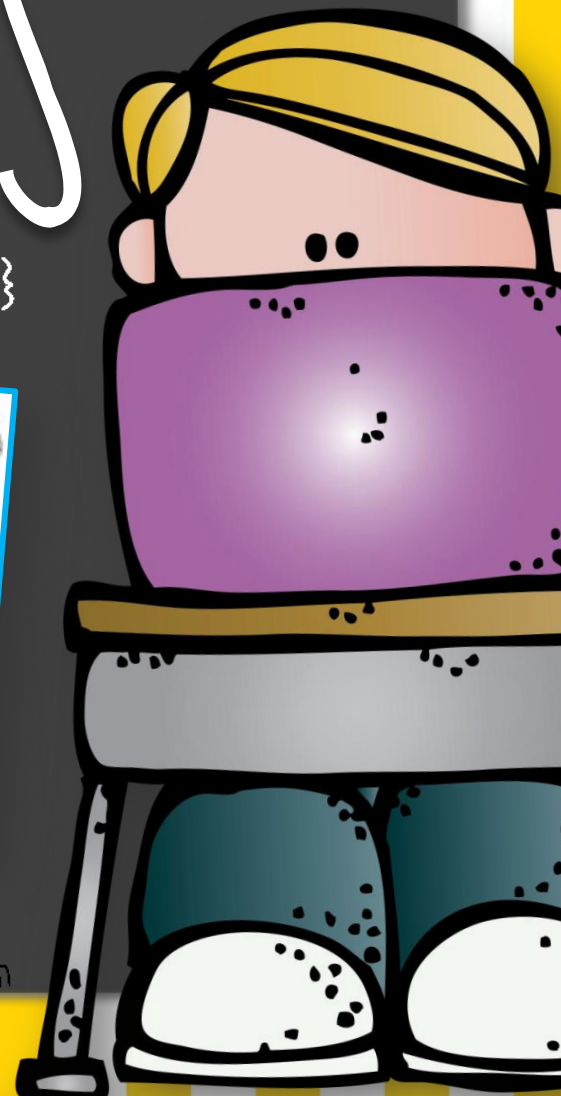
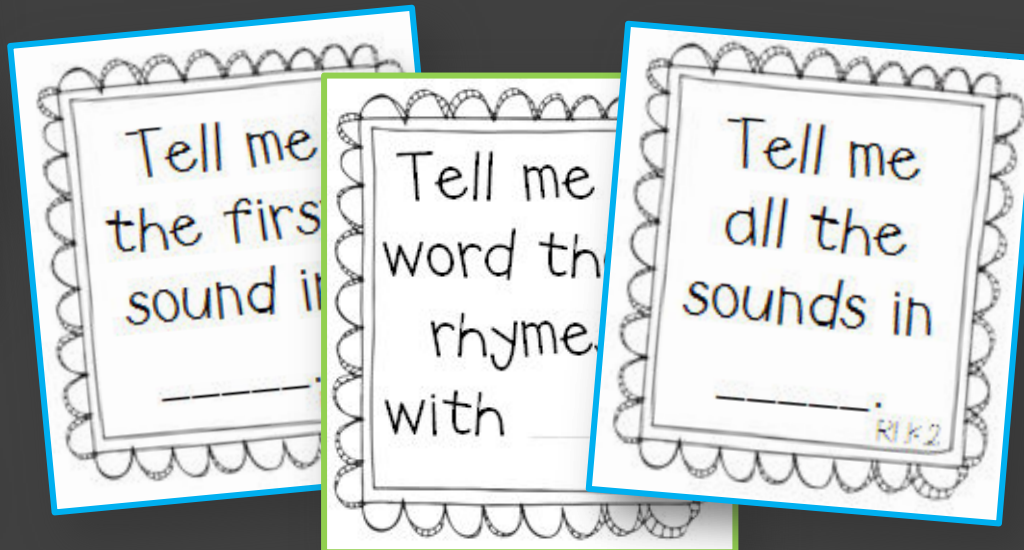


