to start your day. You could change the words to “I’m the best!” or “We’re the best!”)

Thumbs up. (Stick out right thumb.)

Across the chest. (Bring across to the left shoulder.)

Pat on the back. (Pat self on the back.)

Cause you’re the best! (Wrap arms around self and hug.)

Morning Mantra

Teacher says: Boys and girls, what is my job today?

Children respond: Your job is to teach us and to love us.

Teacher says: Boys and girls, what is your job today?

Children respond: Our job is to learn and to love each other.

What Are You?

(Adapted from “The Help.”)

Teacher asks: What are you?

Children respond: I am kind. (Touch the heart.)

 I am smart. (Touch the head.)

 I am important. (Give self a hug.)

Important Person

(Choose one child each day to be the “special” friend and sing this song to the tune of “Did You Ever See a Lassie.”)

Child’s name is important, important, important.

Child’s name is important to you and to me.

At work and at play,

She/he does her/his best each day.

Child’s name is important to you and to me.

Class stands in a circle and each child makes a positive comment to the special person. The special persons must look each friend in the eye and respond, “Thank you!”

Class Rock

(Stomp, stomp, clap, stomp, stomp, clap)

We think child’s name is super. Super!

We think child’s name is super. Super!

Hand Hug

Stand in a circle holding hands. The teacher squeezes the child’s hand on her right. That child squeezes the friend on their right and then sits down. Continue passing the “hug” around the circle until everyone is sitting down.

**ATTENTION GRABBERS**

Tootsie Roll

Tootsie roll, (Roll hands around each other.)

Lollipop. (Pretend to lick a lollipop.)

We’ve been talking, (Open and shut fingers.)

Now let’s stop! (Make sign language sign for “stop.”)

Hocus Pocus

*Teacher says:*

“Hocus Pocus!” (Stick out index finger and circle around like a wand.)

*Children respond:*

“Everybody focus!” (Make circles around eyes like spectacles.)

Hands on Top

Teacher says: Hands on top. (Place hands on head.)

Students respond: Everybody stop! (Freeze and focus.)

Give Me a Clap

(Tune: “Addams Family”)

Give me a clap. (Clap twice.) Give me a clap. (Clap twice.)

Give me a clap, give me a clap,

Give me a clap. (Clap twice.)

Give me a snap. (Snap twice.) Give me a snap. (Snap twice.)

Now fold your hands and put them down

Into your lap. (Model putting your hands in your lap.)

Head, Shoulders, Knees, and Lap

Head, shoulders, knees, and lap, (Point to appropriate body part.)

Knees and lap.

Head, shoulders, knees, and lap, (Point to appropriate body part.)

Knees and lap.

Legs are criss-cross applesauce (Cross legs and fold hands.)

And our hands are in our lap, lap, lap

\*Cut the label from a can of applesauce and glue it to a stick. Hold it up when you want your students to sit criss-cross applesauce.

How Does My Teacher Feel about Me?

Teacher says: How does my teacher feel about me?”

Children respond: I’m as special as special can be (Sparkle fingers.)

 because my teacher believes in me! (Hug self.)

Everybody Have a Seat (Tune: “Shortnin’ Bread”)

Everybody have a seat, have a seat, have a seat.

Everybody have a seat on the floor.

Not on the ceiling, not on the door.

Everybody have a seat on the floor.

Make Rain

*Hold up palm as you say, “Let’s make rain. Do what I do.”*

Tap pointer finger on palm for several seconds.

Tap pointer finger and middle finger.

Tap pointer, middle, and ring finger.

Tap pointer, middle, ring, and pinky on palm.

Clap hands together loudly, then reverse movements.

Tap pointer, middle, ring, and pinky on palm.

Tap pointer, middle, and ring finger.

Tap pointer and middle finger.

Tap pointer finger on palm.

Slowly bring palms together and put in your lap.

Call Backs

Teacher says: Marco

Children respond: Polo

Teacher says: Macaroni

Children respond: And cheese

And so forth….

Magic Clap

The teacher begins a clapping pattern which the students try to repeat.

Happy Chappy

You will need some lip balm with a fragrance. Gently rub children’s right hand with a “happy chappy” when they are following directions.

Flashlight Spotlight

Take a flashlight and shine it on a child who is modeling the behavior you are looking for. “Spotlight on (child’s name). He’s got his math book and he’s ready to learn.”

