



ECERS-R Materials Checklist¹

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¹ This guide is to assist you only in preparing your learning centers. The materials identified in this document are **NOT** the only materials that can be counted toward these items/indicators. This list is meant only to identify the kinds of materials that count toward specific categories. For more information and clarification on classroom environment, refer to your *All About The ECERS-R* guide.

#3 Furnishings for relaxation and comfort		
Soft furnishings	Soft toys	Indicator Criteria
<input type="checkbox"/> Wall-to-wall carpeting <input type="checkbox"/> Rugs <input type="checkbox"/> Mats <input type="checkbox"/> Soft couches or chairs (upholstered or beanbag)	<input type="checkbox"/> Mattresses <input type="checkbox"/> Futons <input type="checkbox"/> Cushions <input type="checkbox"/> Other	<input type="checkbox"/> Cloth puppets <input type="checkbox"/> Dolls with soft bodies <input type="checkbox"/> Soft stuffed animals (any size)
3.5.1: Cozy area that has substantial softness where children can lounge, daydream, read, or play quietly. 3.7.1: Cozy area PLUS at least 2 additional soft furnishings 3.7.2: Many clean, soft toys (10 for all 4 year olds, plus 2 for each three-year-old)		

#15 Books and pictures		
15.5.2: Requires that there are at least 2 additional language materials available during center time (See AAE p. 152)	<input type="checkbox"/> Flannel board stories <input type="checkbox"/> Picture card games <input type="checkbox"/> Recorded stories and songs	<input type="checkbox"/> Posters and pictures (to receive credit for posters/pictures, they must be used by staff to promote language learning) <input type="checkbox"/> Other

Categories of Books Associated with ECERS-R Items							
#15 (Books)	#15 (Books)	#15 (Books) & #25 (Nature /Science)	#15 (Books) & #28 (Diversity)	#15 (Books) & #28 (Diversity)	#28 (Diversity)	#28 (Diversity)	#26 (Math)
Fantasy (pretend stories about people and animals)	Factual Information (books with pictures of real animals, facts about real life of animals and plants, or other real life experiences)	Nature and Science (such as how the five senses work, the human body, houses of different animals)	Different Races & Cultures (e.g., historical and contemporary stories about people from different races and cultures; books in other languages)	Different Abilities (e.g., individuals with disabilities and how they might use aids such as eyeglasses, a hearing aid, a wheelchair or crutches)	Different Ages (e.g., children, parents, grandparents)	Gender in Non-Stereotyping Roles (e.g., men and women shown doing different types of work including traditional and non-traditional roles)	Math (e.g., counting, measuring, quantity, shapes, written numbers)

NOTE: In some cases, one book might be representative of more than one category. For example, an illustrated book about how the body works might also show people of different races in the illustrations. Give credit for each category the book represents (AAE, p. 150). Also see page 8 of this handout for more information about the book requirement for Item #28 (Diversity).

ECERS-R Item #15 requires 3-5 books in EACH of the following categories: Fantasy, Factual Information, Nature/Science, Race/Culture, and Different Abilities.

RECOMMENDATION: Mark books that you have selected specifically to meet specific ECERS-R book categories (e.g., put a colored dot on front of book). When you rotate books, if you remove a book with a colored dot, make sure you replace that book with a similar book that fits the same category (e.g., race, cultural, etc.).