# Transition

## TASK CARDS

{because every moment counts}



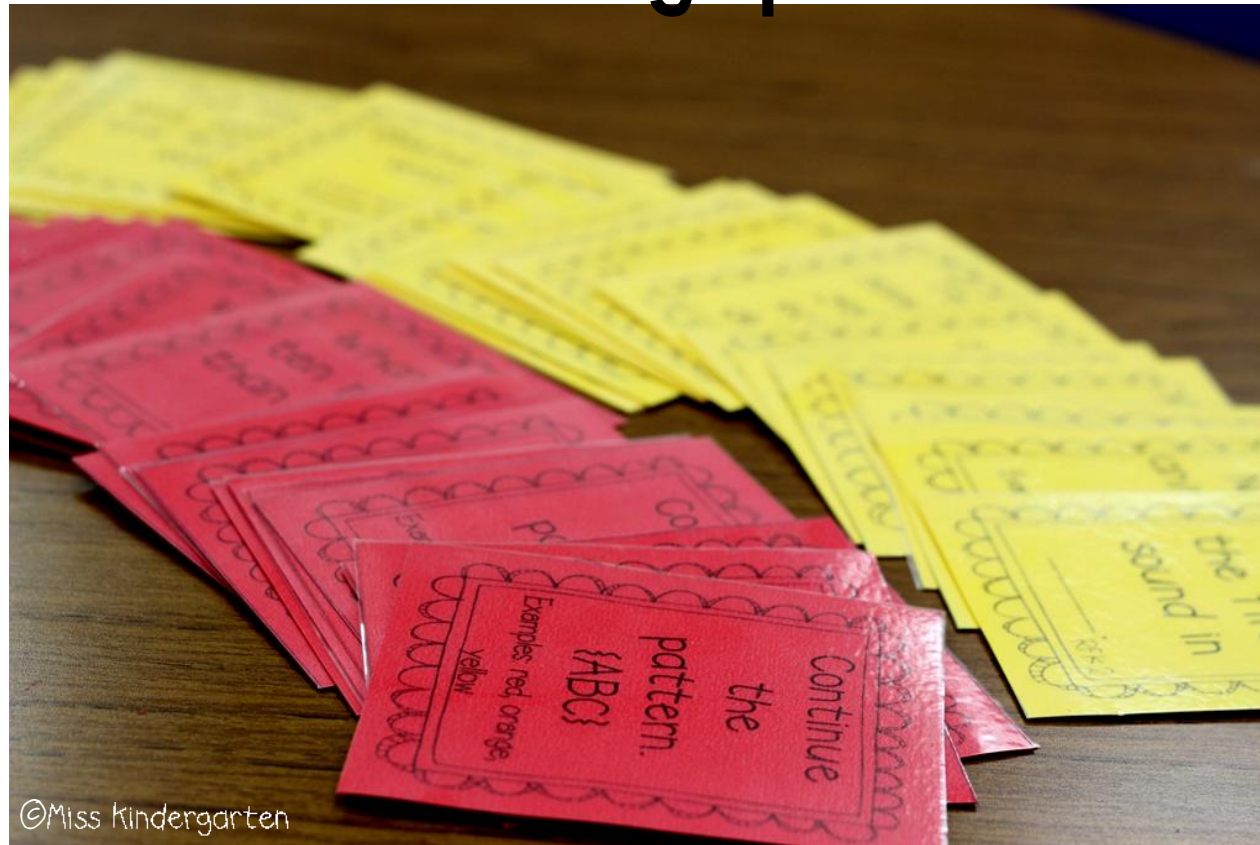
# Transition Task Cards



Transition task cards are a fun way to review Key concepts while transitioning to a new task! I use them several times throughout the day. After we clean up and get ready to transition to a new activity, I pull a card out of the basket and read it aloud. My students all answer chorally, then move to their next spot. Sometimes the answer will be the same, sometimes I ask an open ended question. Whatever the task, these task cards are perfect to use during any transition!



# Setting Up



I copied the language cards and math cards onto different colored card stock so that they are easy to differentiate when I pick a card from the basket. I cut the cards apart, laminated them for durability and stuck them in cute baskets. I put one basket on my teaching table and one basket in the front of the room. This way, I have access to the task cards no matter where I am in the room.

# Using the Cards



"Tell me the first sound in cat."

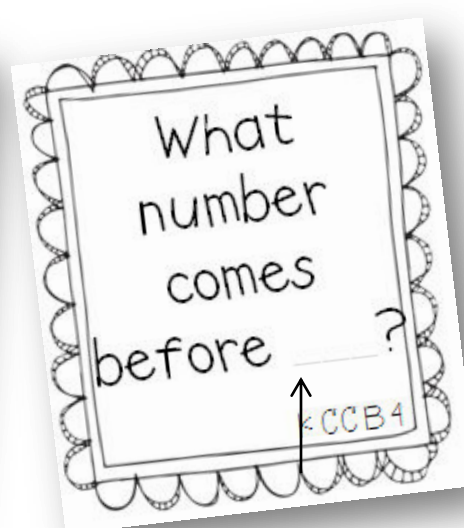
\*or\*

"Tell me the first sound in shark."

