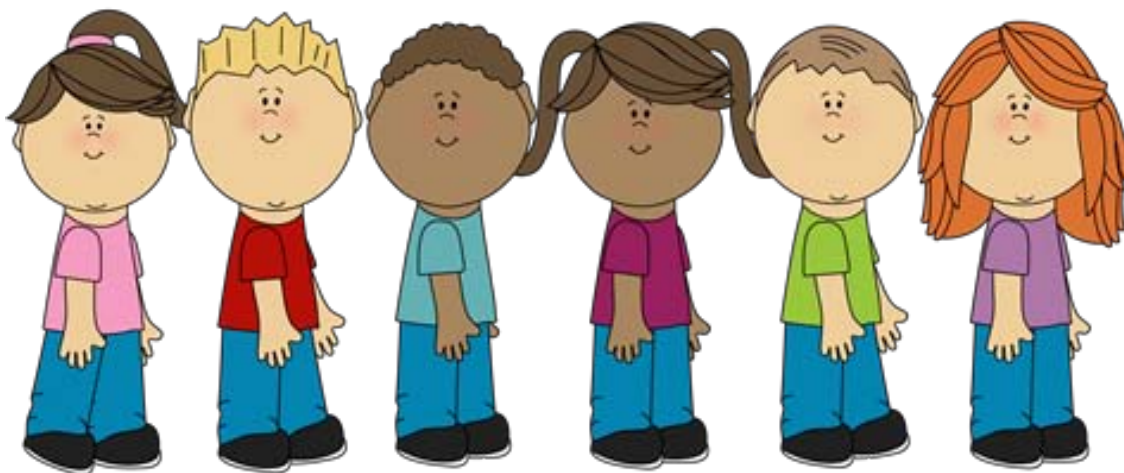




# 175 Tips!

Quick, easy and fun ways  
to get your students' attention,  
to help them clean up and  
transition quietly.





By Diane L. Henderson ©TeachWithMe.com

**How do you get your students attention so they can line up and then stay quiet while they're in line?**

This month on my mail ring I've heard all sorts of complaints about students transitioning, particularly their behavior or lack of it, in the hallway. They seem to be lost in the Twilight Zone doing everything from pushing and shoving to talking non-stop! What's a teacher to do? Here are some possible super-duper-shutter-uppers for those days when you're ready, as one teacher put it, to "rip-your- hair-out!"

**Setting the stage is crucial:**

When you want to get your students' attention to transition you must already have done a few things.

I explain the rules for transitions and we have practiced them from day one. My students know what is expected of them.

I have a designated signal to gently warn them 5 minutes before a transition, that their current activity will be ending soon. I ring a lovely sounding chime. If a bell being rung for Pavlov's dogs successfully worked for him, I figure a chime would work for me, and it really does.

Then, 5 minutes later, a timer rings signaling that activity is done. Children know that they are to clean up and that they will be transitioning to another activity. They also know that they have 5 minutes to do so. A second timer rings to let them know that their 5 minutes of clean up time is over. If things weren't cleaned up, they have a consequence. i.e., toys not put away they don't get to play with the next day. This teaches them responsibility. I use encouraging words as they clean up. *"I like how Kelli is helping."* *"Two minutes to go. Good job."*

The activity that they are in is posted as an icon on the board. That icon is then taken down and put in a basket. Visually seeing this lets children know what they were doing and that it is now over.

I also have a play clock on the board that I can move the hands to the time this activity will be over. I announce to the children that this activity will be over when our real clock looks like our play clock. It gets them used to telling time, and associating their activities to a time frame.

I play up-beat music while they are cleaning. It gets them going. We also sing a clean up song before I put the music on. I challenge them to finish cleaning up before the music stops, which is before the timer rings.

I make it a competition, and post their previous clean up time, challenging them to beat it. They are very competitive and desire to beat their last time.

Make clean up a game. Children can become vacuum cleaners or scrap monsters. See who can pick up the most toys, garbage whatever, and then they get to wear a king and queen clean up crown for that hour, or king and queen capes, pins whatever; anything that's motivational and not a hassle for you.

For variety, on some days make their movement part of the fun. Fly like a bird to put away toys, walk like an elephant to put away supplies, buzz like a bee to throw away garbage.

Many of us now have 20+ children in the class. One line is no longer feasible. So I suggest dividing your class into two groups and having two lines. Put those two lines on two different sides of the hallway so that they are on separate walls. Things will be quieter. You may also want to rethink bathroom time and not send children all at once. It is still a good idea to have an adult monitoring the hallway. I never leave a group of children unsupervised.

Make sure you are giving clear, concise, and do-able directions. Instead of telling children to "line-up", "clean-up," or "get ready for gym class," say exactly what you want them to do, i.e., "put your papers in your locker," "put the puzzles away."

Be sure you pay attention to your vocabulary as you tell students where to go and what to do. Do they know what the "reading center" is, or what "make a circle" means? Using appropriate vocabulary that your students understand will help reduce confusion during transition time.

Give your students behavioral expectations. *"We are going to go to computers. We'll need to walk quietly in the hallway, so let me know with thumbs up or a high five that you are ready to go."*

Use lining up as an opportunity to practice listening skills and basic report card standards. Be creative; think of new ways to line your students up so things don't get boring and you have a variety that keeps their attention. i.e., Line up if your name begins with K, if you're wearing purple, if you're birthday is this month. Children are listening, concepts are reinforced, and not everyone is rushing to the door. You can vary this by putting

various themed-concepts in a basket. Pass the basket around and have each child choose a card or piece. Then say: “All the number 1’s line up (numbers) or all the triangles line up (shapes) or all the red balls line up (colors) or all the vowels line up.” etc.

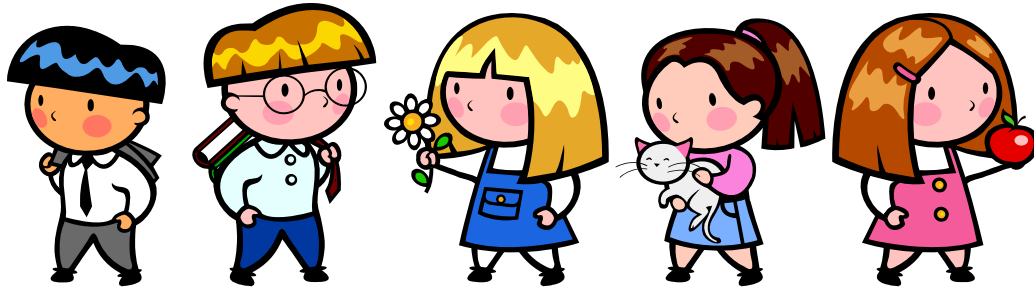
Don’t let a few spoil it for the rest of the group. Pull those students out that are being obnoxious and make them practice lining up and staying quiet while you send the rest on to special, lunch, recess etc. If you’re not lucky enough to have a room helper that day, snag an adult in the hallway or haul everyone back to the room and call the special teacher and see if they can come get your class, or grab an older student loitering in the hallway, or call the office for an aid etc. I find that the unruly munchkins settle right down when they’re singled out and are missing lunch/recess etc. It’s also easier working with a smaller group.

Don’t give in or lower your expectations. If you expect absolute quiet you WILL get it. Be consistent and follow through.

Don’t go faster than your students can keep up either. I notice that some teachers have noisy lines because they are walking at such a fast pace their little ones can’t keep up without running. This causes lots of commotion.

Daily routines and transitions are an important part of classrooms and your sanity. By implementing songs, chants, routines and transitions, you are providing students with constant reminders of your behavior expectations in a fun way! We all need a bottomless bag of tricks to add to our classroom management repertoires, so here’s a list of some tried and true methods to help you sing, cheer, chant and tip toe your way to a happier and better run classroom and line in the hallway!





