

ECERS-3 Materials Checklist

The purpose of this checklist is to provide guidance in how to best support the learning and development of the children in your program in regard to accessible materials in your environment.

Encouraging Children's Use of Books

General considerations:

- At least 15 books (20 is better for 10 children, 30 for 15 children)
- Some books (at least 5) reflective of current classroom theme

Vary your topics! Possibilities:

- | | | |
|--|---|---|
| <input type="checkbox"/> Feelings | <input type="checkbox"/> Health | <input type="checkbox"/> Sports/hobbies |
| <input type="checkbox"/> Families | <input type="checkbox"/> Work/jobs | <input type="checkbox"/> People |
| <input type="checkbox"/> Differing abilities | <input type="checkbox"/> Math | <input type="checkbox"/> Science |
| <input type="checkbox"/> Differing cultures | <input type="checkbox"/> Nature/animals | <input type="checkbox"/> Concepts (letters, colors) |

Fine Motor

General considerations:

- At least 10 complete sets (all pieces there)
- Materials should represent each category below
- Label storage containers or shelves for self-help and make accessible
- Diversity should be reflected in puzzles/fine motor materials

Fine Motor Possibilities Interlocking Building Materials

- | | | |
|---|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Bristle Blocks | <input type="checkbox"/> Legos | <input type="checkbox"/> Tinker Toys |
| <input type="checkbox"/> Duplos | <input type="checkbox"/> Lincoln Logs | <input type="checkbox"/> Other |

Art Materials

- | | | |
|---------------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> Crayons | <input type="checkbox"/> Playdough | <input type="checkbox"/> Pencils |
| <input type="checkbox"/> Markers | <input type="checkbox"/> Scissors | <input type="checkbox"/> Other |
| <input type="checkbox"/> Hole punches | | |

Puzzles

- | | | |
|--|--|--|
| <input type="checkbox"/> Floor puzzles | <input type="checkbox"/> Knobbed puzzles | <input type="checkbox"/> Frame puzzles |
| <input type="checkbox"/> Other | | |

Manipulatives

- | | | |
|--|---|--|
| <input type="checkbox"/> Gears | <input type="checkbox"/> Pegs with peg boards | <input type="checkbox"/> Small table blocks |
| <input type="checkbox"/> Links | <input type="checkbox"/> Pop beads | <input type="checkbox"/> Train tracks |
| <input type="checkbox"/> Mr. Potato Head | <input type="checkbox"/> Sewing/lacing cards | <input type="checkbox"/> Unifix cubes |
| <input type="checkbox"/> Nuts and bolts | <input type="checkbox"/> Snap blocks | <input type="checkbox"/> Zip, snap, button vests |
| <input type="checkbox"/> Pattern blocks | <input type="checkbox"/> Stringing beads | <input type="checkbox"/> Other |
| <input type="checkbox"/> Magnetic Tiles | | |

Recyclables and Loose Parts manipulatives for fine motor skills:

Various containers with snap-on lids, small screw-on lid jars, weaving loom with fabric scraps, tweezers with small items to move, locks and keys, containers with narrow openings to push small items such as pom-poms inside, clothespins with items to pin . . . what else can you find?



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Art

General considerations:

- All materials must be accompanied by paper, as needed, or another blank surface to use for art
- At least one material needed from each category
- Support diversity through the art materials presented

Art Possibilities

Drawing

- Chalk
- Chalkboards
- Crayons
- Dry erase boards/markers
- Markers
- Colored pencils

Paints

- Finger paints
- Tempera paints
- Watercolors

3D

- Boxes
- Clay
- Modeling compound
- Pipe cleaners
- Playdough
- Other
- Cardboard pieces/tubes/egg cartons
- Wood scraps

Collage

- Feathers
- Felt pieces
- Glitter
- Magazines
- Loose parts/recyclables
- Paper scraps
- Glue/paste
- Pom-poms
- Sequins
- Stickers
- Stickers
- Yarn/string
- Buttons
- Cotton balls
- Other

Tools

- Hole punches
- Playdough tools
- Rollers
- Scissors
- Rulers
- Sponge painters
- Stamps/stamp pads
- Staplers
- Stencils
- Tape/masking tape
- Dot markers
- Brushes

Music and Movement

General considerations:

- At least 3 music materials (10 is better, or 1 per child if used in group time)
- Music materials can't all be the same type (e.g., 10 jingle bells)

Note: Recorded music may count as one example.

