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## Welcome to the Dino Room

Philosophy

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

A Little about Our Room

The children in the Dino Room range in age from 2.5 to 5 years. The total number of children in the room is 16. The staffing consists of a mix of Early Childhood Educators and Early Childhood Assistants.

**A Typical Day in the Dino Room**

Time Activity

7:30 a.m. to 10:00 a.m. Open/free play program, snack

10:00 a.m. to 10:30 a.m. Tidying up, washroom routine, transitioning to go outside

10:30 a.m. to 11:30 a.m. Outdoor play: free play and programmed activities

11:30 a.m. to 11:45 a.m. Transitioning inside in two smaller groups, put away outerwear, washroom

 routine

11:45 a.m. to 12:30 p.m. Lunch and washroom routine

12:30 p.m. to 2:00 p.m. Nap time/ quiet time

2:00 p.m. to 2:30 p.m. Rise and shine, washroom routine, snack

2:30 p.m. to 3:30 p.m. Indoor program: free play

3:30 p.m. to 4:00 p.m. Snack, washroom routine

4:00 p.m. to 5:45 p.m. Transitioning to outside, home time

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 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!

Emergent Curriculum

Educators understand individual differences and arrange their room so that children can explore at their own pace. We base our program on Emergent Curriculum planning models using the children’s interests and needs as the main resource. The goal of our program 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:

sensory exploration, representation, pretend play, problem solving,

vocabulary, phonological awareness, letter recognition

The Dino 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 clay, 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.

Our 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. Many activities are continued from the morning.

Dino Behaviour

**Friendships** Telling their peers, “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 healthy language development. Children are learning to play and experiment with language, humour and other’ 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, 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 usually puts your child back in distress again.

Open Communication

1. Questions about your child or our program 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, either in-person or over the ‘phone.

Moving Up to the Cool Cats
We make this transition by talking and preparing your child approximately one month in advance by introducing our Dino to their new Cool Cat teachers. We remind them that they will be joining their peers who are moving up with them or who have already moved up.