



Introduction

Welcome to the Sesame Street Learn & Play Educator’s Guide! This resource is designed to help you extend the magic of your visit to **Sesame Street Learn & Play at American Dream** into meaningful classroom learning. Inside, you’ll find a collection of pre- and post-field trip activities that connect the excitement of the field trip with key early childhood learning standards and support key areas of development such as social-emotional growth, early literacy, math, and creative expression. Whether you teach in a public preschool, a private early learning center, or a mixed-age setting, these adaptable activities are designed to meet a wide range of classroom needs—making it easy to reinforce curiosity, creativity, and collaboration long after your field trip ends.

Essential Question: How can we learn about ourselves and others through play, exploration, and community-building?

Key Learning Objectives: *Students will...*

- Discover the world of Sesame Street through an interactive field trip and hands-on classroom activities.
- Examine how people live, work, and play together in a caring community.
- Explore themes of belonging, cooperation, safety, self-confidence, and creative expression.
- Develop fine motor skills, creative expression, early literacy and mathematical skills, and scientific curiosity through imaginative play and problem solving.
- Develop their own imaginations and make personal connections to the experience.

How to Use This Guide

- Pre-Trip Activities introduce students to key themes and characters.
- During the Trip, use the Field Trip Guide for prompts, observation ideas, and interactive support.
- Post-Trip Activities build on what children saw, did, and felt—deepening the experience back in your classroom.



About Sesame Street Learn & Play

The **Educational Play Center** will transport children to the enchanting world of Sesame Street, inviting them to outstretch their imaginations in a collection of immersive experiences that foster playful learning with their favorite furry friends. Children will learn about the rainforest as they step into Elmo's World, role-play a shopping experience in Hooper's Store, enjoy story time at Big Bird's nest, laugh with Bert and Ernie, and much more.

At the Sesame Street Community Center, kids will enjoy hands-on arts & crafts, and at the Bike Shop, they'll learn about cause and effect with cranks and gears. For even more fun, kids can head over to the Sesame Street Playground where they can climb, slide, and explore. There will also be a separate toddler play area for younger guests.

Sesame Street Learn & Play will engage the whole family with entertaining photo ops in front of the iconic 123 Sesame Street building stoop, Oscar's trash can, and more. Additionally, Big Bird will enchant guests with stories at his nest, and Elmo, Abby, and Cookie Monster will make surprise visits to add to the excitement.

Pre-Trip Classroom Activities



- As a class, brainstorm the different steps you will take to get to the Sesame Street Educational Play Center. *For example:*
 - riding a train, bus, or car
 - walking through the mall
 - greeting the staff
 - scanning tickets
 - walking through the entrance
 - eating a picnic lunch
- Using the storyboard worksheet, put your actions in order, helping students with these prompting questions:
 - *What will we do first? Next? Last?*
 - *Have you done any of these things before? Where? When?*
 - *What are the rules we will need to follow?*
 - *How can we show responsibility for our actions?*
 - *How can we help each other?*
- Pick a storyboard square (e.g. getting on the bus) and role-play the actions and safety elements that are

FieldTrip Storyboard

Aim: What steps, actions and safety precautions will we encounter on our field trip? **Vocabulary:** responsibility, rules, safety, steps (order-of-operations), storyboard **Standards:** 3, 4, 7, & 8

an important part of that step in your field trip.

- Pick a different square each day leading up to the trip, so that students know what to expect and are

prepared for each step of the journey.

See, Think, Wonder

Aim: How can we prepare for our *field trip to Sesame Street Learn & Play* by using our imagination, our senses, and creative expression?

Vocabulary: five senses, (sight, hearing, touch, smell, taste)

Standards: 1, 2, 3, 9



- Lead a pre-field trip discussion with students. Ask them to use their imagination and five senses vocabulary to answer these questions:
 - *What will we see on our field trip?*
 - *Who do you think we will meet?*
 - *What do you think we will hear? Feel? Do?*
 - *What are you excited about?*
 - *What are you curious about?*

Go Deeper: Invite students to draw a picture of something they are excited about. Use these prompts to help them focus their thinking:

I can't wait to see.... I wonder if.... I think I will.... I hope....

