



<p><b>TOYS AND GAMES</b></p> <p>___ Organize toys and games by either labeling the shelf or the container</p> <p>___ Include materials ranging from simple to complex to meet varying ability levels (e.g. puzzles of various complexities, different size pegs or beads)</p> <p>Types of Toys and Games (See p. 299-300 for partial list) (Circle those that you have)</p> <p>___ Provide a <u>variety</u> of <u>self-correcting toys</u> (e.g. puzzles, nesting boxes, geometric shape sorters)</p> <p>___ Provide a <u>variety</u> of <u>open-ended toys</u> (e.g. Legos, interlocking links, pegboards/pegs, felt boards, lacing beads)</p> <p>___ Provide a <u>variety</u> of <u>collectibles</u> (e.g. keys, nuts and bolts, bread bag fasteners, erasers)</p> <p>___ Provide a <u>variety</u> of <u>cooperative games</u> (e.g. lotto, board games, card games)</p> <p>___ Provide a <u>variety</u> of <u>literacy-related materials</u> (e.g. magnetic letters, Magnadoodle)</p>	<p><b>Types of Play</b> (p. 306-7)</p> <ol style="list-style-type: none"> <li>1. Functional play: explored material with senses</li> <li>2. Constructive play: created something</li> <li>3. Dramatic or pretend play</li> <li>4. Games with rules</li> </ol> <p>See 'Toys and Games to Avoid,' p. 302</p>
<p><b>ART</b></p> <p>___ Easel and painting materials (usually 3 or more colors of paint) are available so that children can use them independently on a daily basis.</p> <p>___ Area is protected from traffic</p> <p>___ Table is available for children to work on</p> <p>___ Washable floor covering or protection for the floor</p> <p>___ Children's artwork displayed at eye level</p> <p>___ Collage materials</p> <p>___ Provide books about artists, art, and how-to-draw, if children are at the realistic art stage</p> <p>Materials organized so that children can manage their work independently</p> <p>___ Labeled containers and/or shelves (p. 332 for types of containers)</p> <p>___ Similar materials positioned together</p> <p>___ Paint smocks available so that children can use them independently</p> <p>___ Child-size cleaning materials accessible</p> <p>A <u>variety</u> of each of the following materials are <u>accessible</u> to children for independent work: (Circle all that is available)</p> <p><b>Materials to draw on:</b> What sizes? _____ What kinds? _____ chalkboard whiteboards sidewalks</p> <p><b>Materials to draw with:</b> crayons markers colored pencils chalk other: _____</p> <p><b>Materials to paint on:</b> manila paper foil cardboard newsprint butcher paper wall paper</p> <p><b>Materials to paint with:</b> tempera paint _____ finger paint _____ watercolors _____ brushes of all kinds sponges scrub brush</p> <p><b>Materials to cut and paste:</b> scissors glue collage box(es)</p> <p><b>Materials to mold:</b> (p. 328-9) playdough baking clay <b>Tools:</b> rolling pins craft sticks scraper</p> <p><b>3-D materials:</b> wood pipe cleaners wire brads dowels clothespins tape rubber bands other: _____</p> <p><u>Woodworking (p. 331)</u></p> <p>___ Sturdy workbench with a vise</p> <p><b>Small real tools:</b> hammers saws hand drills screwdrivers goggles sandpaper ruler</p> <p><b>Soft wood:</b> plywood 2x4s and/or 1x4 wooden wheels dowels knobs</p> <p><b>Materials to attach wood:</b> nails (roofing nails work well) screws yellow wood glue</p>	<p><b>Stages of painting/drawing</b></p> <ol style="list-style-type: none"> <li>1. Scribbling/making marks</li> <li>2. Making shapes, patterns and symbols that have personal meaning</li> <li>3. Pictorial art</li> <li>4. Realistic art</li> </ol> <p><b>How many of these collage materials do you have?</b></p> <ul style="list-style-type: none"> <li>• acorns/nuts/seeds</li> <li>• beads/buttons</li> <li>• cotton balls</li> <li>• doilies</li> <li>• fabric/felt scraps</li> <li>• feathers</li> <li>• flowers</li> <li>• gauze</li> <li>• glitter</li> <li>• netting and lace</li> <li>• packaging materials</li> <li>• pipe cleaners</li> <li>• sequins</li> <li>• shells</li> <li>• string/yarn/ribbons</li> <li>• toothpicks</li> <li>• wallpaper samples</li> </ul>