#19 Fine Motor (19.5.1 requires at least 3 examples of each category)			
Small Building Toys	Art	Manipulatives	Puzzles
<input type="checkbox"/> Bristle blocks <input type="checkbox"/> Duplos <input type="checkbox"/> Legos <input type="checkbox"/> Lincoln Logs <input type="checkbox"/> Magnetic blocks <input type="checkbox"/> Small blocks (inch cubes) <input type="checkbox"/> Tinker toys <input type="checkbox"/> Other (list)	<input type="checkbox"/> Crayons <input type="checkbox"/> Fabric scraps <input type="checkbox"/> Glue sticks <input type="checkbox"/> Markers <input type="checkbox"/> Paints <input type="checkbox"/> Paper <input type="checkbox"/> Pencils <input type="checkbox"/> Playdough <input type="checkbox"/> Rulers <input type="checkbox"/> Scissors <input type="checkbox"/> Tape <input type="checkbox"/> Tools (hole punches, scissors, etc.) <input type="checkbox"/> Yarn <input type="checkbox"/> Other (list)	<input type="checkbox"/> Gears <input type="checkbox"/> Lacing beads <input type="checkbox"/> Lacing cards <input type="checkbox"/> Links <input type="checkbox"/> Mr. Potato Head <input type="checkbox"/> Nuts & bolts <input type="checkbox"/> Pattern blocks (parquet shapes) <input type="checkbox"/> Pegs with peg boards <input type="checkbox"/> Pop beads <input type="checkbox"/> Snap blocks <input type="checkbox"/> Train tracks <input type="checkbox"/> Zip, snap, button toys/vests <input type="checkbox"/> Other (list)	<input type="checkbox"/> Floor puzzles <input type="checkbox"/> Frame puzzles <input type="checkbox"/> Knobbed Puzzles <ul style="list-style-type: none"> <input type="checkbox"/> Knobbed puzzles with large knobs <input type="checkbox"/> Knobbed puzzles with small knobs <input type="checkbox"/> Other (list)
Fine Motor Shelving appropriately labeled: <input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Few/None Is shelving crowded? <input type="checkbox"/> Yes <input type="checkbox"/> NO Containers Appropriately Labeled <input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Few/None NOTE: Fine motor materials do NOT have to be in a fine motor only learning center; instead, they may be found in several different learning centers (e.g., math).			

#20 Art (20.5.1 requires 3-5 examples in at least 4 of the 5 art categories; drawing materials are required)				
Drawing (required)	Paints	3-D	Collage	Tools
<input type="checkbox"/> Chalk <input type="checkbox"/> Chalk boards <input type="checkbox"/> Crayons <input type="checkbox"/> Dry erase boards <input type="checkbox"/> Markers <input type="checkbox"/> Paper <input type="checkbox"/> Pencils <input type="checkbox"/> Pens <input type="checkbox"/> Other (list)	<input type="checkbox"/> Fingerpaints <input type="checkbox"/> Tempera paints <input type="checkbox"/> Watercolor paints <input type="checkbox"/> Other (list)	<input type="checkbox"/> Clay <input type="checkbox"/> Modeling compound <input type="checkbox"/> Pipe cleaners <input type="checkbox"/> Playdough <input type="checkbox"/> Wood <input type="checkbox"/> Styrofoam <input type="checkbox"/> “Junk” (e.g., cardboard tubes, paper boxes, packing material, etc. – only counts for 3D material IF used to create 3D art) <small>NOTE: Gluing small 3D materials such as styrofoam chips to a flat surface does not count as 3D work, unless the work is built up substantially, away from the base surface (AAE, p. 206);</small> <input type="checkbox"/> Other (list)	<input type="checkbox"/> Buttons <input type="checkbox"/> Cardboard tubes <input type="checkbox"/> Cotton balls <input type="checkbox"/> Egg cartons <input type="checkbox"/> Feathers <input type="checkbox"/> Felt scraps <input type="checkbox"/> Glitter <input type="checkbox"/> Magazines <input type="checkbox"/> Paper <input type="checkbox"/> Paste <input type="checkbox"/> Pom-poms <input type="checkbox"/> Sequins <input type="checkbox"/> Yarn/string <input type="checkbox"/> Other (list)	<input type="checkbox"/> BINGO/Dot markers <input type="checkbox"/> Brushes <input type="checkbox"/> Hole punches <input type="checkbox"/> Playdough tools <input type="checkbox"/> Rollers <input type="checkbox"/> Ruler <input type="checkbox"/> Scissors <input type="checkbox"/> Sponge painters <input type="checkbox"/> Stamps/stamp pad <input type="checkbox"/> Stapler <input type="checkbox"/> Stencils <input type="checkbox"/> Tape <input type="checkbox"/> Other (list)
Art Shelving appropriately labeled: <input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Few/None Is shelving crowded? <input type="checkbox"/> Yes <input type="checkbox"/> NO Containers Appropriately Labeled <input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Few/None				

