

East Baton Rouge Parish Schools
Title I Pre-Kindergarten
2008 - 2009

All About the ECERS-R Guide
Materials/Centers Checklist

(University of North Carolina at Chapel Hill, 2003)

This guide is to assist you only in preparing your centers. For more information and clarification on classroom environment, refer to your *All About The ECERS-R* guide.

Place a check by those items available in classroom. Write needed items on designated line.

Name: _____

School _____

Room # _____

A. Activities

1. Fine Motor (Page 189) examples:

Small building toys:

- _____ Interlocking blocks
- _____ Lincoln Logs
- _____ Bristle blocks
- _____ Tinker Toys
- _____ Small blocks, inch cubes

Art materials:

- _____ Crayons, watercolor markers (wide or narrow)
- _____ Pencils (colored or black, large or small)
- _____ Paints (tempera or watercolors) with brushes, finger paints
- _____ Paper (various sizes and colors, construction, painting, drawing)
- _____ Play dough, clay
- _____ Collage materials (glue, paste, string, yarn, paper scraps, fabric)

Manipulatives:

- _____ Stringing beads in various sizes, colors, shapes
- _____ Pegs/peg board in various sizes, colors, shapes
- _____ Lacing cards with strings
- _____ Gears with interlocking plates and connectors
- _____ Nuts and bolts

Puzzles:

- _____ In frames with differing number of pieces
- _____ Knobs to grasp or knob less
- _____ Varying levels of difficulty
- _____ Floor puzzles
- _____ Jigsaw puzzles

IMPORTANT:

- Materials available on different levels of difficulty
- Materials organized in containers with picture labels
- Materials rotated regularly to maintain interest
- Materials accessible for a *substantial portion of the day*
- At least 3 of each type of fine motor materials accessible

I need: _____

2. Art (Item 20 - Page 200)

Drawing Materials:

- Paper
- Crayons
- Water color markers / felt tip markers
- Chalk
- Pens / pencils

Things to draw/scribble on:

- Paper in various shapes, sizes and types
- Chalk boards
- Paper plates
- Dry erase boards

Paint materials:

- Finger paints
- Tempera paints
- Watercolor paint sets with brushes and paper

3-D Materials:

- Play dough
- Clay
- Wood for gluing or for carpentry
- Pipe cleaners
- Modeling compound

Collage Materials:

- Paste or glue
- Paper in various types, colors and shapes
- Magazine pictures
- Egg cartons
- Felt remnants, cotton balls, sequins, feathers, buttons, glitter

Tools:

- Safe scissors
- Staplers
- Hole punches
- Tape dispensers with tape
- Tools to use with play dough (stencils, sponge painters, rollers, brushes of various sizes and shapes)

IMPORTANT:

- 3-5 of each type of art materials are available
- Materials available for substantial portion of the day
- Individual expression exhibited
- 3-D art displayed
- Multi-step projects encouraged
- Art activities related to experiences

I need: _____

3. Music/Movement (Item 21 - Page 211)

Music materials:

- Tape / CD / record player
- Software for computers that offer extensive musical content
- Dance props (scarves, bean bags)

Musical instruments:

- Drums
- Electric keyboards
- Bells
- Piano
- Triangles
- Xylophones
- Harmonicas
- Rhythm sticks

Variety of music tapes / CDs / records:

- Classical
- Popular
- Children's songs
- Jazz
- Rock
- Reggae
- Rhythm and blues
- Music characteristic of different cultures
- Songs in different languages
- Lullabies
- Folk songs
- Country and western

Movement:

- Dancing
- Marching
- Exercising
- Videos

IMPORTANT:

- Music for both a group activity and daily free choice at least 1 hour daily
- At least 3 types of music must be used regularly
- Creative music - acting out songs, rhymes or chants (large muscle activity) must be a daily option
- At least one music activity daily (sing songs, soft music at nap, play music for dancing)
- Instruments enough for at least half of the children to use at once
- Movement/dance activity at least weekly to encourage creativity and understanding
- Movement/dance activity can be prescribed body actions or create their own motions

I need: _____

4. Blocks – Gross Motor (Item 22 - Page 219)

Types of blocks: (includes descriptions)

_____ Unit blocks

- wood, plastic or foam
- different sizes and shapes
- smaller blocks represent fractions of the larger blocks

_____ Large hollow blocks

- wood, cardboard or hard plastic
- about the size of cinder blocks (bigger than unit blocks)
- good for outdoor use