Meet the Sesame Street Friends

Aim: Who are our *Sesame Street* friends and how do they each guide us on a journey of exploration?

Vocabulary: *similarities*

Standards: 1, 3, 6



ELMO

A 3½-year-old red monster with a distinctive cheerful voice and a contagious giggle, Elmo loves to laugh and learn new things.



ABBY CADABBY

An imaginative and playful 4-year-old fairy-in-training, Abby is the daughter of the Fairy Godmother and enjoys discovering new things.



BIG BIRD

Standing at 8'2" tall, Big Bird is a compassionate 6½-year-old yellow bird who loves making new friends on Sesame Street.



COOKIE MONSTER

A furry, googly-eyed monster who loves to eat cookies, Cookie Monster is known for his insatiable appetite.



OSCAR THE GROUCH

Living in a trash can, Oscar is happiest when he is grouchy and loves trash and stinky smells.



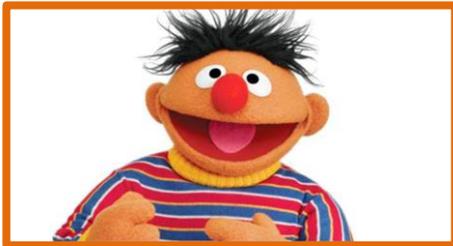
COUNT VON COUNT

The Count loves to count everything and anything, and he adds a fun twist to learning numbers.



BERT

Often the voice of reason, Bert is best friends with Ernie and enjoys collecting bottle caps and paper clips.



ERNIE

Mischievous and playful, Ernie frequently plays practical jokes on his best friend Bert and loves singing and playing musical instruments.

- Introduce students to some of the colorful friends on Sesame Street.
 - *Who is your favorite Sesame Street friend?*
 - *What does this friend wear? What do they like to do?*
 - *Do you have any similarities with this friend?*
 - *If you could meet this friend, what would you want to ask them?*
- After sharing and discussing each character, invite students on a Sesame Street scavenger hunt.
 - *Option 1:* Have them choose one of their favorite Sesame Street friends and then search the classroom for a costume or object that character might have. For example, a wand (like Abby) or a cape (like the Count).
 - *Option 2:* Have students search the classroom for colors that are similar to their favorite Sesame Street friends. For example: Elmo – Red; Big Bird – Yello; Abby – Pink, etc.
- Once students have found their object(s), organize a show-and-tell, where students share the item they found.

Sing “Sunny Day”

Aim: How can we use our voices to sing a Sesame Street song together and prepare for our field trip?

Vocabulary: *song, unison*

Standards: 2, 3, 7, 9



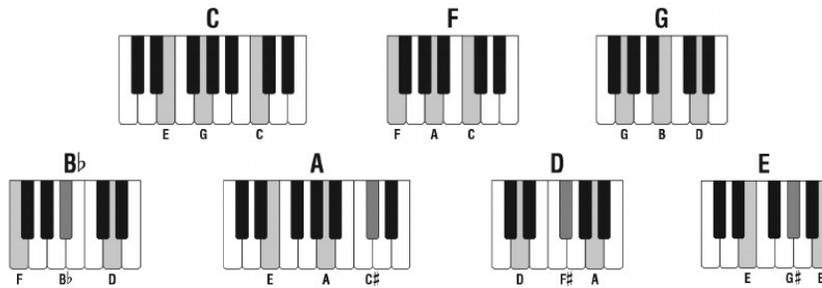
- Learn the [Sesame Street “Sunny Days”](#) song by singing together in unison. Tell your students that when you go Sesame Street Learn & Play, they will have the opportunity to sing along with some of their favorite furry friends!