Instrument Possibilities

- Bells/wrist bells
- Castanets
- Cymbals/drums
- Electric keyboard
- Instruments/music reflecting diverse cultures
- Hardwood blocks with mallet
- Maracas
- Piano
- Rain sticks
- Homemade instruments (such as pots, pans, buckets with wooden spoons, and shakers from toilet paper rolls)
- Triangles
- Shakers
- Tambourine
- Rhythm sticks
- Xylophones
- Other



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Blocks

General considerations:

- Enough space for at least two, but ideally three, children to build sizable, independent structures at the same time
- Label block shelves and accessory bins/shelves
- Large, hollow blocks, in addition to unit blocks, for highest quality in this area

Notes: Interlocking blocks (e.g., Legos) or blocks with most sides less than 2 inches do not count as blocks. Space for block play must not be used for other purposes that interfere with the use of blocks. Accessories should enhance, not detract from, block play.

Unit blocks:

- Wood
- Foam
- Plastic

Blocks

Large hollow blocks:

- Wood
- Cardboard
- Plastic

Block Accessories

- Animals
- Small people
- Vehicles
- Road signs, fences, trees, small buildings, etc.

Dramatic Play

General considerations:

- Some materials for children to act out family roles
- Many and varied materials from the required list below plus additional materials or themes
- At least 4 clear examples of materials to represent diversity

Note: Small pretend play materials found in block or fine motor areas do not count for dramatic play.

Required:

- Child-sized furniture (e.g., stove, washer/dryer, etc.)
- Cooking/eating utensils
- Dolls/doll clothes
- Dress-up clothes for both boys and girls
- Play food

Theme: Housekeeping

Additional housekeeping materials:

- Telephone
- Doll furniture (bed, high chair, stroller, etc.)
- Mirror
- Stuffed animals
- Other

Theme: Different Kinds of Work

- Construction (hats, shovels, tools, etc.)
- Farmer/gardener (rakes, shovels, seed packets, etc.)
- Office (office supplies, desk, briefcase, etc.)
- Post office (mailbox, envelopes, uniform, etc.)
- Restaurant (menus, play money, aprons, tables, etc.)
- Firefighter (hose, uniform, buckets, helmets, etc.)
- Medical (bandages, doctor's kit, dolls, etc.)
- Store (cash register, play money, food containers, etc.)
- Zookeeper/vet (stuffed animals, tickets, money, etc.)
- Other

Theme: Fantasy

- Costumes including hats, capes, fancy dress
- Things to act out familiar stories
- Other
- Magic wands or other accessories
- Non-frightening masks, wigs, face paint

Theme: Leisure

- Boating
- Camping
- Fishing
- Parties
- Picnic
- Sports
- Vacation
- Other



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Dramatic Play Materials that Reflect Diversity

- Cultural cooking utensils
- Dolls (different races, cultures)
- Equipment used by people with disabilities
- Fabrics, textiles, household items from different cultures
- Multicultural dress-up clothes
- Pretend foods of different cultures

Nature/Science

General considerations:

- At least 5, but 15 is better, nature/science materials with some from each of the five categories (including at least 5 nature/science books)
- One or more pets/plants that children can observe, help care for, and are talked about with children
- Sand or water with appropriate toys should be available (these do not need to be in the science area)

Note: Materials chosen in this section must be in a science interest center in the classroom.

Living Things Children Can Observe Closely or Care For

- Ant Farm
- Aquarium with fish, snails, etc.
- Butterfly hatching kit
- Class Pet
- Eggs that hatch
- Plants/seeds planted
- Window bird feeder
- Worm farm
- Other

Natural Objects

- Birds' nests
- Collections of seeds
- Different types of wood
- Rocks/crystals
- Insects in transparent plastic
- Realistic plastic animals
- Leaves
- Other
- Nuts
- Pinecones
- Seashells

Factual Books/Nature-Science Picture Games

- Books (five count as 1 item)
- Science-themed board games
- Matching game (e.g., body parts)
- Puzzles with nature pictures or natural sequences
- Matching texture boards
- Smelling cans with different things to match/sort
- Other

Nature/Science Tools

- Binoculars/viewers
- Balance scales with natural objects to weigh
- Color paddles
- Kaleidoscope
- Beakers, pipettes, tweezers, brushes
- Lifting objects with levers/pulleys
- Magnets with magnetic/non-magnetic objects
- Magnifying glasses
- Microscope and slides to look at
- Prisms
- Sensory bottles (oil and water, etc.)
- Tornado tubes
- Using a rain gauge to record rainfall
- Using a thermometer for temperature