1. **Transition Question:** Give students a direction of where you want them to go then say: "*Twinkle, Twinkle, Super Star can I see where you are?*" If a child is doing what they are supposed to be doing comment "\_\_\_\_\_ is a super star Thank you." This really quiets the other students down and tunes them in. They want to be noticed for being good!

2. Children are extremely imaginative. Sprinkle some magical **quiet dust** on them. "**Kelli is now ready to line up. She's been sprinkled. Please float and fly to the door and quietly take your place.**"

3. "**Give Me Five!**" Children hold up their hand with five fingers spread. 1. Eyes on you, 2. Ears listening., 3. Feet frozen, 4. Hands to themselves, 5. Mouths closed.

4. "**Freeze!**" Children freeze and listen for directions.

5 **Teacher turns off light.** Children stop what they are doing and wait for directions.

6. Teacher calls out: "**Quiet hands get noticed!**" Students then fold their hands quietly in their laps and wait for directions.

7. Teacher says: "**And a hush fell over the room**" Students whisper in unison: "**Hushhhhhhhh**"

8. Teacher calls out: "**Toothpicks!**" Everyone stands up straight with their hands clapped together over their heads and freezes so teacher can see that they aren't playing with anything and can then give directions.

9. **Use a rhyme:** "I am giving myself a great big hug. I am standing straight and tall, I am looking straight ahead of me. I am ready for the hall."

10. **Secret Students:** (This was shared on teachers.net.) My students love playing games in line. One of the games is "Secret Students". I tell them that I have chosen 3 secret students no one knows who they are so everyone is behaving in line, in the hall whatever. At the end of the activity, I pull those students out of the line and reward them with a sticker or piece of candy and tell them they were the Secret Student.

11. **Line up game:** (Also shared on teachers.net) "Can I Bring a Friend"? I call one student to line up. They say "Can I bring a friend?" I say "Yes bring the child ...wearing or sitting or whatever you think of at the time. Then the child has to find that student and say their name and then they go line up together.

12. **When a child interrupts you can say:** "Oh, so and so you are stealing my words that hurt my heart. Would you like it if I would do the same thing to you?"

13. Focus on the children who are giving you the behavior that you desire: **"I like how Kelli is lining up. Thank you Kelli."**

14. **Clap a pattern.** Children repeat the pattern 'til they get it correct.

15. Teacher: **Bump, Ba Da Bump - Bump**, Students: **Bump Bump**

16. Teacher says: **"Bup-Bup-Ba Bup-Bup!"** My students say: **"Eyes up!"**

17. Teacher says: **"Ten hut!"** My students say: **"Line up!"** and then get in line.

18. Teacher says: **Clap-Clap** and I clap my hands and my students echo and do the same. Teacher says: **Slap-Slap** and I slap my thighs and my students echo and do the same. Teacher says: **Snap-Snap** and I snap my fingers and my students echo and do the same. Teacher says: **Tap-Tap** and I tap my mouth and my students echo and do the same. Teacher says: **Shhhhhh!** With my finger at my lips and my students do the same.

19. Teacher **claps a pattern** and students will try to copy it. I'll do it twice more 'til they get it correct.

20. Teacher says **"Slap-Smack! Put your hands behind your back!"** Children will slap their thighs and smack their bottoms and hold their hands behind their back as we walk down the hallway. They repeat the phrase that I just said.

21. Teacher **flashes the lights on and off** and they'll need to freeze and be dead-quiet. We'll practice it 'til they are.

22. **"5-4-3-2-1 quiet in the hallway has now begun. Shhhh!"** We clap the 5 beats with a 2 slow and 3 fast pattern.

23. Since counting by 2's is one of our K standards I made it a "line up" phrase. **2-4-6-8 Please line up oh-so-great. Tip toe-Tip toe Tip toe...Please...Do it quietly, and with ease.** (Children say the first 3 lines with you rather loudly, then as they tip toe they say the last 3 softly.)

24. **I'm a smartee! I won't be tardy! I'm ready to go! I'll line slow!**

25. This line up song is sung to the tune of *The Farmer In the Dell* My hands are at my side. I'm standing straight and tall. Eyes ahead, mouth is closed, I'm ready for the hall.

26. **"If you're happy and you know it face the door. If you're happy and you know it face the door. If you're happy and you know it then your face will surely show it, If you're happy and you know it face the door."** Call students up who are ready to go line up. Children in line clap and sing. Then whisper sing **"If you're happy and you know it say SHHHHH! We're out the door!"**

27. **Line. Line. Let me see a line  
Let me see a line so straight and fine**

28. Teacher says, **"Fasten your seatbelts!"** and children give themselves a hug.

29. Check to see who's doing what you want and sing to the tune of *Brother John*: **Kelli's listening, Kell's listening. Thank you Kelli, Thank you Kelli. Whoooo else is listening? Whooo else is listening? I see \_\_\_\_\_ I spy \_\_\_\_\_!** Then repeat as children start doing what you want them to do and have them line up.

30. **Wiggle your fingers, (wiggle fingers) Wiggle your toes, (wiggle toes) Wiggle your ears, (move earlobes back n' forth) Wiggle your nose, (wiggle nose w/ fingers) Now that we've had our fill, It's time to be... very still.**

31. Teacher: Claps **123** (Children repeat 3 claps) Teacher says: **I shall see, Who can be.** Everyone (whispers) **As quiet as me!** (Everyone holds index finger up to their lips and says: **Shhhhhh.!**

32. **Point to the window  
Point to the door  
Point to the ceiling  
Point to the floor  
Point to your elbow  
Point to your knee  
Who is quiet? You and me.**

33. **"Close your eyes. If you're quiet I will tap you on the shoulder and you may go line up. Hmmm who is sitting quietly? Who will I tap on the shoulder?"** There is something about children sitting with their eyes closed that quiets a child down. They also can't interact, touch and talk with other children when their eyes are closed.

34. Give some fun directions in a quiet voice. If you are listening to me freeze, put your hands up in the air, put your hands on your hips, touch your nose, line up when I call your name.

35. Announce that you are looking for quiet children and then sing: **“If your name is Kelli line up, If your name is Kelli line up, If your name is Kelli, If your name is Kelli, If your name is Kelli line up.”** Then fill in another quiet child’s name.

36. Mist them with “Quiet Water.” Fill a spray bottle (the kind that makes a really fine mist.) Squirt it above their heads and let it fall down on them. Put a drop of lemon or cinnamon oil in the water and it will have a yummy fragrance. Make sure your children don’t look up, or keep their eyes closed if they do, so it won’t sting their eyes. This is especially great if they have come in all hot and sweaty from recess.

37. If you want them to stop wiggling and stay standing instead of sitting and falling on the floor, stick them to the wall with “invisible magic glue”. Have them turn around and gently rub their back with the glue then put them against the wall. They will think this is fun. Challenge them to see who can stay stuck the most frozen and most quiet and give them a stuck to the wall sticker.

38. When my children have gone bananas I utter a shriek, freeze and cover my mouth. This gets their attention. Then I exclaim: **“Where have my good quiet students gone? Oh No! They’ve been taken over by aliens! Peel those aliens off your bodies. Toss the aliens out the window.”** (Children peel the aliens off their bodies and toss them out the window. You can notice a few still clinging on a couple of children and warn them not to toss them on a room mom etc. Then you can go line up, or stay nice and straight and quiet in line. )

39. Children get “ants in their pants when they have to WAIT!” So when I notice they have ants in their pants I tell them: **“Uh oh! You’ve got ants in your pants you better quietly dance those ants out of your pants!”** I have my students wiggle and jiggle and dance around. Little kids LOVE to dance.

40. When students have to wait, that’s when a lot of the rules go down the drain. When you think about it, there is a lot of time wasted waiting! You have to wait for the other class to get out of the “special class” (computers, library etc.) so you can go in, you have to wait ‘til everyone is dressed so you can go out for recess, wait your turn to use the bathroom, wait ‘til everyone has their lunch card etc. Why not take advantage and make these “teachable moments! Here are a few things I do to keep control and my sanity. I toss a bean bag or stuffed animal back and forth. Have each student who catches it share something like what was their favorite thing they learned thus far, a math fact or what they’re going to do when they get home.

