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Welcome to the Dino Room

A Little About Our Room

The children in the Dino Room range in age from 4 to 5 years. The total number of children in the room is 24. There are three core staff in the room. Two ECE's, and two assistants.

The Dino Room has many distinct learning areas:

Dramatic Area - Gives the children many opportunities to use and act out their imaginations and day to day experiences.

Block Area - Encourages children to develop their gross motor skills by participating in activities such as large and small block play, large trucks and tools.

Science and 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 using many materials, such as markers, 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.

Philosophy

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

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 Dino Room are;

*Enjoying Literacy—Inquiry/Questioning
 Riding—Identity Formation—Making Friends*

Our Typical Day

- 7:30—8:00 In Sesame or Dino Room, alternates weekly
- 8:15—9:00 Snack & washroom routine/transition to outdoor activities
- 9:00—10:00 Outdoor/Gym Activities
- 10:00—10:15 Washroom Routine/transition to indoor activities
- 10:15—11:30 Indoor Activities/learning circle/individual and group play
- 11:30—12:30 Lunch Routine/Lunch
- 12:45—1:45 Outdoor/Gym Activities
- 1:45—2:00 Washroom Routine/transition to indoor activities
- 2:00—3:00 Indoor Activities/learning circle/individual and group play
- 3:00—3:15 Washroom Routine/transition to indoor activities
- 3:15—4:00 Outdoor/Gym Activities
- 4:00—4:30 Washroom Routine, snack time
- 4:30—5:30 Indoor Activities/individual and group play
- 6:00 Centre closed



Our Priorities

1. The emotional and physical well-being of your child.
2. Open communication with the parents.
3. Meeting each and every Dino 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—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.

Dino 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 Bathroom talk—"pee pee nose, bum bum face, pooh pooh" are all indicators of healthy language development. Children are learning to play and experiment with language, humour and 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 Dino Room, does not have a washroom right in the room, so your child may feel 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 daycare, 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 usually puts your child back in distress again.

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 Cool Cats

We make this transition easier by preparing your child approximately one month in advance. We introduce the Dino to their new 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 Cool Cat child enjoys a visit day in their new room before their actual graduation date.