#21 Music		
Instruments (21.5.1 requires enough musical instruments for at least half of the children to use at once plus some music to listen to (e.g., tape/cd player – that children can operate themselves) and dance props (e.g., scarves)		Types of Music (21.5.2 requires 3 types of music used with children on regular basis)
<input type="checkbox"/> Bells <input type="checkbox"/> Castanets <input type="checkbox"/> Cymbals <input type="checkbox"/> Drums <input type="checkbox"/> Electric keyboard <input type="checkbox"/> Hardwood blocks with mallet <input type="checkbox"/> Maracas <input type="checkbox"/> Piano <input type="checkbox"/> Rainstick <input type="checkbox"/> Rhythm sticks <input type="checkbox"/> Shakers <input type="checkbox"/> Tambourine <input type="checkbox"/> Triangles <input type="checkbox"/> Wrist bells <input type="checkbox"/> Xylophones <input type="checkbox"/> Other (list)	<input type="checkbox"/> CD/Tape Player that children can use to listen to music <input type="checkbox"/> Dance props (e.g., scarves)	<input type="checkbox"/> Children's songs <input type="checkbox"/> Classical <input type="checkbox"/> Country <input type="checkbox"/> Cultural music (from different countries) <input type="checkbox"/> Folk songs <input type="checkbox"/> Instrumental <input type="checkbox"/> Jazz <input type="checkbox"/> Lullabies <input type="checkbox"/> Music in different languages <input type="checkbox"/> Popular <input type="checkbox"/> Rap <input type="checkbox"/> Reggae <input type="checkbox"/> Rhythm & blues <input type="checkbox"/> Rock Other (list)
Music Shelving appropriately labeled: <input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Few/None Is shelving crowded? <input type="checkbox"/> Yes <input type="checkbox"/> NO Containers Appropriately Labeled <input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Few/None		
#22 Blocks		
Types of Blocks – 22.7.1 requires at least 2 different types of blocks. – 22.7.3 requires some blocks available outside (cannot be interlocking blocks)	Block Accessories – There are 3 types of accessories required for this item (animals, people, transportation), although there can also be other types	Other Materials Currently in Your Block Area
<input type="checkbox"/> Cardboard blocks <input type="checkbox"/> Homemade blocks <input type="checkbox"/> Large wooden hollow blocks <input type="checkbox"/> Wood unit blocks <input type="checkbox"/> Foam unit Blocks <input type="checkbox"/> Other (list) **Interlocking blocks (e.g., Legos) do NOT count as blocks	<input type="checkbox"/> Animals (e.g., zoo animals, farm animals) <input type="checkbox"/> People <input type="checkbox"/> Transportation (e.g., road signs, vehicles, trains) <input type="checkbox"/> Other (list) – 22.3.1, 22.3.5 requires 1 type of accessory – 22.5.1 requires 2 types of accessories; 22.5.2 requires 2 types of accessories be stored separately – 22.7.1 requires all 3 types of accessories	NOTE: There should be no interlocking blocks (e.g., Duplos) or other materials (e.g., Fischer Price barns, doll houses) in the block area that would detract or get in the way of children building structures with blocks. Measurement tools such as rulers, tape measures and a limited amount of carpentry related dramatic play items (e.g., hard hat, tools) are acceptable if the block area is fairly large and these materials are used to enhance block play.
Block Shelving appropriately labeled: <input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Few/None Is shelving crowded? <input type="checkbox"/> Yes <input type="checkbox"/> NO Containers Appropriately Labeled <input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Few/None		

#23 Sand/Water (23.5.2 requires a variety of toys accessible for sand/water play)

Sand/Water Toys (things to measure, dig, scoop, pour, fill, empty, experiment with)