41. A real challenge for them is to do two things at once like rub their tummies and pat their heads. This will not only keep them occupied, but give you some LOL moments and relieve your stress level. ☺

42. Have them write their names, draw shapes, numbers, and letters of the alphabet in the air with their “Yippie Skippie”. This is their index finger, appropriately named because you can then twirl it in the air and say “Yippie for me!”



43. Do some “Monkey-see-monkey-do” movements where they have to keep their eyes glued on you, for when you stop abruptly they must too. If they don’t, they are out and have to sit down.

44. Have them give a “cub rub” to the person next to them. A cub rub is where they write/draw a letter, number or shape on that person’s back with their index finger and that person has to guess what they wrote/drew. Then that person does it to them. They of course have to “erase” their work with the palm of their hand giving them a nice little cub rub. This is very soothing and relaxing. I send a note home to parents to do this with their child as a way to practice these report card standards.

45. Another thing I have my students do while waiting in the hallway is see who can balance on one foot the longest, and then we do the other foot. I also have them hop on one foot and see who can do that the longest. We count while they do these things. These are all report card standards.

46. Try doing Eensy Weensy Spider with no words, just movements; they have to watch and copy you, mouthing the words, but not saying them. We do it 3 times. The first time I do it really slow, the 2<sup>nd</sup> time really fast, and the last time normal. They LOVE this and they are soooooo QUIET! ☺

47. We also count by 10’s in a variety of voices: whisper, grouchy, high pitched-standing on our tip toes, in a very low voice squatting down, then really fast, and finally very slow. You could also count by 2’s and 5’s.

48. They also like to play “I Spy” and “Simon Says” great for reinforcing colors/shapes and other things you want them to recognize and Simon Says is super for them to get used to listening and following directions. When they are “out” they have to sit down.

49. I have a collection of magic wands. When I want children to transition to something I’ll announce that I’m looking for a child who is ready and then I’ll touch them with my magic wand and say: **“Thank you Kelli for being ready to line up.”** Then I’ll gently touch her with the magic wand. I usually choose a wand that lights up and makes a lovely musical noise. Everyone wants to feel special so they all quiet down.

50. The magic handkerchief: (I use a silk scarf that I have bought at a magic store because they stay in the air longer.) Toss a handkerchief high in the air. Ask the children who are listening to do something until the handkerchief has floated to the floor then they must stop and freeze. If they don’t they are out. You will have their attention and can give directions to do something.

51. If you don’t want everyone to go to the bathroom at once play *Who Stole the Cookie from the Cookie Jar*. As you choose a child to steal the cookie, they go to the bathroom. I always have an adult helper monitoring the hallway when I’m in the room with the other children. I read my spin off book **Who Stole the Letter from the Classroom**

**Cookie Jar.** The kids love it and each one feeds a letter to the old lady. Click on the link to check it out. <http://bit.ly/bPYy4n>

52. When you see your name flashed you may go line up. (Write children's names on flashcards or put their school pix on a Popsicle stick and hold it up. To make this more dramatic, insert their names in a long envelope that you put a slit in the side. Slowly slide their name card out one letter at a time and see if they can guess whose name it will be.

53. Have children hop like frogs, march, skip, hop on one foot etc. to go line up. This is a fun way to get in line and gets the wiggles out so they are more likely to stay quiet once in line.

54. Have children line up by color using the I Spy game. I spy someone wearing red they may go line up. I'm teaching my students Spanish so I will say Rojo.

55. Sing this song to the tune of *The Farmer in the Dell*. To \_\_\_\_\_ time we go. To \_\_\_\_\_ time we go. Hi ho the Derry oh, to \_\_\_\_\_ time we go.

56. **Worms wiggle. Bugs jiggle. Lions stalk, but I walk.** (Have the children do these movements then walk to line up.)

57. **“Walk-walk-walk, but don't talk-talk-talk. I like how Kelli zips her lips.”** (Children use their index and middle fingers to show 2 legs walking as they walk to the line and show Yaking with their fingers touching their thumb as they shake their head no and then they zip their lips by touching them with their index finger touching their thumb and pulling them across their mouth like a zipper. )

58. Play *Follow the Leader* and do what the leader does. (It has to be something quiet, but they can march, twirl, skip, hop etc.)

59. Our preschool has a pastel fabric rope the 3-year-olds hang on to. It has shaped loops; one for each child, and works like a charm. You could borrow one from your preschool and have your older students use it to shame them into better behavior. ***“I thought we needed this because we haven't been lining up properly. I'll be looking forward to when you show me that we don't need this and that we aren't a bunch of babies. Thank you for your cooperation.”***

60. Have them be an animal in line. Tell them to be quiet as a mouse. Tip toe as quietly as a cat on kitty feet.

61. I found this shared on a mail ring: This teacher tells her children to walk on marshmallow feet. ***Walking through the hallways, everyone quietly goes... Being respectful all the way... Walking on our Marshmallow Toes...***

62. When I'm studying hibernation I tell my children to be very quiet so they don't wake the sleeping bears. When I'm doing fairy tales they have to hush so they don't wake the dragons or giants. Our 1<sup>st</sup> unit is on dinosaurs and we are preschool paleontologists quietly searching for dinosaurs. Shhh! Do you spy any?

63. **Cheerleading Time!** Teacher: **Shout your school name.** Students: **Shout your mascot's name.** For example, We are the Kent City Eagles. I yell **Kent City**, My kids yell **Eagles!**

64. Sing to the tune of *Brother John*: "**Are you listening? Are you listening? Everyone! Everyone! If you are listening, if you are listening, look at me, look at me.**" Or "**Please line up. Please line up.**"

65. **Tootsie Roll.** (*Roll fists around each other*)

**Lollipop.**

**We were talking.** (Fingers of one hand go up and down touching thumb to make the Yak Yak motion)

**Now we stop!** (*Hold hand out, palm out, arm extended.*)

66. Teacher: **See you later.** Students: **Alligator** Teacher: **After while** Students: **Crocodile** Students: **Quietly** Teacher: **Make me** Students: **Smile!** (Children are quietly lining up while this is being said. Teacher is then smiling. Teacher signals this by clapping like an alligator with arms out.)

67. Have students give themselves hugs and kisses because they have done a wonderful job working/cleaning up whatever. (They are then keeping their hands to themselves and not talking.)

68 **Silent Transition:** Turn off the lights to get your students' attention. Put your index finger on your lips to show silence. Instead of announcing directions for the next activity, write them on the chalkboard and point to them with a laser pen or flashlight.

69. Every school seems to have some sort of universal "code" for silence. Ours is to raise your hand and show the time-out sign like they do in football. We quietly wait 'til the entire gymnasium is showing the time-out sign. It is appropriate to gently touch anyone who is talking and show them the time-out sign so they get on board. Before we adopted this from "*Capturing Kid's Hearts*" we had the Raise you hand in the air and show a V for victory over noise sign. Teachers use it when they have kids in line and when they are traveling in the hallway the line leaders put their hands above their heads and show it to remind kids to be quiet. We have a silent travels rule for our halls.

70. The standard favorite: "**Open Shut Them.**" Did you know the rest of the song? Perfect for keeping mouths shut! **Creep them, creep them, slowly creep them, right up to your chin, but do not let them in!** (Start creeping fingers at tummy, slowly

creeping, pull chin down, and open mouth. Just as it looks like you're going to put all of your fingers in your mouth, abruptly shut your mouth and quickly run your fingers back down your body to your tummy!) Then repeat the 1<sup>st</sup> **Open Shut Them** verse with clap and have them lay them in their lap, as they stand in line perfectly still.