If You Don’t Know What to Do (Tune: “If You’re Happy and You Know It”)

If you don’t know what to do look at (child doing the correct thing).

If you don’t know what to do look at ---

She will show you what you ought to do.

**Tunes and Tips**

I Think I Can (Tune: “If You’re Happy and You Know It”)

I think I can are words I like to say.

I think I can are words I like to say.

In time I’ll get it right if I try with all my might.

I think I can are words I like to say.

\*Cover a can with paper and glue on googly eyes. Pass the “eye can” to children to remind them that we are AmeriCANS and we always say I CAN!

Line Up Song

(Tune: “Hi Ho, Hi Ho”)

Hi ho, hi ho, it’s off to (lunch, play, home, etc.) we go.

With our heads held high and arms by our sides

And our belly buttons all in a row.

Hips and Lips

Children place one hand on their hip and one finger on their lips.

\*Butterfly wings – Children put hands behind their back and flap elbows.

\*Bubbles and duck tails – Puff cheeks and make a tail with hands.

\*Bears and cave – One hand is the bear and insert it in the other hand behind your back.

You Get What You Get (Tune: “Farmer in the Dell”)

(When children complain about not getting the color or item they wanted you can smile and sing this song.)

You get what you get.

You get what you get.

Just like in the gum machine,

You get what you get.

Waiting Chair

To eliminate children from interrupting you during a small group lesson place a chair next to your table and label it the “waiting chair.” Tell the children to ask two friends and if they still need help they can sit in the chair and wait until you can get to them.

Tell The Mirror

Place a small mirror on a classroom wall. When children start to tattle have them “tell the boy or girl in mirror.”

**OH, WELL!**

**Tricks to Keep up Your Sleeve**

Brain Toys

Fill a shoebox or basket with stress balls or knotted socks. Suggest children

visit the “fidget box” when they can’t keep their hands to themselves.

Fiddlesticks

Wrap a 20” piece of string around a jumbo craft sticks. Children keep these in their desk and get them out when their hands need to fiddle.

Red Light-Green Light

Cut 3” circles out of red and green paper and glue them together. When children are doing independent work they place the green circle on their table. If they need help they turn it over to the red side so the teacher will know to stop and help them.

You Knock My Socks Off!

You will need an old pair of socks, a stick, and a piece of string 18” long for this project. Tie a sock to each end of the string. Tie the middle of the string to the stick. When children do something outstanding, take the stick and wave it in the air as you say, “You knock my socks off!”

Mr. Good for You!

A cloth glove, markers, fiberfill, and pipe cleaner are all you need to make a “good for you hand.” First, draw a happy face on one side of the glove with the markers. Fill the glove tightly with fiberfill or another stuffing. Gather the bottom of the glove and secure with a pipe cleaner. Children get “Mr. Good for You” and pat themselves on the back when they accomplish a new task.

Magic Lotion

Take an empty pump dispenser of hand lotion and remove the label. Make a new label for the lotion that says, “Mr./Mrs. (your name)’s Magic Lotion” and tape it to the bottle. When children are upset, frustrated, get a boo boo, or have hurt feelings, give them a “squirt” of magic lotion.

Lucky Sticks!

Cover a can or plastic cup with paper and write “Lucky Sticks” on it. Next, let each child decorate a jumbo craft stick with their name. When you have a special job choose a stick and then put it in an envelope in your desk. When everyone has had a turn put the sticks in the can and start over again.

Peace Flower

Turn a fake flower into a peaceful way children can learn to solve their own problems. Both children hold the flower and when they work out their problem and have “peace” they can hug and go back and play.

**“Signs” for Guiding Children**

**\*aslpro.com**

Pay Attention palms pointing towards face

Stand Up 2 fingers standing on palm and then point up

Sit Down 2 fingers sitting and then point down

Wait hands to side and wiggle fingers

Stop chop hand on palm

Talking index fingers pointing out from mouth

Now thumbs and pinkies out and pull hands down

Restroom make “t” and wiggle

Water make “w” with fingers and place near your mouth

Yes wiggle fist up and down

No index and middle finger down to thumb

Me too! pinky and thumb out and point to chest

More fingertips touching

Understand wiggle index finger near brain

Don’t Understand - shake head “no” as you wiggle index finger

Wonderful palms open down and then up

Please palm open on chest and circle around

Thank you fingers on chin and then down to palm

I love you! tall finger and ring finger down

Help fist on palm and then lift

Finished brush hands away from chest

**Review and Recall**

Before children go home it’s important to review and recall what they learned.