- | | |
|---|---|
| <input type="checkbox"/> Buckets | <input type="checkbox"/> Scoops |
| <input type="checkbox"/> Funnels | <input type="checkbox"/> Shovels |
| <input type="checkbox"/> Measuring cups/spoons | <input type="checkbox"/> Sifters/Sieve |
| <input type="checkbox"/> Pails | <input type="checkbox"/> Spray bottles |
| <input type="checkbox"/> Plastic tubes | <input type="checkbox"/> Sponge |
| <input type="checkbox"/> Pipes | <input type="checkbox"/> Things that sink/float |
| <input type="checkbox"/> Pumps to experiment with | <input type="checkbox"/> Turkey baster |
| <input type="checkbox"/> Rakes | <input type="checkbox"/> Trowels |
| <input type="checkbox"/> Sand molds | <input type="checkbox"/> Unbreakable Containers (e.g., plastic bowls) |
| <input type="checkbox"/> Sand/water wheels | <input type="checkbox"/> Other (list) |
| <input type="checkbox"/> Other (list) | |

NOTE: There must be enough sand and/or water to scoop and pour.

See Item #24 Dramatic Play on page 6

See Item #25 Nature/Science on page 7

#26 Math/Number (26.5.1 requires 3-5 examples of each category)

Counting	Written Numbers	Measuring	Comparing Quantities	Shape
<input type="checkbox"/> Money <input type="checkbox"/> Pegboards with numbers printed and holes to match <input type="checkbox"/> Puzzles, toys, games (where quantities of objects are matched to written number) <input type="checkbox"/> Teddy bears or other small objects to count <input type="checkbox"/> Wall cards <input type="checkbox"/> Other (list)	<input type="checkbox"/> Calendar <input type="checkbox"/> Cash register with money <input type="checkbox"/> Clock <input type="checkbox"/> Magnetic numbers <input type="checkbox"/> Number bingo/lotto <input type="checkbox"/> Number lacing cards <input type="checkbox"/> Number puzzles <input type="checkbox"/> Number books & posters <input type="checkbox"/> Playing cards <input type="checkbox"/> Telephone <input type="checkbox"/> Other (list)	<input type="checkbox"/> Balance scale with things to weigh <input type="checkbox"/> Bathroom scale <input type="checkbox"/> Foot size measurer <input type="checkbox"/> Height chart <input type="checkbox"/> Measuring cups <input type="checkbox"/> Measuring spoons <input type="checkbox"/> Rulers <input type="checkbox"/> Tape measures <input type="checkbox"/> Thermometer <input type="checkbox"/> Yardsticks <input type="checkbox"/> Other (list)	<input type="checkbox"/> Abacus <input type="checkbox"/> Class charts/graphs <input type="checkbox"/> Dice <input type="checkbox"/> Dominoes <input type="checkbox"/> Five//Ten Frame Cards <input type="checkbox"/> Graduated cylinders <input type="checkbox"/> Graduated puzzles <input type="checkbox"/> Math links <input type="checkbox"/> Nested cups/dolls <input type="checkbox"/> Playing cards <input type="checkbox"/> Unifix cubes <input type="checkbox"/> Other (list)	<input type="checkbox"/> Attribute blocks <input type="checkbox"/> Geoboards & pegs <input type="checkbox"/> Magnetic shapes <input type="checkbox"/> Pattern blocks <input type="checkbox"/> Posters (shape) <input type="checkbox"/> Puzzles (shape) <input type="checkbox"/> Shape sorting peg board <input type="checkbox"/> Unit blocks <input type="checkbox"/> Other (list)

Math Shelving appropriately labeled: All Most Few/None Is shelving crowded? Yes NO Containers Appropriately Labeled All Most Few/None

NOTE: Math materials do NOT have to be in a math only learning center; instead, they may be found in several different learning centers (e.g., fine motor, sand/water, dramatic play, etc.).

#24 Dramatic Play (24.5.3 requires props for at least 2 different themes (must be enough props for each theme to allow meaningful play).

NOTE: Housekeeping theme is required PLUS one other theme (e.g., work related theme, fantasy theme, OR leisure theme).

