Transition times between scheduled activities can be difficult for some children. These times often involve a lot of activity that may cause unacceptable behaviours. To ensure smooth transitions, experienced Kindergarten teachers will often use various techniques to gain and maintain student attention. These may include turning off the lights, providing a five-minute warning, using finger plays, songs, and rhymes, or providing an audible signal such as a bell or chime. The following strategies may help to gain children’s attention before moving to the next activity:

- Using a short song (e.g. This is the way we clean the class…)
- Echo clapping (e.g. Teacher claps a short rhythm and children repeat.)
- Using body language (e.g. Hands on head.)
- Using a musical instrument (e.g., a bell, a chime, a tambourine)
- Turning the lights off and giving explicit directions before turning the lights back on
- Using a jingle (e.g., One, two three, eyes on me. One, two, eyes on you!)

The are suggestions to ease transition times and gain student attention:

Open them, shut them
(Children open and close hands.)

Give them a little clap
(Children clap hands.)

Open them, shut them
(Children open and close hands.)

Fold them in your lap.
(Children clasp hands in lap.)

Tidy up, Tidy up,
It’s time to tidy up
Right now!
Clap your hands. Clap your hands.
Clap them just like me.

Touch your shoulders. Touch your shoulders
Touch them just like me.

Tap your knees. Tap your knees.
Tap them just like me.

Shake your head,
Shake your head, Shake it just like me.

Clap your hands. Clap your hands
Then let them quiet be.

My hands upon my head I place,
(Place hands on head.)

On my shoulders, on my face;
(Place hands on shoulders and cheeks.)

On my hips I place them-so,
(Place hands on hips.)

Then bend down to touch my toes.
(Bend down and touch toes.)

Now I raise them up so high,
(Raise arms up.)

Make my fingers fairly fly,
(Wiggle fingers in the air.)

Now I clap them, one, two, three
(Clap hands one, two, three.)

And then I fold them silently.
(Fold hands in lap.)

1-2-3 eyes on me!
1-2 eyes on you!

Let your hands go clap, clap, clap.
(Clap hands.)

Let your hands go snap, snap, snap.
(Snap hands.)

Let your hands go very tall.
(Stretch arms and hands up high.)

Now make them all very small.
(Hide hands in lap.)

Clean up, clean up
Everybody everywhere.
Clean up, clean up,
Everybody do your share!
These are Grandma's spectacles
(Hands form circles around eyes.)
This is Grandma's hat.
(Hands on top of head.)
This is the way she folds her hands.
(Clasp hands.)
And puts them in her lap.
(Place hands in lap.)

I have ten little fingers.
And they all belong to me.
(Hold up hands and wiggle fingers.)
I can make them do things,
Would you like to see?
I can shut them up tight
(Clench fists tightly.)
Or open them all wide.
(Open hands as wide as possible.)
Put them all together,
(Interlock fingers.)
Or make them all hide;
(Put hands behind their back.)
I can make them jump high;
I can make them jump low.
(Raise and lower arms.)
I can fold them quietly,
And hold them all just so.
(Fold hands in lap.)

I keep my eyes straight ahead.
I keep my hands at my side.
I keep myself very quiet as I walk right down the hall.
No one will hear us,
We will be so quiet.
That's how we walk in line.
(Tune of Hokey Pokey)

Come and follow me in line,
Me in line, me in line.
Come and follow me in line,
Hush now we will go.
(Tune of Mary Had a Little Lamb)