71. Teacher covers her eyes and ears. **"OK can I look and listen yet? Are you lined up and quiet?"**

72. **Perfect Pencil:** (Shared on teachers.net.) Students need to walk straight and tall, hands at their sides like "Perfect Pencils". They also need to have their eyes forward; mouths closed and are quietly walking at a good pace staying in a straight line. The ones who are the best "Perfect Pencils" get to choose who they think is also a perfect pencil. A girl chooses a boy and a boy chooses a girl.

73. Teacher says: **"Count off!"** My students say: **"1-2"** Teacher repeats: **"Count off!"** they say: **"3-4"** Teacher repeats: **"Count off!"** they say: **"1-2-3-4 we're ready to go out the door!"** Everyone whispers: **"SHHHHH! 1-2-3-4 we're really ready to go out the door."**

74. Teacher: **All set?** Students: **You bet!**

Well that's it! You're ready for the hall! I hope this adds to your repertoire. As always, if you have some ideas that work for you, I'd love to hear them so I can add to the list. Wouldn't it be great if we could get to 100 and give teachers more fuel to put out their fires? Thanks in advance. ☺

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# Transition Check List: How Are You Doing?



- Make a list of all the transitions you have in your day.
- How many minutes are spent in each transition?
- Time them. Start at the end of one, 'til the new one begins.
- Which transitions are the most difficult for your students? Why? What makes them more challenging?
- How can you enlist the children's help? Can you train them better?
- Can you use anything from the tip list and implement that to make things run smoother?
- Ask another teacher or a parent to come in and observe transitions. See if they can discover any problems. Then brainstorm with them.
- Brainstorm with another teacher who is successful of what they do, and what you can do to make transitions easier, faster.
- Can you consolidate any of your activities so there are fewer transitions?
- Try to reduce the amount of time children have to wait in line. Can you get an aid to come in? Can you get some room helpers and volunteers to help with centers?
- Plan activities for children who are waiting for their turn.
- Do you have things planned for when children finish everything? Can they be a buddy to a slow child?
- Anticipate problems so that you can eliminate them.
- Have a variety of activities so that when children are bored with one transition activity, you can switch to another.
- Make sure you have a consistent daily routine.
- Have your daily schedule written and visually shown via a picture on the board.
- Alert children 5 minutes in advance of transitions.
- Set limits and enforce them consistently.
- Give clear, concise, simple directions stating them slowly using a vocabulary that they are familiar with.
- Label all of your centers and make sure children know how many are allowed in that center.
- Have an easy-to- follow and understand system of keeping track of who is where.

- Give auditory AND visual reminders of transitions.
- Assist children with special needs. Perhaps they need a buddy to help them.
- MODEL what you want children to do and SHOW them how it is done, and where you want them to go.
- PRACTICE and REPEAT directions from day one.
- Perhaps showing a slow learner where you want them to go with a flashlight on the floor may be just the thing.
- Use timers to help you stay on task and remind you that time is flying.
- Use music, songs, and chants to keep things moving and help with behavior.
- Provide fidget toys if children have to wait in line.
- Give only one direction at a time.



Here it is!  
More tips to fill your bag of tricks.  
A 101 more! Woo Hoo.

Of course now that I'm over 100 and only need 25 more to get to 200, look for up-date number 3 coming in the near future, so if you have a new one to share, I'd love to hear from you!

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As for this edition, thanks to all of the teachers in cyber space who took the time to e-mail me, post their favorites on other blogs, or comment in chat rooms to help someone else out.

Some of these are my own and many were gotten from visiting over 100 different links.

There was quite a bit of repetition out there, + revamping oldies but goodies, with no citations, so unless you are a famous author like Dr. Jean or I knew it was yours, I wasn't able to credit you.

If one of these was an original and you'd like credit, please drop me an e-mail and I'll be glad to post your name and link to your website.

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I hope by compiling these in this handy packet, that everyone can benefit and find a dozen or so "new" tried and true transitions, which will also work for you and add joy to your day, as things are bound to run a bit smoother!

Happy filling your bag of tricks!

*Diane*



**75. Take a Chill Pill**

- My Y5's used to love my magic chill pill that produced instant quiet.
- Train your students that when they hear you say firmly and then get a little louder with each word,

**Teacher:** "*Chill-Chill-Chill PILL!*"

- They will stop what they are doing, and watch you.
- As soon as you reach up in the air, they too will reach up in the air, grab their "chill pill" make a slurping sound as they put it in their mouth, and then with their other hand in a "fist-cup" shape, drink it down with "quiet juice" and make a gulp noise afterwards.
- Then it's back to business as usual.

**76. Opalescent Glitter:**

- Since I'm all about magic, I enjoyed sprinkling a very tiny pinch of magical "invisible dust" on a child's shoulder, which made them invisible for hallway travels.
- Children who are invisible after all, can neither be seen nor heard!
- They LOVED it!
- You'll get "sparkling" behavior with some glittering smiles too!

**77. Magic Wands:**

- Because I do magic, I have a large collection of magic wands that I use for a variety of attention grabbing activities.
- I think every teacher should have at least one.
- They make great pointers too. Students also want a chance to hold them, so they are awesome "incentive" tools as well.
- With a wave of your wand you can turn your students into whatever and have them transition to wherever.
- They love pretending and it gets them to settle down.
- Many wands light up, glow in the dark and make special sounds or even make music so that in itself can offer a transition signal.
- They are great for choosing children or putting them to sleep at naptime too.

**78. Teacher:** *Hey! Ho!* (clap clap)

**Students:** *Let's go!* (clap clap)

**Teacher:** *I can see...* (clap clap clap)

**Students:** *we're ready!* (clap clap clap)

**79. Teacher:** *Bup bup* (clap clap)

**Students:** *Thumbs up.* (clap clap) They put thumbs up.

**Teacher:** *You are smart!* (clap clap clap)

**Students:** *Let's depart!* (clap clap clap)



**80. Teacher:** *Hocus Pocus!* (Have a magic wand that you wave in the air, for added attention grabbing pizzazz.)

**Students:** *Everybody Focus!*

**81. Teacher:** *Na, na, na,na. Na, na, na, na...*

**Students:** *Hey hey hey let's try.* (Students settle down trying to get ready.)

**Teacher:** *Na, na, na,na. Na, na, na, na...*

**Students:** *Hey hey hey Good-bye!* (Students are organized and ready to go.)

Play this song for your students before you teach his echo to them, so that they can get into it.

**82. Teacher:** *Macaroni cheese!* (For added attention grabbing, you can have a ½ empty box of mac & cheese and shake it, before you say: **Macaroni cheese!**)

**Students:** *Everybody freeze!*

**83. Teacher:** *Are you ready to rock?*

**Students:** (students nod their heads yes, twirl their fists around each other saying): *and ready to roll!*

**84. Teacher:** *Goodness Gracious!*

**Students:** *We're on fire!* (like great balls of fire.) Play this song for your students before you teach this echo to them, so that they can get into it.

**85. The Mouth:** *When the hand goes up, Tut-Tut*

**Students:** *Our mouths get shut shut!* (Students chomp their teeth together twice after they say their part.

**86. Teacher:** *ABC*

**Students:** *It's easy as 123*

Play this Michael Jackson song for your students before you teach this echo so that they hear the melody and can get into it.

Snap your fingers to the tune of the Adams' Family.

Play this song for them before you teach this echo to students so they can get into it, and also catch on to the finger snapping.

**87. Ready-Set-Go!**

**Teacher:** *Who's ready?*

**Students:** *We are.*

**Teacher:** *Who's set?*

**Students:** *We are!*

**Teacher:** *Ready-Set...*

**Students:** *Let's go!*

**88. Teacher:** *Holy Moly*

**Students:** *Guacamole*

**89. Teacher:** Snap Are you ready to go? Snap Snap

Are you ready to go? Snap Snap

Get ready to go snap snap

Get ready to go snap snap

Get ready to go. Get ready to go. Get ready to go. Snap Snap

**Students:** Snap We're ready to go? Snap Snap

We're ready to go? Snap Snap

We're ready to go snap snap

We're ready to go snap snap

We're ready to go. We're t ready to go. We're ready to go. Snap Snap.