<p>Theme: Housekeeping</p> <p>These props allow children to take on the roles they are most familiar with (e.g., mommy, daddy) and to represent what they know about family life.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child-sized furniture (stove, washer/dryer, couch, tables/chairs, etc.) <input type="checkbox"/> Cooking/eating <input type="checkbox"/> Dolls <input type="checkbox"/> Doll clothes <input type="checkbox"/> Doll furniture (bed, high chair, stroller, etc.) <input type="checkbox"/> Dress-up clothes <input type="checkbox"/> Mirror <input type="checkbox"/> Play food (including ethnic play food) <input type="checkbox"/> Play house <input type="checkbox"/> Stuffed animals <input type="checkbox"/> Telephone <input type="checkbox"/> Other (list) 	<p>NOTE: The bulleted list below are EXAMPLES of themes within each theme categories . You do NOT have to all of these. You need a substantial amount of materials that support one of the bullets below (plus housekeeping)</p>			<p>Gender-Specific Dress Up Clothes</p> <p>24.5.1 requires at least 2 male-specific props and at least 2 female-specific props.</p> <p>These props are important because children are developing gender role identity during preschool years.</p> <p>Male</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hats <input type="checkbox"/> Suit jacket <input type="checkbox"/> Men's shirts <input type="checkbox"/> Shoes <input type="checkbox"/> Ties <input type="checkbox"/> Wallet <input type="checkbox"/> Other (list) <p>Female</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blouses <input type="checkbox"/> Dresses <input type="checkbox"/> Hats <input type="checkbox"/> Purses <input type="checkbox"/> Scarves <input type="checkbox"/> Shoes <input type="checkbox"/> Skirts <input type="checkbox"/> Other (list) <p>NOTE: Clothing such as basketball jerseys, camouflage jackets, etc. do not count as male items (because male/female play sports and men/women are in the military)</p>	<p>Props that Reflect Diversity</p> <p>24.7.1 requires at least 2 examples of dramatic play props that reflect diversity.</p> <p>These props help children learn that different cultures eat different foods, use different types of cooking utensils, wear different clothing, etc.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultural cooking utensils (e.g., wok, etc.) <input type="checkbox"/> Dolls (different races, cultures, abilities, ages, and/or gender) <input type="checkbox"/> Multi-cultural dress-up clothes <input type="checkbox"/> Pretend food (e.g., taco, spaghetti, sushi, etc.) <input type="checkbox"/> Puppets representing different cultures <input type="checkbox"/> Other (list) 	
<table border="1"> <tr> <td data-bbox="359 277 846 1179"> <p>Theme: Different Kinds of Work</p> <p>These props allow children to act out what they know about different jobs/occupations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Airplane (uniforms, tickets, trays, rows of chairs, etc.) <input type="checkbox"/> Bus (uniforms, tickets, trays, rows of chairs, etc.) <input type="checkbox"/> Construction (hats, shovels, tools, etc.) <input type="checkbox"/> Farmer/gardener (rakes, shoves, seed packets, pumpkins, etc.) <input type="checkbox"/> Firefighter (hose, uniform, buckets, helmet, boots, etc.) <input type="checkbox"/> Medical (gauze bandages, doctor's kit, dolls, etc.) <input type="checkbox"/> Office play (office supplies, desk, briefcase, etc.) <input type="checkbox"/> Post office (mail box, envelopes, post cards, mailbag/purse, jacket, hat, etc.) <input type="checkbox"/> Restaurant (tables & chairs, menus, play money, aprons, etc.) <input type="checkbox"/> Store (cash register, play food, empty food cartons, bags, pretend money, etc.) <input type="checkbox"/> Train (uniforms, tickets, trays, rows of chairs, etc.) <input type="checkbox"/> Zoo keeper/vet (stuffed or other toy animals, tickets, money, etc.) <input type="checkbox"/> Other (list) </td> <td data-bbox="846 277 1108 1179"> <p>Theme: Fantasy</p> <p>These props allow children to act out make-believe stories and to pretend to be characters from books, movies or TV programs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Costumes, including hats, capes, fancy dress-ups, crown, magic wands or other accessories <input type="checkbox"/> Simple, non-frightening masks or face paint, non-frightening Halloween costumes <input type="checkbox"/> Things to act out familiar stories <input type="checkbox"/> Other (list) </td> <td data-bbox="1108 277 1381 1179"> <p>Theme: Leisure</p> <p>These props allow children to act out things people do during vacations, holidays, weekends or after work.