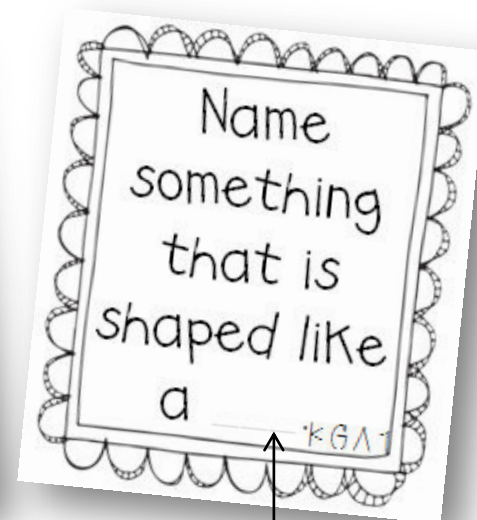
{students will have the same answer}



"Tell me a word that rhymes with pan."  
{students' answers will vary}



"What number comes before q?"  
{students will have the same answer}



"Name something that is shaped like a square."  
{students' answers will vary}

You can choose the cards that fit your students' abilities, or use them all! The great thing about the cards is they are adaptable to fit your needs. You choose what word/letter/sound to put in each blank. These cards can be used over and over again! Please email me if you have questions on how to use these cards! [misskindergarten@hotmail.com](mailto:misskindergarten@hotmail.com)

# Language Standards Addressed

**CCSS.ELA-Literacy.RF.K.2a** Recognize and produce rhyming words.

**CCSS.ELA-Literacy.RF.K.2b** Count, pronounce, blend, and segment syllables in spoken words.

**CCSS.ELA-Literacy.RF.K.2c** Blend and segment onsets and rimes of single-syllable spoken words.

**CCSS.ELA-Literacy.RF.K.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

**CCSS.ELA-Literacy.RF.K.2e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**CCSS.ELA-Literacy.RF.K.3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Standards from <http://www.corestandards.org/ELA-Literacy>

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# Language Standards Addressed

[CCSS.ELA-Literacy.L.K.1b](#) Use frequently occurring nouns and verbs.

[CCSS.ELA-Literacy.L.K.1c](#) Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*).

[CCSS.ELA-Literacy.L.K.2d](#) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

[CCSS.ELA-Literacy.L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

[CCSS.ELA-Literacy.L.K.5b](#) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

[CCSS.ELA-Literacy.L.K.5c](#) Identify real-life connections between words and their use (e.g., note places at school that are colorful).





You say a word and have your students identify the beginning, middle, ending or all of the sounds in that word. For example, you say, "Tell me the first sound in mop." Your students say, "/m/".

[CCSS.ELA-Literacy.RF.K.2d](#) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words

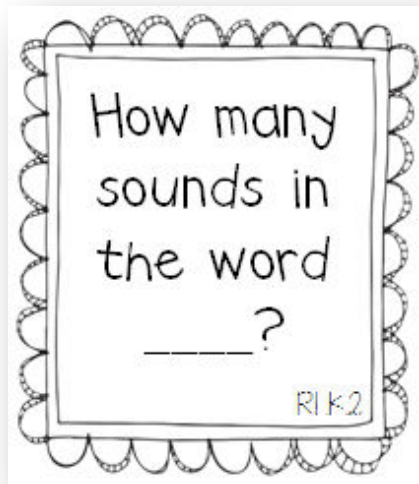


You say a word and have your students identify a word that rhymes with it. For example, you say, "Tell me a word that rhymes with mat." Your students say, "cat", "rat", or maybe "sat" etc.



You say two words and have your students identify if they rhyme or not. For example, you say, "Do hat and cat rhyme?" Your students say, "yes". Or, you say, "Do hat and sit rhyme?" Your students say, "no."

[CCSS.ELA-Literacy.RF.K.2a](#) Recognize and produce rhyming words.



You say a word and have your students identify how many sounds are in that word. For example, you say, "How many sounds in the word mop?" Your students say, "3" {/m/, /o/, /p/}

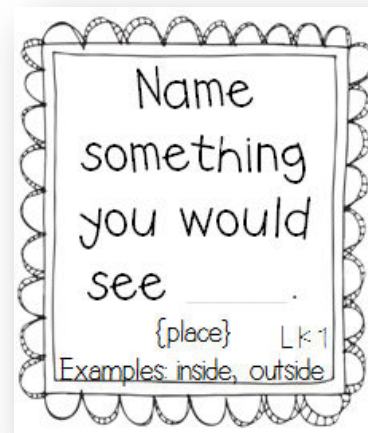


You say all the sounds in a word and have your students decode the word. For example, you say, "Blend the word /m/ /o/ /p/?" Your students say, "mop." Or, you say the onset and rime and your students blend the word. For example, you say "Blend the word /b/ /ag/." Your students say, "bag."