**90. Do the WAVE.** Just like at a sports event. When everyone has the hang of it and is quiet, it's time to go.

**91. Teacher:** *On your mark, get set...*

**Students:** *Let's go!*

**92. Teacher:** *Hands on top! (Students wiggle their hands in the air)*

**Students:** *That means STOP!*

**93. Staying in a straight line:**

If you can't see the middle of the person's head in front of you, you are out of line.

**94. Staying in a straight line:**

If the teacher catches you out of line, you have to go to the end of the line.

This has been really effective in keeping my 4<sup>th</sup> graders in a straight line. For some reason they HATE going to the end of the line.

**95. Clean Up Song by Jean Feldman**

Twinkle, twinkle little star,

Stop and clean up where you are.

Time to put the toys away,

We'll get them out another day.

Twinkle, twinkle little star,

Stop and clean up where you are.

**96. Flashlight Fun!**

- Turn off the lights to get students attention.
- When a child is cleaned up and quiet, shine a flashlight on them and have them follow the flashlight beam to where you want them to stand in line.
- Continue to shine the light on students 'til everyone is in line.
- It's amazing how quiet children get when it's dark.
- They also want a turn to "shine"!

**97. Quiet As A Mouse:**

Hold up a picture of a mouse that you have glued to a paint paddle, when you want students to be quiet as mice.

To 1<sup>st</sup> grab their attention you may want to have a squeaky toy that you *squeak* first.

**Students** can respond with “*Eek!*” when they hear the mouse squeak.

**98. Hands:**

Hands on my head I place,  
Now on my shoulders and then on my face.  
At my waist and by my side.  
And then behind me they will hide.  
Now I raise them way up high  
Watch my fingers fly, fly, fly!  
With a clap, clap, clap  
And a 1,2,3.  
Let's see how quiet we can be.

**99. Get To The Point!**

Quick!

*Point to the window*

*Point to the door*

*Point to the ceiling*

*Point to the floor*

*Point to your elbow*

*Point to your knee*

*Point to you*

*Now point to me.*

*Are you ready*

*Let me see!*

**100. Hi Ho!**

*Hi-ho*

*Hi-ho*

*It's off to \_\_\_\_\_ we go.*

*We're quiet now*

*We'll take it slow*

*Hi-Ho (Quieter)*

*Hi-Ho (Whispering.)*

**101. This is another version of Give me 5!**

**Teacher:** Claps 5 times, then holds up fist and then silently with other index finger on mouth lifts up thumb, then pointer, then middle finger, then ring finger, and finally pinkie as if counting.

As students see what (s)he is doing, they do the same thing.

When everyone is quiet they say: “Two ears listening, (fingers flap ears) + two eyes watching (open and close eyes quickly and smile) + 1 mouth Zzzzzzz-zipped!

(Pinch your thumb and index finger together and pretend to zip your mouth shut, while making a zipping noise.)

### **102. Another version of Give Me Five!**

- Hold up your hand and say, *"Give Me Five."*
- Students put their hands in the air and shout *"five!"*
- As they count down to one, they get progressively quieter until *"one"* is said in a whisper.
- The teacher can also say give me five in a variety of voices: old-lady/man voice, English accent, cranky, baby, very low sounding, high-pitched sounding etc. Model the various kinds of voices ahead of time when you're teaching the students.
- You could have a graphing extension to see which is their favorite. Ask for suggestions and add to your list.

**103. Clap a pattern:** The most popular is 1-2, 1-2-3. With the 1<sup>st</sup> 2 claps slow and the last 3 very fast.

### **104. Another Clapping idea:**

**Teacher:** *"Clap once if you can hear me."*

Students who are listening will quiet down and clap one time.

**Teacher:** *"Clap twice if you can hear me."*

More children respond with two claps. Finally...

**Teacher:** *"Clap three times if you can hear me."*

By this time you should have the attention of your entire class.

### **105. Staying in a Straight Line:**

**Teacher:** *Hold it a sec!*

**Students:** *Feet check!* (Everyone looks down at their feet to make sure their feet are in line with everyone else's so they are forming a nice straight line!)

### **106. If You're Listening To Me...**

**Teacher:** Talk in a nice calm, quiet and soothing voice and say: *"If you're listening to me... \_\_\_\_\_ says hop on one foot."* (Fill in your name like Simon Says.)

As soon as students see others doing some quiet, but out of the ordinary things, you will have the groups' attention and can end with: *"If you're listening to me, put your materials away and quietly line up at the door."* You can switch the phrase to: *"If you can hear my voice..."* too.

### **107. Clap & Snap:** Start out slow and then speed up the patterns.

**Teacher:** Clap, clap, snap, clap!

**Students:** Clap, clap, snap, clap!

Add another clap-snap pattern as you get students' attention, making it more complicated or faster. Challenging them with a dare: *"I bet you can't do this one."* Really grabs their attention and helps them listen.

### **108. Make Footprint Cut Outs:**

- Trace your own shoe, and you can say things like, *"Follow in my footsteps."* Etc.
- You can make the prints different colors and have students line up according to color.
- For example, *"All the quiet students wearing red, line up on a red pair of feet."* If you don't have enough, call on the 1<sup>st</sup> "red" person and then the rest line up after them.
- You can label the first feet in your door "In" and a pair "Out"; another pair by the stairs "Up" and "Down"; in the hallway on either side "Left" and "Right" etc.
- This will not only help students know where to line up, but teach word recognition as well.

### **109. Ready To Go**

*My hands are at my sides, I'm standing straight and tall. My eyes are looking straight ahead; I'm ready for the hall.*

### **110. The Wizard Of Oz**

**Teacher:** *Jo He Ho Oh Oh*

**Students:** *Jo He Ho Oh Oh*

**Teacher:** *Jo He Ho...*

**Students:** *We're ready to go!*

As with the other musical chants, play the songs, so the students catch on to the melodies and can get into it more.

### **111. Story Time:**

*If you're ready for a story find a seat;*

*If you're ready for a story find a seat;*

*If you're ready for a story check your hands and your feet;*

*If you're ready for a story find a seat.*

### **112. Clean up:**

- Children LOVE pretending to be things.
- Why not have them be vacuum cleaners and watch them zip and zoom around the room getting it spotless in no time.
- You can also have them pretend to be anteaters, elephants, or choose a child to pick what they are as they pretend to "eat" or "suck up" and toss or put away "stuff".

### **113. Hips & Lips:**

- Our school created the idea of "Hips and Lips" for walking in the hall.
- The students walk in the hall with one finger placed on their lips and the other hand on their hips.
- This is the jingle to go with it: *Hips and lips is what we do, when we walk in the hall. Hips and lips is what we do, we don't talk at all.*

#### **114. Wiggle Your...**

Wiggle your fingers  
Wiggle your toes  
Wiggle your ears  
Wiggle your nose  
Now that we have had our fill  
It is time to sit real still.

#### **115. Clean Up To The Beat, But Beat The Music:**

Children enjoy music, so have them clean up to a snappy little tune, the only catch is that when the song is done, they should be too!

#### **116. Mouse In The House**

*Mousie Mousie 1-2-3*

*Who can be as quiet as me?*

Pause for a long moment. Point to children who are quiet. Smile at them; nod your head and say:

*"I see!"*

Soon all the children will be quiet as mice so you will notice them, smile at them and point to them.

#### **117. Transition Time**

To the tune of ***Row, Row, Row Your Boat***

*Hush, Shhhh, quiet please*

*Let's all gather near.*

*Find a friend and( sit right down) or (line up now)*

\_\_\_\_\_ *time is here.* (Fill in the place your going, or what you are doing next. )

#### **118. Clean Up:**

- There's nothing like spying a 3-year-old and acknowledging their great behavior to get the rest following suit. This song will help.

