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Welcome to the Sesame Street Room

A Little About Our Room

The children in the Sesame Room range in age from 3 to 4 years. The total number of children in the room is 24. There are three core staff in the room. The room staff consists of three ECE's, and one assistant.

The Sesame Street Room has many distinct learning areas:

Dramatic Area - which gives the child many opportunities to use and act out their imaginations through role playing.

Block Area - encourages our children to build and construct, communicate with each other, co-operate and explore space by building high and wide.

Sensory Area - gives many opportunities for children to learn pre-math skills and to develop eye-hand co-ordination by pouring, filling, counting, measuring and comparing the substances provided for example sand, cornmeal, rice, pastas and water.

Creative Area - gives children opportunities to develop a sense of creativity by the use of many mediums, such as marker, pencils, stamps, chalk boards, stencils, paints, play dough, plasticine, silly putty and many other interchanging materials. Our art shelf is set up in a non-directive way to encourage free-choice.

Quiet Area - children are given and provided many opportunities for listening, reading and communicating with each other on their own and with the staff. As well as appreciating the importance and value of books, songs and stories.

Emergent Curriculum

Educators understand individual differences and arrange their room so that children can explore at their own pace. We base our programme on Emergent Curriculum planning models using the children's interests and needs as the main resource. The goal of our planning programme is to respond to every child's interests. Its practice is open-ended and self-directed.

Some main skills that are emerging through the Sesame Room are;

*Sensory Exploration—Representation—Pretend Play
 Problem Solving—Vocabulary*

Philosophy

Our philosophy in the Sesame Room is to foster and help each individual child to grow in their own unique and special way.

Three Steps to Active Listening

Through the implementation of the lessons from the Citywide Social Skills Programme, the children will understand the three steps that assist in the development of listening skills. The children will understand the class-wide and individual reinforcement system. As well as, practicing their listening skills through role-playing and during activities throughout the day.

Our Typical Day

- 7:30—8:00 In Sesame or Dino Room, alternates weekly
- 8:00—8:30 Snack
- 8:30—8:45 Washroom routine
- 9:00—10:00 Group 1: Outdoor/Gym
Group 2: Indoor Activities
- 9:45—10:15 Group 2: Learning Circle
- 10:00—11:00 Group 2: Outdoor/Gym
Group 1: Indoor Activities
- 11:15—11:45 Group 1: Learning Circle
- 11:45—12:00 Washroom Routine
- 12:00—12:30 Lunch and Washroom
- 12:30—2:30 Nap Time
- 2:30—3:00 Rise and Shine, Washroom
- 3:00—4:00 Outside Activities/ Gym
- 4:00—6:00 Indoor Activities



Our Priorities

1. The emotional and physical well-being of your child.
2. Open communication with the parents.
3. Meeting each and every Sesame child's developmental needs.
4. Having fun!

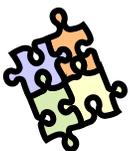
Our Activities

Outdoor Activities—Outdoor activities focus on large motor actions and includes the use of equipment such as bikes, wagons, balls, the climber, monkey bars and the sand box. Outside time is also time for socialization. We also provide crafts and other activities while outside.

Learning Circle—Children are divided into two groups. The circles are based on the children's own interests. Storytelling, practicing listening skills through the use of puppets, singing, dancing, drama, movement, musical instruments, group games and learning activities are some of the enriching activities that are planned.

Morning Indoor Activities—Children work in small groups, participating in various activities that are open-ended and encourage self-help skills, problem-solving and learning. Activities include sensory, blocks, art, books, puzzles and drama, among others.

Afternoon Indoor Activities—After naptime, activities are free-play associated and include materials from all the areas such as art, sensory, science, blocks, dramatic play centre, book centre, manipulative toys, puzzles and music.



Sesame Behaviour

Friendships Telling their friends, "I don't want to be your friend," or, "You can't come to my party," can often be rephrased as, "I don't want to play right now." It is important not to take these statements personally. A teacher will usually be on hand to facilitate the situation for the children and help children express their emotions in a positive way.

Language The use of scatological and nonsense words, along with more appropriate words, indicates a healthy language development. Children are learning to play and experiment with language, humour and other's reactions.

Self Help Skills Regression with toilet training skills (soiling themselves) may occur because children at this stage of development are usually quite involved in play and often forget to go to the bathroom. The Sesame Street Room, unlike the Toddler and Hunny Bear Rooms, does not have a washroom right in the room, so your child may that they are going to miss something if they leave the room.

Saying Goodbye It is important for the emotional well-being of your child to be especially consistent with your goodbye routine. Some children say goodbye very easily while others may find it difficult. Here are some hints to assist with goodbyes:

- Let your child know how long you will stay at the centre, and always let them know you are now leaving.
- Tell a teacher and feel free to use us as support.
- Once you have said goodbye, have given your hugs and kisses, it is important to actually leave. Coming back in

Open Communication

1. Questions about your child or our programme are always encouraged.
2. We encourage your input in the observation books located in the room. Each child has their own individual book where teachers document a child's interest.
3. Your input into the daycare is important to us.
4. Get involved! Become a Board member or a committee member to view how the daycare operates.
5. If you have questions or concerns and need more time to talk to us, we are always willing and available for a scheduled meeting.

Moving Up to the Dinos

We make this transition by talking and preparing your child approximately one month in advance by introducing the Sesame to their new Dino teachers. We remind them that they will be joining their friends who are moving up with them or who have already moved up. The soon-to-be Dino child enjoys a visit day in their new room before their actual graduation date.