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Boating <input type="checkbox"/> Camping <input type="checkbox"/> Fishing <input type="checkbox"/> Parties (e.g., birthday party) <input type="checkbox"/> Picnicking <input type="checkbox"/> Sports <input type="checkbox"/> Bird-watching <input type="checkbox"/> Vacations to different places (e.g., beach, zoo) </td> </tr> </table>				<p>Theme: Different Kinds of Work</p> <p>These props allow children to act out what they know about different jobs/occupations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Airplane (uniforms, tickets, trays, rows of chairs, etc.) <input type="checkbox"/> Bus (uniforms, tickets, trays, rows of chairs, etc.) <input type="checkbox"/> Construction (hats, shovels, tools, etc.) <input type="checkbox"/> Farmer/gardener (rakes, shoves, seed packets, pumpkins, etc.) <input type="checkbox"/> Firefighter (hose, uniform, buckets, helmet, boots, etc.) <input type="checkbox"/> Medical (gauze bandages, doctor's kit, dolls, etc.) <input type="checkbox"/> Office play (office supplies, desk, briefcase, etc.) <input type="checkbox"/> Post office (mail box, envelopes, post cards, mailbag/purse, jacket, hat, etc.) <input type="checkbox"/> Restaurant (tables & chairs, menus, play money, aprons, etc.) <input type="checkbox"/> Store (cash register, play food, empty food cartons, bags, pretend money, etc.) <input type="checkbox"/> Train (uniforms, tickets, trays, rows of chairs, etc.) <input type="checkbox"/> Zoo keeper/vet (stuffed or other toy animals, tickets, money, etc.) <input type="checkbox"/> Other (list) 	<p>Theme: Fantasy</p> <p>These props allow children to act out make-believe stories and to pretend to be characters from books, movies or TV programs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Costumes, including hats, capes, fancy dress-ups, crown, magic wands or other accessories <input type="checkbox"/> Simple, non-frightening masks or face paint, non-frightening Halloween costumes <input type="checkbox"/> Things to act out familiar stories <input type="checkbox"/> Other (list) 	<p>Theme: Leisure</p> <p>These props allow children to act out things people do during vacations, holidays, weekends or after work.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Boating <input type="checkbox"/> Camping <input type="checkbox"/> Fishing <input type="checkbox"/> Parties (e.g., birthday party) <input type="checkbox"/> Picnicking <input type="checkbox"/> Sports <input type="checkbox"/> Bird-watching <input type="checkbox"/> Vacations to different places (e.g., beach, zoo)
<p>Theme: Different Kinds of Work</p> <p>These props allow children to act out what they know about different jobs/occupations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Airplane (uniforms, tickets, trays, rows of chairs, etc.) <input type="checkbox"/> Bus (uniforms, tickets, trays, rows of chairs, etc.) <input type="checkbox"/> Construction (hats, shovels, tools, etc.) <input type="checkbox"/> Farmer/gardener (rakes, shoves, seed packets, pumpkins, etc.) <input type="checkbox"/> Firefighter (hose, uniform, buckets, helmet, boots, etc.) <input type="checkbox"/> Medical (gauze bandages, doctor's kit, dolls, etc.) <input type="checkbox"/> Office play (office supplies, desk, briefcase, etc.) <input type="checkbox"/> Post office (mail box, envelopes, post cards, mailbag/purse, jacket, hat, etc.) <input type="checkbox"/> Restaurant (tables & chairs, menus, play money, aprons, etc.) <input type="checkbox"/> Store (cash register, play food, empty food cartons, bags, pretend money, etc.) <input type="checkbox"/> Train (uniforms, tickets, trays, rows of chairs, etc.) <input type="checkbox"/> Zoo keeper/vet (stuffed or other toy animals, tickets, money, etc.) <input type="checkbox"/> Other (list) 	<p>Theme: Fantasy</p> <p>These props allow children to act out make-believe stories and to pretend to be characters from books, movies or TV programs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Costumes, including hats, capes, fancy dress-ups, crown, magic wands or other accessories <input type="checkbox"/> Simple, non-frightening masks or face paint, non-frightening Halloween costumes <input type="checkbox"/> Things to act out familiar stories <input type="checkbox"/> Other (list) 	<p>Theme: Leisure</p> <p>These props allow children to act out things people do during vacations, holidays, weekends or after work.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Boating <input type="checkbox"/> Camping <input type="checkbox"/> Fishing <input type="checkbox"/> Parties (e.g., birthday party) <input type="checkbox"/> Picnicking <input type="checkbox"/> Sports <input type="checkbox"/> Bird-watching <input type="checkbox"/> Vacations to different places (e.g., beach, zoo) 				