Brain Tickets – Purchase raffle tickets at a dollar store or office supply store. Before children leave each day they have to tell you something they learned to earn a brain ticket. Encourage parents to ask their children what they did to earn their brain ticket each day.

Recall Chant – Go around the room as you say this chant to each child:

Hey, Hey, what do you say?

 What did you learn in school Today?

 (Children say what they learned.)

Partner Share - Tell a friend what you learned.

Bean Bag Toss – Review what you learned as you catch the beanbag.

Reflections and Goals – Children close their eyes and reflect on what they did well and what the learned. Children open their eyes and share goals they have for the following day.

Journals/Diaries – Write about what you did at school. Teachers can write a response or children can take home for their parents to write a response.

Language Experience – Class dictates the day’s events just before they go home. (This is a good way to model writing.)

Microphone – Pass around a play microphone or telephone for children to state what they’ve learned.

\*Children can pretend they are a news reporter.

Good for You – Children pat themselves on the back as they tell what they learned or what they did that made them feel proud.

Kiss Your Brain – Write “Kiss Your Brain!” on a poster and tape it to your door. Before children leave for the day they must say something they learned and then kiss their brains.

Recall Formula - 1 + 1 + 1 + 4

Review at the end of 1 day, 1 week, 1 month, and 4 months.

**Good Bye!**

We Had a Good Day

(End the day with a smile with this song to the tune of “La Cucaracha.”)

We had a good day. We had a great day.

So pat yourself on the back. (Pat self on back.)

We had a good day. We had a great day.

So pat yourself on the back. (Pat self on back.

We thought a lot today. We learned in many ways.

So kiss your brains. (Pretend to kiss brain.)

We thought a lot today. We learned in many ways.

So kiss your brains. (Pretend to kiss brain.)

It’s time to say, “so long,” and end with a song.

Wave good-bye to your friends. (Wave and smile.)

It’s time to say, “so long,” and end with a song.

Wave good-bye to your friends. (Wave and smile.)

The More We Get Together

(Use sign language to sing this traditional song.”)

The more we get together, together, together.

The more we get together, the happier we’ll be.

For your friends are my friends,

and my friends are your friends.

The more we get together, the happier we’ll be.

The more we learn together…

The more we play together…

The more we sing together…

It Is Time to Say Good-Bye

(Tune: “She’ll Be Coming Round the Mountain”)

It is time to say “good-bye” to all my friends.

It is time to say “good-bye” to all my friends.

It is time to say “good-bye,”

give a smile and wink your eye.

It is time to say “good-bye” to all my friends.

Good-bye, friends. Yee haw!

Car Wash

Children form two lines facing each other. One child at a time walks through the “car wash” as their friends gently touch them and give me a compliment.

**Give Me a Cheer!**

***\*Download cheer cards or watch a video at drjean.org.***

**Firecracker Ketchup Bottle**

**Hamburger Hip, Hip, Hooray!**

**Looking Good! Kindergarten Cheer**

**Trucker Genie**

**Rattlesnake Smiley**

**Catch a Star Donkey**

**Cheese and Grater Three Cheers**

**Disco Cheer Stomp, Stomp, Clap**

**Ole’ Ole’ Ole’ High Five**

**WOW! COOL! “Micro” Wave**

**You Rock! Spiderman – Batman**

**That’s the Way I Like It Seal of Approval**

**Cowboy Cheer Round of Applause – Standing O**

**Parrot Cheer Harry Potter Cheer**

**Shine Your Halo Drum Roll - Beethoven**

**A-W-E-S-O-M-E Sparkles and a Rainbow**

**Elvis Thank You Clam Clap**

**Gold Star Class Kiss Your Brain! Kiss Your Heart!**

**Fantastic Pat Yourself on the Back**

**Roller Coaster Hey! Hey! Good Job!**

 **Brain Hug Bubblegum**

 **Raise the Roof “X” Cellent**

 **Eye Hug Love It!**

 **Pirate Da da - I’m loving it!**

 **How do you feel? Thumbs up!**

**The First Twelve Days of School**

Dr. Jean Feldman

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It’s often been said that, “People don’t care how much you know until they know how much you care!” That is particularly true with children and their parents! Here are some great ideas to help your children get to know you and for your children to build relationships with each other.