*Who is going to pick up toys, pick up toys, pick up toys*

*Who is going to pick up toys.*

*I like how Kelli is a helper.*

- Repeat adding children's names and perhaps passing out Smarties or blowing kisses, or giving a pat on the back etc. as they copy desired behavior.

#### **119. Blow Bubbles:**

Talk about a quiet way to announce that you're ready to transition. Float in and out of your students, blowing bubbles. Remind them ahead of time, that you will continue blowing them, as long as they start getting ready to transition, and not stop to fool around and chase bubbles, the minute they start getting goofy, you will stop and put the bubbles away.

**120. They...But I....** Project REEL: Sandefur, Gamble, Warren & Hicks

*Worms wiggle*

*Bugs jiggle*

*Bunnies hop*

*Horses clop*

*Puppies bounce*

*Kittens pounce*

*Lions stalk*

*But..*

*I walk and don't talk!*

**121. Give A 5-Minute Warning:**

Students love having a job.

Being the timekeeper can be a coveted one!

Watch the clock and when there is five-minutes left before you need to transition, choose a child to quietly weave in and out of the children holding up a digital clock that has 5:00 minutes on it, and saying: 5-minute warning.

**122. Shake The Ants Outta Your Pants**

To the tune of *Gonna Wash That Gray Right Outta My Hair*.

**Teacher & Students:**

*We're gonna shake those ants right outta our pants.*

*We're gonna shake those ants right outta our pants.*

*We're gonna shake those ants right outta our pants.*

*So let's dance.*

Teacher and students dance and prance around the room.

Play this tune for the children as well, so they can hear the melody and get into it.

**123. If You Have On \_\_\_\_\_ Get In Line**

"If you have on red then you heard what I said" (You heard me say line up.)

"If you have on blue then you know what to do." (You know to go get in line.)

"If you have on white then you know what's right. (It's right to: go to the back of the line, not push or shove, stay quiet etc.)

"If you have on black don't hold back.. (Get in line ASAP.)

"If you have on gray then it's going to be a wonderful day! (So get in line.)

"If you have on brown then get on down. (...and get in line.)

"If you have on green then you know what I mean. ( I mean for you to get in line.)

"If you have on yellow then you're a nice gal or fellow.

"If you have on pink then you know what I think. (I think you should get in line.)

"If you have on purple then you like to drink a Slurple. (A pretend Slushie. This is not pretend; Go line up!)

#### **124. Time To Clean The Schoolhouse!**

**Teacher:**

- *I need vacuum cleaners. Who wants to be a vacuum cleaner?* Choose some kids. You go suck up garbage and throw it away.
- *I need some maids. Who wants to be a maid?* Choose some kids. You pick up the girl toys and put them away.
- *I need some butlers. Who wants to be a butler?* Choose some kids. You pick up the boy toys and put them away.
- *I need some gardeners. Who wants to be the gardener?* Our books have grown into a mess and need to be shelved. Go put them away.
- They not only clean up, but also use their imagination.
- Collect a few dress up clothes to hand out to the 1<sup>st</sup> children who responded to your clean up signal.
- If you have other items, which fit into other categories, like "*I need some chefs.*" *Who wants to be a chef? You go put the kitchen stuff away.*" add them to your list of cleanup crew

#### **125. Do You Know What Time It Is?**

To the tune of *Oh Do You Know The Muffin Man*

Oh do you know what time it is

What time it is

What time it

Oh do you know what time it is

It's time to \_\_\_\_\_

#### **126. Traffic Light.**

- Make a changeable traffic light.
- The playtime traffic light is green.
- You can have an index card above it that says: Playtime.
- Teacher chooses a helper to change it to yellow, as a warning that in 5-minutes when the timer rings, the traffic light attendant will change it to red.
- Play will immediately, come to a stop and then the traffic light will again turn to green for "Go clean up!"
- The index card now reads: Cleanup time.
- Any students who have not stopped playing, are issued "traffic tickets."
- These traffic tickets work like points taken away on your real drivers license.
- So many traffic tickets = free playtime taken away. Or next free play time that child loses 5 minutes etc.



### 127. Chime In!

Invest in a lovely melodious sounding wind chime and touch it to signal a transition.  
You could also collect seasonal ones and change them for the various holidays.

### 128. Who's Up?

- When you take your 1<sup>st</sup> day of school pictures, or when you get your students' school pictures, make an extra copy, laminate and cut them out, for this purpose.
- Gather students in a circle.
- Put the pictures in front of you face down.
- Call on quiet children to flip over a photo.
- Whoever they flip over, quietly goes and lines up.

#### Chant:

*Who is lining up?*

*Who is lining up?*

(Flip pix.) \_\_\_\_\_ is.

*Charlie is.*

*Who is next?*

*Who is next?*

(Flip pix). *Jason is.*

*Jason is.*

REPEAT.

### 129. Three Little Muffins

*Three little muffins in the bakery shop, you know the kind with the honey and the nuts on top,*

*Along comes a child with a penny to pay,*

*He bought one muffin and ran away...*

*Two little muffins one little muffin no little muffins in the bakery shop, you know the kind with the honey and nuts on top,*

*Along comes a child with a penny to pay and says what no muffins today?*

- Point to a child as you sing the rhyme and they scamper off to get in line.

Children continue to help you sing the song, 'til all of the students are in line.

### 130. Left-Right

*Put your left (right) hand on the wall in the hall.*

*Put your left (right) hand on the wall in the hall.*

*When we walk down the hall, we put our left (right) hand on the wall.*

*Put your left (right) hand on the wall in the hall.*

This helps students stay in a straight line as well as learn which is their left and right hand.

### 131. The Floating Silk Scarf

- I have a variety of colorful and seasonal scarfs that I use during the months.
- I toss one high in the air and start to do an action like stomp my feet, snap my fingers, clap my hands etc.

- As soon as it hits the ground I stop, pick it up, toss it in the air again and repeat the motion.
- As soon as children notice, they “monkey-see-monkey-do”
- Pretty soon I have everyone’s attention and I give directions.

### **132. Count to 10:**

**Teacher** recites and students do what (s)he says, or students also recite when they have caught on.

*1-2 You know what to do.*

*3-4 Sit on the floor.*

*5-6 Your feet you fix.*

*7-8 Sit up straight.*

*9-10 Let's listen again.*

### **133. If Your Name Is**

Sung to the tune of ***If You’re Happy And You Know It***

*If your name is Kelli and you’re quiet, go line up; go line up.*

*If your name is Jacob and you’re quiet go line up’ go line up.*

- You can pause before inserting a name, so that children can also sing with you.
- Students love hearing their name, and will sit quietly as soon as they see that those are the students you are choosing.

### **134. Spray With Quiet Mist:**

Sung to the tune of ***If You’re Happy And You Know It***

- Add a bit more fun to the above by filling a fine mist bottle with water.
- Gently spray above children’s heads.
- On really hot days, I ask my students if they want their faces misted, and most say, YES!
- Now once again sing:

*If your name is Kelli and you’re quiet, go line up; go line up.*

*If your name is Jacob and you’re quiet go line up’ go line up.*

### **135. Play I Spy:**

Give clues as to who the “mystery child” is that you have spied and are describing, as soon as they figure out it is them, they go line up. For example:

*“I spy a child who is a boy. He is wearing a red T-shirt and black shoes.”*

### **136. Hold Your Students’ SPELLbound.**

Same tune as above, only spell your students’ names.

If you’re name is D-i-a-n-e go line up; go line up.

### **137. Seasonal Sounds.**

- During October I press a spooky doorbell that has a creepy laugh after it. My students get a kick out of that and know it’s time to transition.
- During December, I shake a strip of sleigh bells. When my students hear them, they know it’s time to transition.