[CCSS.ELA-Literacy.RF.K.2c](#) Blend and segment onsets and rimes of single-syllable spoken words.



You say a word family and have your students identify a word in that family. For example, you say, "Tell me a word in the at family." Your students say, "cat", "rat", or maybe "sat" etc.



You ask your students to identify an object in a specific place. For example, you say, "Name something you would see outside." Your students say, "tree", "leaves", etc.

[CCSS.ELA-Literacy.RF.K.2a](#) Recognize and produce rhyming words.

[CCSS.ELA-Literacy.L.K.5c](#) Identify real-life connections between words and their use (e.g., note places at school that are colorful).



# Math Standards Addressed:

[CCSS.Math.Content.K.CC.A.1](#) Count to 100 by ones and by tens.

[CCSS.Math.Content.K.CC.A.2](#) Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

[CCSS.Math.Content.K.CC.B.4b](#) Understand that the last number name said tells the number of objects counted.

[CCSS.Math.Content.K.CC.C.7](#) Compare two numbers between 1 and 10 presented as written numerals.

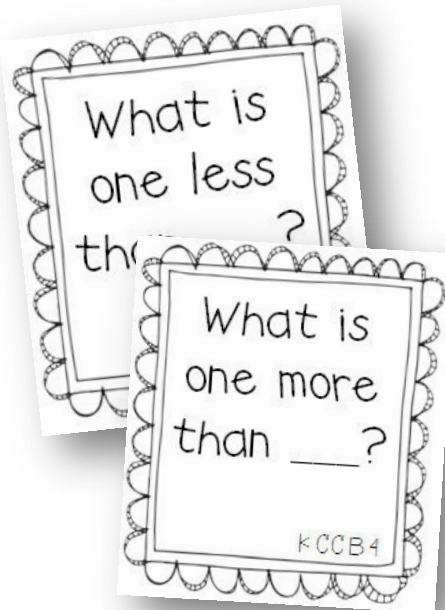
[CCSS.Math.Content.K.NBT.A.1](#) Compose and decompose numbers from 11 to 19 into ten ones and some further ones.

[CCSS.Math.Content.K.MD.A.2](#) Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

[CCSS.Math.Content.K.G.A.1](#) Describe objects in the environment using names of shapes.



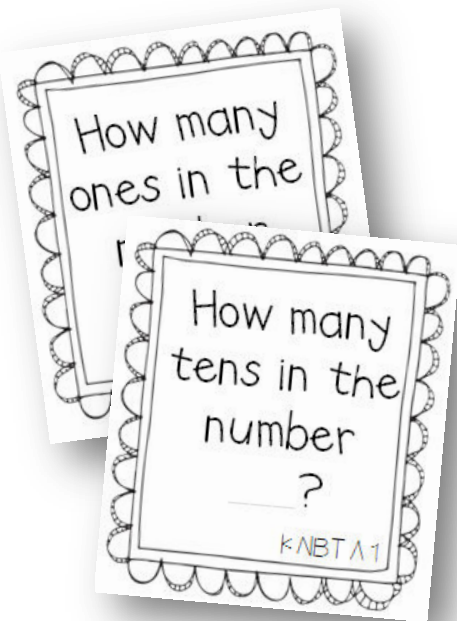
Have your students start counting at a given number. For example, you say, "Count to 20 starting at 8" Your students say, "8, 9, 10...etc"



Have your students identify one less and one more than a given number. For example, you say, "What is one less than 10?" Your students say, "9." Or, you say "What is one more than 11?" Your students say, "12."

[CCSS.Math.Content.K.CC.A.2](#) Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

[CCSS.Math.Content.K.CC.B.4b](#) Understand that the last number name said tells the number of objects counted.



Have your students identify place value in numbers. For example, you say, "How many ones in the number 23?" Your students say, "3." Or, "How many tens in the number 31?" Your students say "3."



Have your students identify objects by their attributes. For example, you say, "Which is heavier? A pencil or a rock?" Your students say, "a rock."

[CCSS.Math.Content.K.NBT.A.1](#) Compose and decompose numbers from 11 to 19 into ten ones and some further ones.

[CCSS.Math.Content.K.MD.A.2](#) Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.