*Sunny day
Sweepin' the clouds away
On my way to where the air is sweet
Can you tell me how to get
How to get to Sesame Street?*

*Come and play
Everything's A-okay
Friendly neighbors there
That's where we meet
Can you tell me how to get
How to get to Sesame Street?*

LITERACY CONNECTION: Read [Sunny Day: A Celebration of the Sesame Street Song](#) by Joe Raposo.

Sunny Days



Words by Bruce Hart,
 Jon Stone and Joe Raposo
 Music by Joe Raposo

Moderate Shuffle

Chord: C

1., 3. Sun - ny and day, sweep - in' the clouds a -
 2. Come and play! Ev - 'ry - thing's A - O -

Chord: F

way. On my way to where the
 K. Friend - ly neigh - bors there, that's

Chord: G

air where is sweet. _____ } Can you tell me how to
 we meet. _____ }

To Coda

get, how to get to Ses - a - me Street? (Instrumental)

Post-Trip Classroom Activities



Post-Field Trip Reflection

Aim: How can we reflect on our *field trip to Sesame Street Learn & Play* through classroom discussions and creative expression.

Vocabulary: surprise

Standards: 1, 2, 3, 9

- After your field trip to *Sesame Street Learn & Play*, lead a class discussion, reflecting on what you experienced.
 - *What did you see? What did you hear?*
 - *What were your favorite moments of the field trip?*
 - *What surprised you?*
 - *What questions do you still have?*
- Then create a class book or display board that documents your journey together.
- Have each student draw a picture that describes their favorite part of the Sesame Street Learn & Play field trip. Encourage them to use different colors, shapes, lines, and words or letters (if developmentally appropriate) to illustrate their thoughts.

GO DEEPER:

- Invite students to draw or write a postcard to their favorite Sesame Street friend. Use these prompting questions to help them brainstorm ideas of what to include in their communication:
 - *What would you like to ask them?*
 - *Can you draw something you want to tell?*
 - *What do you like about your favorite friend?*
 - *What is something you would like to share about yourself?*
- Explore the job of a mail carrier and visiting the post office in your neighborhood:
 - Show a picture of a mail carrier and a mailbox.
 - Ask: “What does a mail carrier do?” “Have you ever sent or received a letter?”
 - Have students “mail” their postcard into the classroom mailbox.
 - Optional: Let students take turns pretending to be the mail carrier and “deliver” the postcards.

Neighborhood Walk

Aim: What can we discover in our neighborhood and how is it the same or different from Sesame Street?

Vocabulary: different and same, neighborhood

Standards: 2, 3, 4, 5, 6, 8



- As a class, look at photos of Sesame Street and discuss what you remember from your trip.
 - *What did we see in the Sesame Street neighborhood? (E.g. Hooper's Store, the park, the playground, the Bike Shop, Big Bird's nest, Elmo's room, theater, buildings, apartment stoop, etc.)*
 - *What shapes do we see? Colors? Words? Numbers?*
- Now, go on a walk in *your* neighborhood or school. Look for signs, shapes, colors, elements in nature, and buildings that are the same and different.
 - *What do you notice?*
 - *What do you hear?*
 - *What do you smell?*
 - *Who do you see?*
 - *What are the things and people in your neighborhood that are similar to Sesame Street?*
 - *What things are different?*

Our Community Collage

Aim: How can we build on what we learned in the Sesame Street Learn & Play Community Center, and represent our classroom community by creating a collage?

Vocabulary: community, collage, kindness,

Standards: 1, 2, 3, 8, 9



When we visited *Sesame Street Learn & Play Community Center*, we saw that Sesame Street is a place where everyone belongs—where friends like Elmo, Big Bird, and Abby help each other, play together, and take care of their neighborhood. Just like Sesame Street, our classroom is a community too! We each bring something special, and we all help make our classroom a caring and fun place to learn.