Examples of Outdoor Dramatic Play Props (24.7.3 requires props for active dramatic play outdoors)

<input type="checkbox"/> Trucks with people or things to transport	<input type="checkbox"/> Play houses with furniture, dolls or other props	<input type="checkbox"/> Riding toys that look like cars with a gas station/gas pump
<input type="checkbox"/> Gardening tools with wheel barrows	<input type="checkbox"/> Toy strollers or shopping carts with dolls or stuffed animals to transport	<input type="checkbox"/> Big pieces of equipment shaped like vehicles, with things to transport, conductor hats, or other dress-ups
<input type="checkbox"/> Water basins for baby dolls to bathe	<input type="checkbox"/> Prop boxes for different jobs (painter, fire fighter, bus driver, etc.)	<input type="checkbox"/> Other (list)

Dramatic Play Shelving appropriately labeled: All Most Few/None Is shelving crowded? Yes NO Containers Appropriately Labeled All Most Few/None

#25 Nature/Science (25.5.1 requires 3-5 examples in 3 of the 4 nature/science categories)

Collections of Natural Objects	Living Things	Nature/Science Books, Games, Toys	Nature/Science Activities
<input type="checkbox"/> Birds' nests <input type="checkbox"/> Different types of wood <input type="checkbox"/> Insects <input type="checkbox"/> Leaves <input type="checkbox"/> Nuts <input type="checkbox"/> Pinecones <input type="checkbox"/> Rocks <input type="checkbox"/> Seashells <input type="checkbox"/> Seed pods <input type="checkbox"/> Wood <input type="checkbox"/> Other (list)	<input type="checkbox"/> Ant farm <input type="checkbox"/> Aquarium with fish, snails or other animals <input type="checkbox"/> Butterfly hatching kit <input type="checkbox"/> Class pet <input type="checkbox"/> Eggs that hatch <input type="checkbox"/> Plants <input type="checkbox"/> Window bird feeder <input type="checkbox"/> Worm farm <input type="checkbox"/> Other (list)	<input type="checkbox"/> Books <input type="checkbox"/> Board games <input type="checkbox"/> Matching game (e.g., body parts) <input type="checkbox"/> Plastic animals (realistic, these can be located in other areas such as the block area) <input type="checkbox"/> Puzzles with nature pictures or natural sequences (e.g., caterpillar to butterfly) <input type="checkbox"/> Videos <input type="checkbox"/> Other (list)	<input type="checkbox"/> Binoculars/Viewers <input type="checkbox"/> Color paddles <input type="checkbox"/> Completing a weather chart, after checking the weather outside <input type="checkbox"/> Cooking foods that change when mixed, cooled, cooked <input type="checkbox"/> Lifting objects with levers/pulleys <input type="checkbox"/> Magnets & magnetic/non-magnetic things <input type="checkbox"/> Magnifying glasses <input type="checkbox"/> Microscope and slides to look at <input type="checkbox"/> Planting seeds and/or a garden <input type="checkbox"/> Sensory bottles <input type="checkbox"/> Shaking cans with different substances to match/compare sounds <input type="checkbox"/> Sink/float activity <input type="checkbox"/> Smelling cans with different things (e.g., spices) <input type="checkbox"/> Tasting activity (e.g., comparing sweet, sour, bitter, salty) <input type="checkbox"/> Using a rain gauge to record how much rain fell <input type="checkbox"/> Other (list)
Science Shelving appropriately labeled: <input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Few/None Is shelving crowded? <input type="checkbox"/> Yes <input type="checkbox"/> NO Containers Appropriately Labeled <input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Few/None			