# Brochure – Make a brochure about yourself, your school, and fun

# activities you have planned for the year and mail it to the children before school begins (or just give it to them the first day). To make a brochure, fold a sheet of paper into thirds. On the front section write “Welcome to your name’s Classroom!” On the left section place a picture of yourself and write some personal information about your family, pets, experience, etc. On the inside write “We’ll have a great year together…learning to read, experimenting in science, learning math, working on the computer, cooking, taking field trips, singing, creating in art,” and so forth.

All About Me - Make a book about yourself to read to the children the first

day of school. Include a photograph of yourself as a child,

family photos, pictures of pets, favorite foods, hobbies, why

you enjoy teaching, etc. Let one child take the book home

each evening to share with their families. (What a simple way

to build a partnership with your parents!)

Hint! You might even ask each parent to make a similar book about his child to place in your classroom library.

Paper Doll Teacher – Here’s something fun to make for your door to

welcome the students. Lay on a large sheet of butcher paper and ask a friend to trace around your body. (You’ve

probably done this to your children before.) Color yourself

and cut yourself out. (Go ahead and take off a few inches

if you want to!) Tape this on the door, then make the

following labels and attach them to the different body parts.

“A head full of great ideas,” “a mouth to sing you songs and

read you stories,” “arms for hugging,” “hands to help your

learn new things,” “pockets to hold surprises,” “play

shoes for outdoor fun,” and “a heart full of love for you!”

Family Bottle – Collect clear, plastic bottles (from water or soda) and give

one to each child when they come to register or on the first

day of school. Ask them to fill the bottle with cut out

photographs of family members and other small trinkets and

mementos. Have children bring their bottles to school the first day and use them for “show and tell.” Store the

bottles in a basket and when children are a little sad or homesick, tell them to get their family bottle and it will make them feel better.

Business Cards – Use your computer to help children design personal

business cards. Include the child’s name, school, teacher’s

name, and a graphic of their choice. Print on cardstock, cut

apart, and have children distribute them to family members,

neighbors, and friends. They will be so impressed!

Daily Schedule – Write your daily schedule on a language experience

chart. (You can also write routines on sentence strips and use

with a pocket chart.) Take photographs of children during

the day to illustrate the different activities. Review the

schedule frequently during the first weeks of school to help

children learn the schedule and routine.

Hello Book – Here’s a simple version of a class book for younger children.

Take a photograph of each child or let children draw their

pictures. At the top of each page write “Hello child’s name!”

Make a cover for the book that says, “Hello teacher’s name

Friends!” Children will enjoy reading this book all year long.

Kiss Your Brain! You could make a similar book called “Kiss Your Brain.”

Take a photo of each child and then write “Kiss your brain

child’s name.” at the top of the page.

# What Do You See Book? - Use the “Brown Bear” chant to introduce

# different school helpers to the children. Take photographs of

# the principal, secretary, dietician, custodian, bus drivers,

# librarian, special teachers, etc. Start with a picture of your

# school with the saying, “School, school, what do you

# see? I see principal’s name looking at me.” On each page

# introduce another school helper. End with your photograph

# saying, “I see all my new friends ready to learn with me!”

 **Welcome Kit**

Here is a “Welcome Kit” that will win the hearts of children and parents! Place the

following items in a gift sack or zip bag along with the note.

(You may need to adapt some of these objects to the age of your students.)

 cotton ball Hershey’s kiss sticker

 rubber band penny tissue

 gold star band aid Life Saver

 gold thread eraser

“*Welcome to your new classroom. Each item in this bag*

 *has a special meaning for you!”*

*\*The cotton ball is to remind you that this room is full of kind words and warm feelings.*

*\*The chocolate kiss is to remind you that I care about you.*

*\*The sticker is to remind you that we will all need to stick together and help each other.*

*\*The rubber band is to remind you to hug someone.*

*\*The penny is to remind you that you are valuable and special.*

*\*The tissue is to remind you to help dry someone’s tears.*

*\*The star is to remind you to shine and always try your best.*

*\*The bandage is to remind you to heal hurt feelings in your friends and yourself.*

*\*The gold thread is to remind you that friendship ties our hearts together.*

*\*The eraser is to remind you that everyone makes mistakes, and that is okay.*

*\*The Life Saver is to remind you that you can always come to me if you need someone to help you.*

*With love, (Teacher’s Signature)*

 **TLC for Parents**

Put the note below in an envelope with a cotton ball and tea bag and send it home to the parents the first day of school.