- Using simple classroom materials (construction paper, crayons, markers, glue, fabric scraps, magazine clippings, stickers, etc.), have students draw or glue images of things that represent themselves—favorite colors, pets, foods, places, or people.
- Invite them to add drawings or images of who they help or play with in their community (friends, teachers, family, etc.).
- When finished, create a classroom collage and display it on a wall or bulletin board to form a “Classroom Community Collage” or mural.
- Reflect as a class and ask each child to share one thing about their part of the collage with the group. Use this as a moment to talk about how everyone contributes something special.
 - *What is something that is unique about you?*
 - *How do we work together in our classroom?*
 - *What does it mean to be kind?*
 - *How can we show kindness to others?*
 - *How can we help take care of each other?*

SunnyDayPuppet Theatre

Aim: How can we recognize and explore the emotions of a character through facial expressions, body cues, and puppetry.

Vocabulary: feelings, puppet

Standards: 2,3,9,10

Sharing Emotions:

- Have students form a circle and share different emotions they have felt, using these prompts:
 - *How did it feel when we went on our field trip to Sesame Street Learn & Play?*
 - *What are you feeling now (or have felt recently)?*
- Then invite them to show that feeling using only their facial expressions.
- As each student shares their emotion and facial expression, have the whole class imitate that expression before moving onto the next student in the circle.
- Optional: extend this activity by inviting students to use their whole body (not just facial expressions) to demonstrate their emotion(s).

Creating Puppets:

- Have students choose a character for which they will create a puppet. This could be a character that they met at Sesame Street Learn & Play or any other character they know.
- Lead a brief discussion about characters and their emotions:
 - *Who did we meet at Sesame Learn & Play?*
 - *What do you think they might be feeling?*
 - *How can you tell when someone is feeling...?*
 - *What can you do when a friend is feeling...?*
- Have students make a puppet (or mask) of their favorite Sesame Street character.
 - Use paper bags or cardboard cutouts on a stick.
 - Guide students in decorating their characters. You may wish to provide pre-drawn faces for students to choose from and glue on, along with other decorative elements (e.g. colors, hair/fur, etc.)
 - Then i each student to introduce their puppet (e.g. "My puppet's name is Oscar, and he feels grouchy.")

Go Deeper: Take pictures of students' emotional expression and or the puppets using an iPad or digital camera. Label the expressions and post pictures around the room as a reminder of different emotions.

Rainforest Soundscape Adventure

Aim: How can we build on what we learned in Elmo's World and use music, movement, and found objects to explore how rainforest animals move and respond to their environment.

Vocabulary: animal characteristics, habitat, rainforest, soundscape

Standards: 1, 2, 3, 6, 7, 8, 9

Rainforest Animal Parade

- Review what you learned about the rainforest.
 - *Who lives there? How might they move through the rain forest? (e.g. fly, crawl, run)*
 - *What is the weather like? How does it feel? (e.g. wet, hot)*
 - *What sounds do you hear? What colors do you see?*
- Invite children to move around the classroom like rainforest animals! Call out or let students suggest animals they saw or made at Sesame Street Learn & Play:
 - **Butterfly** – flutter your scarf like wings
 - **Frog** – hop and toss your scarf like a jumping tongue
 - **Monkey** – swing it side to side like arms from trees
 - **Jaguar** – crouch low and swipe your scarf like a tail
 - **Toucan** – swoop and dip it like flying through trees
- Reflect and connect:
 - *Which animal was your favorite to pretend to be?*
 - *How did it feel to move like that animal?*
 - *What did your animal do in the rainforest?*

GO DEEPER: Draw a picture of your rain forest animal and tell a story about where it lives.