- They enjoy these various holiday sounds.
- If it's clean up time, I will match the season to the CD music I play, while they clean up.

### **138. Have a Pick Up Parade:**

- Signal the start of clean up with a John Phillip Sousa March short introduction.
- As soon as everyone has come to attention and lined up, start the pick up parade.
- The first child who caught the signal is the leader of the parade and gets to hold the baton.
- By having this "special" position, you will trigger students' response in active listening, and children will quickly get ready to clean up and listen better.
- Start the music.
- Students stay on the "parade route" that the bandleader takes them on, picking up "stuff" and putting it away, when he holds up his hand to halt the parade for a moment. (Teacher stops the music.) When he begins marching again, all the performers need to be back in line and the teacher starts the music again.

### **139. Magic Glue:**

- To keep children in line and orderly when they are waiting in the hallway during bathroom and drink breaks, take a sand pail and sponge brush along.
- Using glitter glue, label the pail "Magic Glue" and embellish the top rim with a splash of glitter as well.
- As children complete their task and join the line, slosh the brush in the pail and rub the brush up and down each child's back a few times with the magic glue.
- Students can stick themselves anywhere they want on the wall, but they have to remain "stuck" there, until the line is ready to move, where upon you will wave your magic glue brush-wand and everyone will magically become unstuck and file quietly back to class.
- Students enjoy having their back stroked, it's soothing for the more crazy ones, and it keeps children safe and calm 'til you're ready to transition again.

### **140. The Transition Hat:**

- Do you have a Dr. Seuss hat or other goofy thing you can use through out the year for a great transition hat?
- Explain to your students that whenever they see you put it on, they need to start cleaning up and getting ready to transition.

Here's the rhyme:

**Teacher:**

*Have you noticed that...*

*I've put on my hat?*

*Scat!*

- If you want, **students** can answer back with a "Meow!"

**141. Dragnet:** Play this TV theme song so your students hear the melody and can get into it.

**Teacher:** *"Dun da-dun dun, dun da-dun dun..."*

**Students:** *"Done!"*

**142. Teacher:** *Tally Ho!*

**Students:** *Let's Go!*

**143. Timothy Tyler Turtle:**

Have a "talk thing". If you have the "thing" you get to talk; if you don't you have to listen. Toss the talk thing to someone with their hand raised and it's their turn to talk. This is a real help for students with ADHD who need something visual to help provide brakes. A tactile object is also fun for "mouth control" and tossing and catching an object is a good gross motor skill that is a Y5 report card standard. This also helps reinforce patience and self-control. My talk thing was a turtle named Timothy Tyler. It was your turn to talk if you had Timothy Tyler turtle; when you were done talking you tossed Timothy Tyler turtle to the next person who wanted to flap their tongue!

**144. Stop and Drop by Jean Feldman**

To the tune of *Frere Jacques*

Running, running (Run in place.)

Running, running.

Hop, hop, hop (Hop on right foot)

Hop, hop, hop (Hop on left foot)

Tiptoe, tiptoe (Tiptoe)

Tiptoe, tiptoe.

Then I stop. (Hold up hand in stop motion and freeze.)

And I drop! (Plop and sit still, crisscross applesauce, hands in lap.)

**145. Still Waters:**

Tell your students that they will be playing, "The Still Waters Game" often, and that they will know the game has begun when you say: *"Still Waters Transition to: (whatever you want them to do) 1, 2, 3, 3, 2, 1..."*

**Students:** echo softly: *"...still waters has begun."* (Children move around the room in slow motion as if floating, without making a sound, transitioning to whatever you told them to do.)

**146. My Fingers:**

*I stretch my fingers way up high*

*Until they almost touch the sky*

*I lay them in my lap you see*

*Where they are quiet as can be.*

**147. Teacher:** *Pleeeeeezzzzzz FREEZE!*

**148. Stoplight:**

**Teacher:** Green Light, Yellow Light, Red Light... STOP!!!

(Use a picture of a stoplight and point to each section. You can also hold up a stop sign. Both of these posters are available in my classroom management section.)

**149. Mystery Item:**

- Before clean up time, assess the room, and choose an item that needs to be picked up and put away, or thrown out.
- Jot down this mystery item on a piece of paper.
- Announce to the children that today is Mystery Day.
- They already know that the child who picks up that item and takes care of it correctly, will be rewarded.
- It's amazing how on Mystery Day, children race around and EVERYTHING is picked up quickly AND put in the right spot; students trying to pick up as many things as possible, because they don't have a clue what the mystery item is.
- As soon as you see who has taken care of the mystery item, jot that child's name down lest you forget.
- When everything is picked up tell what the item was.
- See if students remember who took care of it, if not, announce the winner.
- Just to switch things up, and so that you get the same eager behavior on other days, don't always announce that it is a Mystery Day.
- Your students WILL ask you if it is, you can reply: *Should it matter?*

**150. You Need To...**

**Teacher:**

*You need to listen.*

*You need to look and see!*

*If your name is \_\_\_\_\_, come stand by me.*

**151. We Are Waiting:**

- As soon as children hear you sing this song, they clean up and take their seats and can begin singing with you watching the other children as they finish.
- Everyone scurries so they are not the last one in their seat being watched and waited for.

To the tune of ***Are You Sleeping***

*We are waiting*

*We are waiting*

*Just for you.*

*Just for you.*

*Show us that you're ready*

*Show us that you're ready*

*Then we'll be ready too!*

*Then we'll be ready too!*

### **152. The Kids Go Marching**

To help students learn how to count, have them sing the *Kids Go Marching 1-by-1* to the tune of *The Ants Go Marching* whenever you come in from outside.

### **153. Circle Time:**

Sung to the tune of *Oh My Darling Clementine*

*Time for Circle, time for Circle,*

*Time for Circle Time today,*

*Let's sit down; let's be quiet;*

*Wonder what we'll do today?*

### **154. 1 Little 2 Little 3 Little Children/Students**

Sung to the tune of *10 Little Indians*

The last verse is: *Need to line up now.*

*Or are going to gym now etc.*

### **155. Hugs & Kisses:**

**Teacher:** *If you're ready to leave, give yourself a snug hug and quiet kiss!*

- Students wrap their arms around themselves and squeeze (so they have their hands to themselves; and they make a quiet kissing sound, so they are not talking.)
- Much better than saying keep your hands to yourself and be quiet.

### **156. Everybody Have A Seat**

To the tune of *If You're Happy And You Know It*

*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.*

### **157. Clean Up:**

To the tune of *The Farmer In The Dell*

*It's time to clean up*

*It's time to clean up*

*We've had some fun*

*But now we're done*

*It's time to clean the room.*

### **158. Rules Are Cool!**

*I am cool*

*So is school*

*Do you know the rule?*

*We use inside voices and walking feet.*

*We don't touch or bother the friends we meet.*

*And while we're working we stay in our seat!*

*I am cool So is school*

### **159. Sunshine Club:**

- Since we have “Quiet Halls” as a rule, teachers write the names of students who talked in the hallway on the "Sunshine List."
- The children on the list then run laps around the playground.
- (They are running in the "sunshine.")
- After their laps are complete, they may play.
- A new list is put up each week.
- 1<sup>st</sup> graders run 3 laps, the 2nd graders run 5 laps.
- Numbers can be adapted for the age of the students, and decided upon by the teachers at that grade level.
- It may seem a bit tough, but it's been very successful in keeping the students quiet during transitions.
- If the entire school goes for an entire week with no one on the sunshine list, each class gets an agreed upon reward.
- Individual classes, or grade-levels, can also compete against each other for who doesn't have any students on the sunshine list!

### **160. Two Little Hands**

2 little hands go clap, clap, clap.

2 little feet go tap, tap, tap.

1 little body turns 'round and 'round.

Now sit down without a sound.