*Dear Parents,*

*Thank you for entrusting your child to me. I promise to do my best every day to be your*

 *child’s companion in learning.*

*Sit down, relax, and have a cup of tea. Hold the cotton ball in your hand to remind*

*you of the gentle spirit of your child. I know we will have a wonderful year as we learn*

*and grow together!*

*Sincerely, (Teacher’s Name)*

 **Name Songs**

Cookies - Cut 3” circles (cookies) out of poster board. Write each child’s

name on the “cookie.” Place the cookies in an empty cookie box or bag. Chose one name at a time and use it in the chant below:

Who ate the cookie in the cookie jar?

Child’s name ate the cookie in the cookie jar.

Who me? (First child responds.)

Yes you. (Class chants.)

Couldn’t be? (First child.)

Then who? (Class chants.)

Second child’s name ate the cookie

 (Choose a second child’s name) in the cookie jar.

Give each child a cookie to eat for snack. Take a picture of them eating their cookie, and then make a book with their pictures and the above chant.

Looking through My Window - This activity will bring back fond memories

of Romper Room! First, take an old picture frame and spray paint it gold or silver. Glue on “jewels” or glitter. Hold it in front of your face as you sing this song to the tune of “Go In and Out My Window.”

I’m looking through my window.

I’m looking through my window.

I’m looking through my window,

And I see my friend (first child’s name).

First child takes the picture frame and looks through it as you sing the song. The first child names a second friend and passes the frame to him or her. The song continues until everyone has had a turn. (You can also cut a frame from cardboard and use it to sing the song.)

### Shakey, Shakey - Clap or snap to the beat as you chant:

Child’s name, child’s name, sick in bed.

Called the doctor and the doctor said.

Come on, child’s name, you’re not sick.

All you need is an exercise trick.

So stand up and shakey, shakey shakey. (Child stands

Get down and shakey, shakey, shakey, and makes

Turn around and shakey, shakey, shakey, silly motions.)

Sit down and shakey, shakey, shakey. (Child sits down.)

…Continue around the room chanting to each child.

I Am Special - Place a hand mirror in the bottom of a shoebox and put the lid on top. Explain to the children that the most wonderful thing in the whole world is in the box. “It’s so special there’s only one like it in the world!” Watch children’s smiles as they open the box and see their faces! End by singing this song to the tune of “Ferer Jacques.”

I am special.

I am special.

Take a look.

You will see.

You will see.

Someone very special.

Someone very special.

And it’s me! And it’s me!

Little Red Box - Cover a small box with red paper. Write children’s names on sentence strips and glue their picture by their name. Pull one name at a time out of the red box and sing to them.

I wish I had a little red box

To put my child’s name in.

I’d take him/her out and go kiss, kiss, kiss, (smack in the air)

And put him back again.

 …Continue singing each child’s name.

I Have a Friend - Make a train by standing in a line and placing your hands on the person’s shoulders in front of you. As you “chug” around the room sing this song using children’s names. The tune is “Little Liza Jane.”

 I have a friend that you all know and child’s name is his/her name.

 I have a friend that you all know and child’s name is his/her name.

 Get on board, child’s name.

Get on board, child’s name.

Get on board, child’s name.

There’s room for many a more.

 Echo Song - The teacher sings the first line and the children answer singing the second line. “Where Is Thumbkin?” is the tune.

 Who has two eyes? (Teacher asks)

 *I have two eyes.*  (Children respond)

 Who has one nose? (Teacher asks)

  *I have one nose.*  (Children respond)

 Who has two ears (Teacher asks)

 *I have two ears.* (Children respond)

Now we know. (Clap and sing together)

 *Now we know.*

Where, Oh, Where? Here’s a song to the tune of “Way Down Yonder in the Paw Paw Patch.”

 Where, oh, where is our friend, child’s name.

 Where, oh, where is our friend, child’s name. Where, oh, where is our friend, child’s name.

 There he/she is wearing color child has on today.

Important Person – Hold one child at a time in your lap as you sing this song to the tune of “Lassie and Laddie.”

 Child’s name is important, important, important.

 Child’s name is important to you and to me.

 At work and at play

 He/she does his/her best each day.

 Child’s name is important to you and to me.