_____ Homemade blocks – can be made from the following:

- food boxes
- larger cardboard boxes
- plastic containers
- foam containers
- tissue boxes
- wood cut into block shapes

Block materials: (solid or hollow)

_____ Wood

_____ Plastic

_____ Cardboard

_____ Cloth-covered or vinyl-covered foam

Block accessories:

_____ Small trucks, cars, trains

_____ Road signs

_____ Small toy people

_____ Small toy animals

IMPORTANT:

- Enough space, blocks, and accessories are accessible for 3 or more children to build elaborate structures.
- Blocks are accessible for a substantial portion of the day
- At least two types of blocks are accessible. They must have different characteristics to provide for varied building experiences.
- Interlocking blocks are not given credit for this item.
- Blocks available inside **and** out
- Blocks stored according to type on open, labeled shelves (pictures or outlines needed)
- Blocks are plentiful, organized, easy to access and play space is out of flow of traffic.

I need: _____

5. Sand/Water (Item 23 - Page231)

Types of sand/water containers:

- Dishpans
- Plastic bins
- Sand boxes
- Sand pits
- Various types of tables
- Tubs
- Bucket
- Sinks

Sand/water toys: (to measure, dig, scoop, pour, fill, empty and experiment with)

- Measuring cups
- Unbreakable Containers
- Funnels
- Plastic tubes
- Molds
- Shovels
- Scoops
- Trowels
- Pails
- Rakes
- Sifters
- Sand / water wheels
- Pipes

Water toys: including above

- Sponges
- Things that sink or float
- Turkey basters
- Spray bottles
- Pumps to experiment with

Dramatic play toys:

- Animals
- Dinosaurs
- Small trucks and cars
- Small people and figurines
- Large trucks and diggers
- Cooking props (pots, pans, pitchers, dishes, bowls, cups, spoons)

IMPORTANT:

- Materials in sand table changed (sterilized potting soil, Jurassic sand, mold and play Moon sand, mud)
- Provision for sand **and/or** water play both indoors and outdoors, with one available at least one hour daily

- Variety of toys accessible (to measure, dig, scoop, pour, fill, empty, experiment with, explore and learn)
- Different activities for *Water*:
 - Bubbles added
 - Color added
 - Wooden or plastic boats used
 - Sink and float experiment done with water play
 - Sponges and nonporous objects used to compare
 - Shells or toy sea creatures added
 - Small water droppers and large basters used
 - Plastic pipes used to route water
- Different activities for *Sand*:
 - Wet sand used instead of dry, with toys that can be used to mold sand
 - Cars and trucks added
 - Small people added
 - Another material used instead of sand
 - Tools to make differing designs in sand provided
 - Small animal toys used

I need: _____

6. Dramatic Play (Item 24 – Page 237)

Dress-up clothes:

_____ Shirts / blouses for both men and women

_____ Dresses, skirts, pants, jackets

_____ Footwear

- boots
- sandals
- slipper
- various shoes

_____ Ties, scarves

_____ Belts

_____ Aprons for cooking or for using tools

_____ Uniforms

- medical
- firefighter
- postal worker
- office
- construction

_____ Hats for men and women

- hard hats
- different job hats
- hats for different kinds of weather
- hats for leisure
- flowery hats

_____ Accessories

- jewelry
- hair clips
- purses / tote bags
- briefcases
- glasses – no lenses
- sunglasses

Housekeeping props:

_____ Child-sized furniture

- kitchen sink
- stove / oven
- washer / dryer
- refrigerator
- ironing board with iron
- couch
- table and chairs

_____ Cooking / eating equipment

- pots / pans
- utensils
- dishes
- tea set
- wok
- toaster
- microwave oven

_____ Play foods – including different ethnic foods

_____ Dolls – showing racial diversity

- baby dolls
- dolls representing adults
- small dolls for doll-houses
- paper dolls
- wooden dolls
- people figures to use with blocks or building sets

_____ Doll furniture

- baby doll-sized bed
- highchair
- stroller
- cars
- other disabilities equipment – walkers or wheelchairs

_____ Doll clothes

_____ Stuffed animals

_____ Telephones

_____ Mirror

_____ Play houses

Different kinds of work props:

_____ Office

_____ Store

_____ Restaurant

_____ Construction

_____ Zoo keeper

_____ Medical

_____ Farmer or gardener

_____ Airplane or train

_____ Fire fighting

Fantasy props:

_____ Simple, non-frightening masks or face paint

_____ Magic wands or other accessories

_____ Lot of costumes

_____ Things needed to act out familiar stories

_____ Animals / dinosaurs

Leisure props:

_____ Participating in or watching sports

_____ Camping

_____ Going on vacations to different places

_____ Picnicking

_____ Bird-watching

_____ Fishing

_____ Boating

_____ Parties

Examples of outdoor props:

_____ Trucks with people or things to transport

_____ Play houses with furniture, dolls or other props

_____ Riding toys that look like cars

_____ Gardening tools with wheel barrows

_____ Big pieces of equipment shaped like vehicles

_____ Toy strollers or shopping carts with dolls or stuffed animals

_____ Prop boxes for different jobs (painter, fire fighter, bus driver)

IMPORTANT:

- Many dramatic play materials accessible at one time for a substantial portion of the day.
- Enough materials for 3 or more children to use at one time and can encourage complex play.
- 2-3 gender-specific examples of dress-up items are required
- Enough props accessible for meaningful play for 2 different themes daily
- Materials can be accessible indoors or outdoors, but must be enough in either place to allow meaningful play.
- Props rotated and represent diversity (race, culture, ability, age or gender)
- Dramatic space defined with sufficient, organized labeled storage
- Pictures, stories and trips are used to enrich children's dramatic play.

I need: _____

7. Nature/Science (Item 25 – Page 253)

Collections of natural objects: (in different sizes and shapes)

- _____ Rocks
- _____ Seashells
- _____ Insects
- _____ Leaves
- _____ Seed pods
- _____ Different types of wood
- _____ Pinecones
- _____ Birds' nests

Living things: (to care for and observe)

- _____ House plants, terrarium, seeds that children plant and watch grow
- _____ Garden the class planted and cares for
- _____ Class pet
- _____ Window bird feeder
- _____ Aquarium with fish snails, or other animals
- _____ Ant farm with living ants
- _____ Worm farm
- _____ Butterfly hatching kit
- _____ Eggs that hatch

Books, games or toys: (realistic and fact based)

- _____ Books (realistic pictures, photos, or drawings)
 - Animals
 - Plants
 - Birds
 - Fish
 - Human body
 - Seasons
 - Weather
 - Plants
- _____ Games
 - Nature matching cards
 - Nature sequence cards
 - Body part matching games
 - Board games with a nature theme
 - Factual nature/science videos or computer games
- _____ Toys (portray natural life)
 - Plastic sets of animals
 - Puzzles with nature pictures or natural sequences

Nature/science activities:

- Magnets with objects to experiment with
- Magnifying glasses with things to look at

- Sink and float activity, with objects to use in an experiment
- Racing cars down slopes that vary in length and incline
- Shaking cans filled with differing substances to match and compare sounds
- Smelling and matching cans filled with different spices
- Using plastic translucent color paddles to make colors that match objects
- Cooking foods that change when mixed, cooled, cooked
- Completing a weather chart, after looking to see the weather
- Using a rain gauge to record how much rain fell
- Planting seeds and/or a garden and taking care of it
- Tasting and comparing sweet, sour, bitter, salty
- Lifting objects with levers and pulleys
- Using different length pendulums with different weights
- Looking at objects under a simple microscope

IMPORTANT:

- In addition to center materials, you **must** provide a theme related activity within the center (see examples above)
- Realistic and fact-based books, games, videos, computer games, and toys, used to extend knowledge, can be located throughout the classroom.
- Materials should encourage or allow children to experiment with scientific concepts or observe scientific processes unfold
- 3-5 examples from at least 3 categories accessible for a substantial portion of the day
- Sufficient numbers of the objects in each collection must be present to allow for exploration of similarities and or differences
- Nature/science activities requiring staff input offered at least every two weeks (cooking, measuring rainfall, field trips)

I need: _____

8. Math/Number (Item 26 – Page 267)

Counting:

- Teddy bears or other small objects to count
- Money in the dramatic play center
- Pegboards with number printed and holes to match
- Puzzles, toys or games (where quantities of objects are matched to written numbers)
- Beads and bead patterns
- Pegs to fill different numbers of pegboard holes
- Raisins or other ingredients that must be counted for cooking

Measuring:

- Measuring cups and spoons for sand/water, cooking or housekeeping
- Balance scale with things to weigh
- Rulers and tape measures with things to measure
- Thermometers
- Yardsticks or rulers on woodworking bench
- Height chart
- Foot size measurer

Comparing quantities:

- Toys and games used to figure out “more and less”
- Geoboards and pegs
- Unit blocks
- Attribute blocks
- Parquetry blocks
- Pattern or matching cards for any shape toys
- Magnetic shapes

Becoming familiar with written numbers:

- Number puzzles
- Magnetic numbers
- Play telephones
- Dramatic play cash register with play money
- Number lotto
- Clocks
- Calendar
- Playing cards
- Number lacing cards
- Number books and posters

IMPORTANT:

- 3-5 examples from all 5 categories accessible for a substantial portion of the day, rotated to maintain interest, and organized (*may not necessarily be in a specific center*)
- Math/number activities requiring staff input should be offered every two weeks

I need: _____

9. Use of Video, TV, and/or Computers (Item 27 – Page 279)

Encourage active Involvement:

- Dance
- Play musical instruments
- Finger plays
- Sing
- Exercise
- Creative drawing or painting
- Think and solve problems (computer games)
- Support and extend classroom themes and activities
- Add to children's experiences

IMPORTANT:

- Staff are actively involved in use of equipment (participate in activities, watch and discuss videos with children, do activities suggested in educational TV programming, help children learn to use computer)
- Materials used are non-violent, culturally sensitive, and/or "good for children" (Sesame St., Educational Videos, Educational computer games)
- Time children are allowed to use computer or TV is limited. (TV- 1 hour / Computer - 20 minutes daily)
- 2 or more alternative activities are accessible to children while TV/Computer is being used but carries no negative message.
- Use of this equipment is optional.

I need: _____

10. Promoting acceptance of diversity (Item 28 – Page 287)

Books, pictures, toys, print and AV materials:

- Races
- Cultures
- Ages
- Abilities
- Gender

Props:

- Dress up clothing (representing different countries and customs)
- Dolls and puppets (representing people of different cultures)
- Small toy people representing various ethnic groups, for use with blocks
- Play food representing different cultures
- Cooking utensils representing different cultures
- Baby carriers from different cultures
- Play money from different countries
- Pieces of fabric or blankets typical of different cultures
- Real equipment used by people with disabilities
- Equipment for dolls representing certain disabilities

Diversity as part of daily routines:

- Ethnic foods are served often as meals or snacks
- Staff use some words in different languages to talk about routines
- Music from varying cultures is used at naptime
- Staff say hello or good bye in different languages
- Family traditions and utensils are provided at meals and snacks, if desired

Diversity as part of play activities:

- Cooking activities, foods representative of other cultures are prepared by children
- Bingo is played in different languages
- Children regularly dance to music from various cultures
- Art materials and activities associated with different cultures are used – colored sands for sand paintings, clay for making pottery, origami paper folding activities
- Musical instruments representing various cultures
- Children celebrate winter holiday of many different cultures
- People come in to teach children folk songs of different countries
- Children learn dances from different countries
- Children see a video of games children play in other countries

IMPORTANT:

- 2 or more different races, cultures, and ethnic groups are represented
- Presence of diversity must be in classroom and obvious
- All categories of diversity listed need to be included to some degree
- Activities are done with children at least 4 times a year

11. Books and Pictures (Item 15 – Page 150)

A wide selection:

- Fantasy
- Factual Information
- Stories about People
- Stories about Animals
- Nature/science
- Different races and cultures
- Different abilities

Additional language materials used daily to encourage children to communicate

- Posters and pictures
- Flannel board stories in book area
- Picture card games
- Recorded stories and songs
- Listening center with CD / tape player
- Puppets in book area
- Small figures in block area
- Animals in block area
- Telephones
- Dramatic play props
- Dolls

IMPORTANT:

- A wide selection of books (3-4 examples of each type), rotated to maintain interest with at least 3 relating to current theme, are organized in a reading center and are accessible for a substantial portion of the day. (*At least 20 books for a group of 15 children plus one extra for each additional child*)
- Books, materials, and activities do not show violence in a graphic way and are appropriate for children in the group.
- Book should include simpler books for younger children, large print books for visually impaired, books in the primary language of children, rhyming games for older children.
- Staff reads books to children informally daily. (During free play, at nap time, as an extension of an activity)

I need: _____

12. Cozy Area / Privacy Space (Page 15)

IMPORTANT:

- A well-defined secluded area where one or two children are protected from active play through its placement in the room
- The cozy area should be filled with several types of soft furnishings such as carpet, stuffed animals, pillows, bean bags or soft chairs.
- Cozy Area / Privacy Space may be combined if all criteria are met.
- Books, quiet games, toys, and soft music should be accessible.