Sand or Water with Toys (Indoors or Outdoors)

- Buckets
- Funnels
- Measuring cups/spoons
- Pails
- Sand molds
- Rakes
- Scoops
- Shovels
- Sifters/sieves
- Other
- Spray bottles
- Turkey baster/pipettes
- Unbreakable containers/bowls
- Trowels



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Math Materials and Activities

General considerations:

- Posters, books, and other displayed materials are not part of the materials suggested here
- At least 2 materials from each category, but 10 materials with at least 3 from each category is better
- Math materials related to current topics of interest are included

Counting/Comparing Quantities

- Abacus
- Chart/graph activities for children to use by placing materials into cells
- Dice/dominoes
- Five/ten frame cards
- Games that require children to figure out more/less
- Games with dice
- Pegboards with numbers printed and holes to match
- Playing cards
- Puzzles matching written numbers to quantities
- Small objects to count into numbered containers
- Unifix cubes

Measuring/Comparing Sizes and Parts of Whole (Fractions)

- Balance scales with things to weigh
- Bathroom scale
- Games where halves are matched to the whole
- Games with parts to divide and put back together to make the whole
- Height chart if regularly used to measure children
- Math links
- Measuring cups and spoons with materials to measure
- Nested cups
- Puzzles with geometric shapes
- Graduated puzzles
- Rulers, yardsticks, tape measures
- Shapes-matching games where shapes are divided into parts
- Thermometer

Familiarity with Shapes

- 3D shapes
- Attribute blocks of different sizes, shapes, colors
- Geoboards (boards/rubber bands)
- Magnetic shapes
- Parquetry blocks with patterns (tangrams)
- Puzzles with different geometric shapes
- Shape sorters
- Shape stencils
- Unit blocks with image/outline labels on shelves
- Other

Understanding Written Numbers

General considerations:

- There are some print numbers in display materials and pictures that show what the number means (quantity)
- At least three different play materials that help show children the meaning of print numbers

Print Numbers in Display Materials

- Signs for number of children allowed in center with stick figures or objects to represent the number
- Attendance charts (showing children present and numerals)
- Class-made charts and graphs
- Poster with numbers and corresponding image showing the number of objects
- Other

Play Materials with Numbers

- Calculator
- Dice/dominoes
- Menu with prices
- Cards
- Grocery receipts/ads/flyers
- Number lacing cards
- Cash register
- Magnetic numbers
- Number puzzles
- Counting books
- Number stamps/paint sponges
- Spinners
- Telephones
- Toy blocks



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Play Materials Showing Meaning of Print Numbers

- Matching pictures/number cards
- Pegboards with numbers printed and holes to match
- Playing cards
- Puzzle with numbered fingers on one hand
- Puzzles with number on one piece and that number of dots on matching piece
- Simple number card games
- Other

Promoting Acceptance of Diversity

General considerations:

- Diverse materials are easily visible in the classroom
- At least two different types of dramatic play props representing different races or cultures
- At least 3, preferably a minimum of 10, positive examples of diversity with at least 1 example each of books, displayed pictures, and play materials
- Include examples from at least 4 of the 5 types of diversity listed below

Note: One example consists of a contrast in diversity (ex. a book with children with disabilities and children without).

Books

- Race
- Culture
- Age
- Differing Abilities
- Nontraditional Gender Roles

Displayed Pictures

- Race
- Culture
- Age
- Differing Abilities
- Nontraditional Gender Roles

Play Materials

- Race
- Culture
- Age
- Differing Abilities
- Nontraditional Gender Roles

Gross Motor

General considerations:

- Equipment is safe for children and suitable for their age and ability
- Follow US Consumer Product Safety Commission Guidelines
- All equipment over 18 inches high has appropriate fall cushioning and use zones
- Include both stationary and portable equipment
- Include equipment to stimulate at least 7 different skills (pushing/pulling, swinging, jumping, hopping, catching, throwing, kicking, pedaling, steering, etc.

Stationary Equipment

- Climber
- Balance beam
- Basketball hoop
- Tunnel
- Slide
- Stepping stones
- Soccer net

Portable Equipment

- Jump ropes
- Balls of different types
- Hula hoops
- Hopper balls
- Bats and mitts
- Golf clubs
- Bowling pins
- Parachutes
- Wheeled toys (trikes, scooters, wagons)
- Bean bag toss
- Ring toss
- Other