<p><b>LIBRARY</b></p> <p>___ Bookshelf to display books facing out</p> <p>___ At least 1.5 books/per child</p> <p>Comfortable space: carpeted floor comfortable seating</p> <p>Books include: storybooks nursery rhymes informational predictable alphabet counting</p> <p>Props: puppets flannel board and story characters</p>	<p><b>Developmental Steps in Writing</b> (p. 367-8)</p>

<p><b>DISCOVERY</b></p> <p>_____ Shelf to hold displays, collections and discovery materials</p> <p>_____ Shelves and/or containers labeled</p> <p>_____ Provide a <i>variety</i> of basic tools: magnifying glasses balance scales magnets containers</p> <p>_____ Provide a <i>variety</i> of materials for exploring pets and/or plants rocks other:</p> <p>_____ Provide a <i>variety</i> of physical science items: pulley gears wheels mirrors flashlights</p> <p>_____ Science books related to materials are available</p>	<p><b>Science Topics</b> (p 394)</p> <ol style="list-style-type: none"> <li>1. Life science</li> <li>2. Physical science</li> <li>3. Earth and the environment</li> </ol>
<p><b>SAND AND WATER</b></p> <p>_____ Make available daily (circle) sand play AND water play</p> <p>_____ Sand is 3-4 inches deep</p> <p>_____ Provide a <i>variety</i> of props for sand play: scoops/shovels measuring cups and spoons sieves bucket/bowls topic materials other:</p> <p>_____ Provide a <i>variety</i> of props for water play: buckets/bowls scoops/shovels measuring cups funnels squirt bottles water wheel bulb basters floating toys other:</p> <p>_____ Have smocks that are easily accessible and children can put on independently</p> <p>_____ Cleaning supplies easily accessible: sand—child-size broom and dustpan water—child-size mop</p> <p>_____ Washable floor covering or protection for the floor</p> <p>_____ Props are easily accessible</p>	<p><b>Materials for Sand and Water Play</b></p> <p>66 ideas for materials are listed on p. 409.</p> <p>Add and rotate props.</p>
<p><b>MUSIC</b></p> <p>_____ The instruments and props labeled and accessible to children daily.</p> <p>_____ There is an easy-to-operate CD player that children use, with headphones if needed.</p> <p>_____ Provide a <i>variety</i> of musical instruments</p> <p>_____ Provide a <i>variety</i> of dance props: streamers scarves</p> <p>_____ Provide a <i>variety</i> of CDs representing diverse cultures and musical styles</p> <p>_____ Provide books that have words to songs and rhymes</p>	<p>See p. 426 for example of a way to organize materials.</p>
<p><b>COOKING</b></p> <p>_____ Cooking experiences made available as a choice activity</p> <p>_____ Provide <i>labeled</i> storage areas for cooking materials</p> <p>_____ Provide items for cooking that children can use safely and independently. What items do you have?</p> <p>_____ Provide recipe cards/charts with pictures and words</p>	<p>See p. 448 for cooking equipment inventory suggestions.</p> <p>Page 457 has skills that children can learn.</p>
<p><b>COMPUTERS</b></p> <p>_____ Area has child-size table and two chairs</p> <p>_____ Provide a printer</p> <p>_____ Monitor angled so children do not have to look up</p> <p>_____ Keyboard and mouse are at a child's elbow level</p> <p>_____ Software programs are developmentally appropriate</p> <p>_____ What programs do you have?</p>	