We Like You – Invite children to brainstorm words that describe good friends. Write words on index cards and place them in a bag. Each child chooses a word. Sing the word to the tune of “We Wish You a Merry Christmas.”

 We like you because you’re wonderful.

 We like you because you’re wonderful.

 We like you because you’re wonderful.

 We really like you!

Hint! Pin or tape words to children so they could strive for that adjective.

Hickety Pickety Bumblebee – This chant is great for phonological awareness. Slap your thighs and clap hands to get a beat going.

 Hickety pickety bumblebee,

 Who can say their name for me?

 First child’s name.

 Clap it. (Clap out the syllables in the child’s name.)

 Whisper it. (Whisper the syllables.)

 No sound. (Mouth the syllables.)

 Hickety pickety bumblebee,

 Who can say their name for me?

 Second child’s name…etc.

I Like You! Use the catchy tune from “Shortnin’ Bread” to focus children’s attention:

 I like child’s name, there’s no doubt about it. (Point to self and then

 I like child’s name, there’s no doubt about it. a child.)

 I like child’s name, there’s no doubt about it.

 We are all good friends.

**Name Books**

Hello Book

A “Hello Book” is perfect for helping children recognize their names and create friendships. You will need a photograph of each child, construction paper, book rings, and markers. Glue each child’s photo on a page. (If you don’t have photographs of the children, just let them draw a picture of themselves.) Write “Hello child’s name.” at the top of the page. Punch holes in the pages and put together with book rings. Start your day by reading the book together and saying hello to each other.

\*You could also use the book when you want to ask questions to the class. Randomly turn to a page and let that child answer the question. This will allow “thinking time” and discourage children from shouting out the answer.

\*Use this book to dismiss children for learning centers, to line up, etc. Flip through the book and hold up different pictures. As the children see their photo, they may be dismissed.

\*“Sing and read” this book to the tune of “Good Night, Ladies.”

 *Hello, (child’s name).*

 *Hello, (child’s name).*

 *Hello, (child’s name).*

 *How are you today?*

Hint! You can make a similar book called “Kiss Your Brain!”

Or, how about, “Got Milk?” where you paint a white mustache on each child’s photo with white out!

Our Happy Day Book

This is a book that will help children feel comfortable as they learn the daily routine in your classroom. Even if children can’t read the words, the pictures will provide them with clues about what to do. Read the book each morning to prepare children and to capture their interest in activities you have planned. Have children refer to the book to “see what we should do next.” You could also send the book home with one child each evening to share with their families.

First, take pictures of the children engaged in your daily activities and routines. Glue pictures to construction paper and write captions similar to the ones suggested. (Adapt to the age level of your students and your curriculum.) Put the pages together and bind with a spiral binder or book rings.

 ***Welcome to Marshall School***

*Put away your backpack and get ready for a great day! We start our day with circle time and a song! We talk, do the calendar, and learn together.*

 *Next, we do literacy centers. We read, write, listen, and play!*

 *Time to go outside for P.E.*

 *We need to exercise our bodies as well as our brains.*

 *Next comes math! We count, add, subtract, measure,*

 *graph, and think!*

 *Time for lunch.*

 *I’m hungry! How about you?*

 *Story time is always special.*

 *Books are friends that we love to visit again and again.*

 *Then it’s time for learning centers.*

*Do you want to play in the blocks, housekeeping, art, science, math, computers, table*

 *toys, library, or sand table?*

 *Let’s recall and review our day.*

 *Don’t forget your backpacks!*

 *Good-bye, friends!*

 *See you tomorrow!*

Hint! If you have a schedule that changes each day, then try this idea. Take photos of the different events in your school day and glue them to index cards. Attach a piece of magnetic tape to the back. Each day arrange the cards on the magnetic board so students can “see” the routine.

The Name of My School

Do you get tired of children saying, “Teacher, teacher!” the first few days of school. This song will enable them to learn the name of their teacher, school, principal, as well as their community, city, state, and country.

Take photographs of yourself, the principal, the school, your community, and so forth. Glue pictures to construction paper and write a verse similar to those below on each page. Sing the words to the tune of “The Wheels on the Bus.”

*The name of my school is (school’s name), (school’s name), (school’s name).*

 *The name of my school is (school’s name).*

 *That’s the name of my school.*

 *The name of my teacher is (teacher’s name), (teacher’s name),*

*(teacher’s name)…*

*The name of my principal is…*

*The name of my librarian is…*