#28 Diversity Materials Checklist

28.5.1: There should be many books (at least 3-5), many pictures/posters (at least 3-5) and other materials (at least 3-5) that reflect diversity. And **ALL** categories of diversity must be included to some degree (race, culture, age, ability, and gender).

Categories of Diversity	Books	Pictures & Posters (NOTE: Pictures of children and their families do not count for this item)	Other Materials (e.g., dolls, puppets, play food, cultural cooking utensils, small people figurines, wheelchair for dolls, dress-up clothes, play money from different cultures, fabric/blankets from different cultures, real equipment used by people with disabilities, etc.)
Races			
Cultures (traditions of different groups such as holidays, foods, clothes; how different groups live and do things; books in other languages)			
Ages (e.g., children, parents, grandparents)			
People with differing abilities (e.g., individuals with disabilities and how they might use aids such as eyeglasses, a hearing aid, a wheelchair or crutches)			
Gender in non-stereotypical roles (e.g., men and women shown doing different types of work including traditional and non-traditional roles)			

Item #8: Gross Motor Equipment²

Gross Motor Equipment (8.3.1, 8.5.1)	8.5.2: Equipment stimulates a variety of skills (7-9 skills)
Basketball goal (child-sized)	Throwing
Balance beam (substitute: 2x4 board)	Balancing
Balance board	Balancing
Balls	Throwing, Catching, Kicking, Rolling (depends on how children allowed to use)
Bean bags (and targets and/or buckets or other containers; substitute: sock with beans)	Tossing, Catching
Bowling (substitute: 2 liter bottles with sand)	Rolling
Climber - Steps	Climbing
Climber - Rock Wall	Rock Wall Climbing
Hopscotch mat (substitute: drawn on floor using paint, tape)	Hopping
Horseshoes	Tossing
Hula hoop	Hula hooping, Jumping (in and out of hoops)
Jump rope	Jumping
Obstacle course	Crawling
Parachute (substitute: sheet)	Tossing
Potato sack (substitute: pillow case)	Hopping
Ring toss	Tossing
Scarves & recorded music	Dancing
Scooter	Scooting, Pulling/Pushing (depends on scooter)
Slide	Sliding
Spring rocker	Rocking
Steps/Bridge/Boat	Climbing/Rocking
Stilt cans (substitute: homemade stilts)	Balancing
Swing	Swinging
Traffic cones	Jump (over)
Trampoline – NOT RECOMMENDED	
Tumbling mat	Somersault
Tunnel	Crawling
Wagon	Push, Pull
Wheeled toys (e.g., trikes)	Pedaling, Steering

8.7.2: Gross motor equipment that stimulates skills on different levels.

Easiest way to achieve this is to provide different size/types of balls. Other types of equipment that stimulates skills on different levels includes:

- Different types of wheeled vehicles (e.g., with and without pedals)
- Different ways to climb onto a play structure (e.g., steps, ramps, cargo net, ladder, rock wall)
- Basketball hoops of differing heights
- Lightweight baseball bats of different sizes
- Balance beams of varying widths or heights OR different types of balancing activities (e.g., balance beam and balance boards)
- Other

² This list is meant to give you an idea of the kinds of equipment that will count for item #8 and the skills they support. This is not an all-inclusive list and does not include all gross motor equipment that could count for item #8.