**161. Voices:** When you say, "*Voices*," teach your students to respond with a quiet, "*Shhh...*" Say, "*Voices*" again with a little quieter voice. Children respond with a quieter, "*Shhh...*" Say it a third time in a whisper. "*Voices.*" Students cover their closed mouth with their index finger and don't make a sound.

### **162. Name Recognition:**

- In the beginning of the year, write extra name cards for the students, flash their cards for who you want to line up.
- It gets them to not only settle down and have their eyes on you, but to learn to recognize their name as well as other children's names.
- I find if Johnny is sitting there, and not getting up because he doesn't recognize his name, the other students will often help him out with a gentle nudge or a quiet, "*Johnny that's you!*"
- I remind students in the beginning, not to say student's names, but to give them a chance to work it out themselves, before they help out.

### **163. Put Your Hands in Your Lap** By Jean Feldman.

To the tune of "*If You're Happy and You Know It*"

More verses added by Diane Henderson

Put your hands in your lap, in your lap.

Put your hands in your lap, in your lap.

Put your hands in your lap, then give a little tap (*tap pointer finger to lips*).

Put your hands in your lap, in your lap.

Put your hands in your lap, in your lap.  
Put your hands in your lap, in your lap.  
Put your hands in your lap, then give a little clap.  
Put your hands in your lap, in your lap.

Put your hands in your lap, in your lap.  
Put your hands in your lap, in your lap.  
Put your hands in your lap, then give a little slap, (Slap thighs gently with palms of hands.)

Put your hands in your lap, in your lap.  
Put your hands in your lap, in your lap.  
Put your hands in your lap, in your lap.  
Put your hands in your lap, then give a little snap. (*Snap fingers*).  
Put your hands in your lap, in your lap.

Put your hands in your lap, in your lap.  
Put your hands in your lap, in your lap.  
Put your hands in your lap, then give a little flap. (*Bend elbows and flap like a bird.*)  
Put your hands in your lap, in your lap.

Put your hands in your lap, in your lap.  
Put your hands in your lap, in your lap.  
Put your hands in your lap, then give a little rap (*knock on floor*).  
Put your hands in your lap, in your lap.

Put your hands in your lap, in your lap.  
Put your hands in your lap, in your lap.  
Put your hands in your lap, then give a little tap (*tap pointer finger to lips*).  
Put your hands in your lap, in your lap.

#### **164. Getting Students In A Circle:**

**Circle, Circle** (*Teachable Transitions*, by Rae Pica)

To the tune of *Twinkle, Twinkle Little Star*

Circle, circle  
Nice and round  
Make one now  
Without a sound.

#### **165. Wiggles:**

Wiggle Wobble (Students wiggle their entire body.)

Giggle Gobble (Students bend their elbows and flap their wings.)

Hop! (Students can hop once anyway that the teacher does.)

Wiggle Wobble

Giggle Gobble

Stop! (Put hand up in stop motion and freeze)

Shhh! (Put index finger on lips and whisper Shhhhh.)



(Students look to the left and then to the right.)

**Teacher:** *Shall we go?*

**Students:** *Hidey Ho!*

Students strut out the door swaggering with their shoulders moving side to side.

They keep their eyes on the teacher to see if she swaggers fast or slow.

#### **166. Visualize:**

- This idea can help with autistic children or others who may have a lot of difficulty with transition.
- Make a schedule board with real objects representing each activity.
- For example, a lunchbox may represent lunch, a book may represent story time, a toy may represent free play etc.
- These objects can be held with Velcro to the board. When it is time to begin an activity the child goes to get the object off the board.
- When the activity is finished the child puts the object into a bucket.
- This helps the students to have a visual to remind them what comes next.
- The action of removing the object signifies a definite beginning and putting the object in the bucket signifies a definite ending to the activity.
- This may also help children to feel have some control over situations.

#### **167. Imagination Clean Up:**

To put a different twist on clean up, instead of children cleaning up their toys have them become robots, or busy bees, or garbage pick up trucks. During December, turn them into elves and have them pretend to help Santa put toys away on shelves etc.

#### **168. Incentives When Students Transition Well:**

##### **Tally Time:**

- To encourage students to learn and listen to your transition clues, write everyone's name on the board.
- Whoever responds to your transition attention grabber first gets a tally mark.
- The movement of you going to the board and jotting down tally marks of who is the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person to pay attention, will get students' attention, as well as teach tally marks.
- Decide how many tally marks a student needs to earn, before it turns into a trip to the treasure box or a choice of something from my 100+ list.
- i.e., (Get to be line leader for the day, get to sit in a different desk, get to write with a special gel pen, etc.)

#### **169. Imagine!**

*Teachable Transitions*, by Rae Pica

This gives children an opportunity to "problem solve" and use their imagination.

Tell the children to think and move like:

- flowing water
- an animal they would like to be
- as if they were in peanut butter

- as if they were on hot sand that was burning their feet
- like bouncing balls
- like they were wearing high heels
- like the wind

#### **170. Secret Sack:**

- Want to get the attention of a bunch of little ones and have them wandering up to you in no time flat?
- Put a “way cool” object in a “secret sack” and announce:  
*“Gee I wonder what’s in my sack today?”*
- Follow it up with: *“Let’s all quietly line up and I’ll show you.”* or. *“Let’s all go sit in our circle and try and guess when I give you clues.”*

#### **171. It’s Spinner Time:**

- Make a spinner and put a variety of pictures of things that move on it.
- When you have asked students to give you five or rung the chimes, the first child to do that, gets to spin the spinner to see how children will move during the transition.
- For example like a variety of animals: creep like a cat, crawl like a spider, hop like a frog, waddle like a duck, crab walk, fly like a bird, flit like a butterfly, buzz like a bee, or walk backwards, chug like a choo-choo, zoom like a race car, move slow like grandma, zip like a bolt of lightning etc.

#### **172. Hi Ho Silver**

**Teacher:** *Hi Ho Giddy Yup!*

**Students:** *Let’s go!* (Students gallop into line.)

#### **173. Ten Little Fingers:**

*I have 10 little fingers and they all belong to me* (hand upright)

*I can make them do things, would you like to see?*

*I can shut them up tight* (fists) *or open them wide,* (spread fingers)

*I can put them together* (palm to palm) *or make them all hide* (hands behind back)

*I can make them jump high* (swing arms and hands down to sides and then way up over the head)

*Or make them go low* (swing them back down and let them hang)

*I can fold them up quickly and hold them just so.* (Fold them by lacing fingers and hold quietly in your lap.)

#### **174. Get In Line And Earn A Link**

- Buy some primary colored – plastic links.
- You can add them in a color pattern, so you can use this as a teachable moment.
- Suspend a piece of yarn from the ceiling and tie the first link to it, so that you are able to reach it by simply standing on a stool.
- Each time your students transition quickly and quietly, you add a link.
- Here’s the rhyme:

- Each time your students transition quickly and quietly, you add a link.
- Here's the rhyme:

*"If you transition right away,  
I'll add another link today.  
When the chain and floor start to meet.  
Mrs. Henderson will bring a treat."*

### 175. It's Good To Lose Your Marbles Now and Then!

- Have 2 large plastic jars.
- Fill one with marbles that you can buy at The Dollar Store. Each time students get a transition right and things run smoothly, take a marble out of the jar and drop it in the empty jar.
- Have "Double Days" such as holidays, party or theme days, when things are a bit crazy, where you take 2 marbles out.
- If another teacher compliments the class or they do something really extra special that also counts double.
- When the ***Lose Your Marble Jar*** is empty, students are rewarded with something you have decided upon as a class.



Did you enjoy this list? Well then help build it!  
Do you have a new one to add to help me get 25 to make  
200?  
I'd enjoy hearing from you!

**dianetpt@gmail.com**

Thanks in advance.





Tiny Tweets From:  
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If you liked this resource you may also like these other back to school packets as well.

*Diane*