Rainforest Soundscape:

- Set the scene:
 - Let's close our eyes and imagine that we are back in the rainforest in Elmo's World.
 - What does a rainforest sound like?
 - What animals do you hear? What sounds do they make?
- Create a class soundscape or "sound story" using body percussion, found objects, simple classroom instruments, and student voices. Some ideas might include:
 - clapping or stomping for thunder
 - paper waving for the flutter of wings
 - shaking beads in a sealed can for the rain drops
 - a tweet for the call of a bird
- Have each student choose a rainforest animal or element (e.g., rain, wind, frog) and add their sound to the class soundscape together. Perform together.
- After the soundscape performance, reflect as a class:
 - *What was your animal doing in the rainforest?*
 - *How do you think the rainforest helps animals live and grow?*

- *What did you notice about the sounds and colors of the rainforest?*

Classroom Café

Aim: How can we build our own classroom market and café to role-play important jobs, discover healthy foods, explore mathematical concepts, and share important elements from our own cultures?

Vocabulary: cashier, category, customer, ingredient, menu, recipe

Standards: 2, 3, 4, 5, 8, 9



Market Sort & Set Up

- Have students gather pretend food items or everyday classroom items to represent food.
- Set up a pretend store in the classroom. Invite students to role-play the different people that are in the market (shop keeper or Mr. Hooper, shelf-stocker, customer, cashier, etc.)
- Play a turn-taking game where each student plays a role for a few minutes and the students switch to experience a different role. Reflect on how it felt to play each of the roles.

What's on the Menu?

- Let students “open” their own café! Use recycled containers to serve imaginative meals. Students may take turns as servers, and practice role-playing in the café.
 - *What kinds of foods would you sell at your store?*
 - *Can you sort these foods by shape or size?*
 - *What would you like to cook for your friends?*
- As a class, follow one of the recipes from Hooper’s Store, and make a pretend or real dish in the classroom. Practice having students follow the steps in order and read simple words or instructions. Before beginning, discuss the definition of an “ingredient” in a recipe.
 - *What are the ingredients?*
 - *What is the first thing we should do to make this recipe?*
 - *Have you ever had it before?*
 - *Do you think you will like it? Why or why not?*
 - *What other foods do you like to eat with your family?*
 - *What is a recipe from your family or culture that you can share with the class?*





Pre-K Learning Standards

1. **Approaches to Learning**
 - Shows curiosity and eagerness to learn
 - Demonstrates persistence and flexibility
 - Engages in problem-solving
2. **Social and Emotional Development**
 - Builds positive relationships with adults and peers
 - Learns to manage emotions and behaviors
 - Develops self-awareness and confidence
3. **Language & Communication**
 - Develops listening and speaking skills
 - Participates in conversations
 - Understands and uses an increasing vocabulary

4. **Literacy**
 - Recognizes letters and sounds
 - Understands basic concepts of print (e.g., left to right)
 - Begins to write letters, name, and simple words
5. **Mathematics Development**
 - Counts, compares, and classifies objects
 - Understands patterns, shapes, and spatial relationships
 - Begins to understand concepts of addition and subtraction
6. **Scientific Reasoning**
 - Observes and explores the natural world
 - Asks questions and makes predictions
 - Uses tools and materials to conduct simple investigations.
7. **Physical Development, Health & Safety**
 - Develops fine and gross motor skills
 - Practices healthy habits and hygiene
 - Understands personal safety
8. **Social Studies**
 - Understands family, community roles, and diversity
 - Recognizes rules and responsibilities
 - Explores geography through maps and environments
9. **Creative Arts**
 - Participates in music, dance, and visual arts
 - Expresses ideas through imaginative play
 - Explores different media and materials
10. **Technology**
 - Begins to use age-appropriate technology tools
 - Understands the purpose of digital tools (e.g., camera, audio player)

The ten domains of Pre-K learning included in this guide are adapted from the *Head Start Early Learning Outcomes Framework* and aligned with key state early learning standards. These domains support a holistic approach to early childhood education, emphasizing social-emotional growth, language and literacy, mathematical thinking, scientific inquiry, and the arts.

