

## FCCERS-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 20 appropriate books with at least 6 for each age group
- Some books about current season, current interests, new and/or library books
- Books are gathered in one or more places that are comfortable and convenient for children's use

#### 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) |
| <input type="checkbox"/> Fiction and Nonfiction |   |   |

### Fine Motor

#### General considerations:

- Materials should represent each age group of children in your program
- Materials are well organized for independent access (toys in separate containers, picked up, sorted, and stored as needed)
- Space allows for satisfying play for all ages (preschool and school age children's materials out of reach of younger children)
- Many (at least 5) different choices of complete, functional fine motor materials for each age group

#### Fine Motor Possibilities

##### Infant

- Rattles
- Grasping toys
- Busy boxes
- Nested cups
- Containers (to fill and dump)
- Texture toys
- Cradle gyms
- Measuring cups
- Pots with lids

##### Toddler

- Shape sorting games
- Large stringing beads
- Big pegs with peg board
- Simple puzzles
- Pop beads
- Stacking rings
- Nesting toys
- Medium/large interlocking blocks

##### Preschool

- Interlocking building toys (e.g. Bristle blocks, Duplos, Legos, Lincoln Logs, Tinker Toys, etc.)
- Manipulatives (e.g., stringing beads, lacing cards, pegs w/pegboard, links and gears, small table blocks, pattern blocks, snap/button vests, etc.)
- Puzzles (simple, floor, knobbed, frame)

##### School Age

- More challenging versions of preschool materials
- Erector sets (complex)
- Interlocking building sets (e.g. castle, spaceship)
- Manipulatives such as blocks, zip.snap/button vests, etc.) pick up sticks, jacks, marbles, magnet tiles, etc.
- Complex jigsaw puzzles

**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?

## FCCERS-3 Materials Checklist

### Art

#### General considerations:

- Determine appropriateness depending on age and characteristics of children (avoid choking hazards and toxic materials)
- At least one appropriate art material for children 18 months and older
- At least 3 different appropriate art materials for preschoolers and older (5 is better)
- Only simplest materials should be used with toddlers and twos
- All materials must be accompanied by paper, as needed, or another surface for use when carrying out artwork
- Support diversity through the art materials presented

#### Art Possibilities

##### Drawing

- |                                      |   |  |
|--------------------------------------|---|--|
| <input type="checkbox"/> Chalk       | <input type="checkbox"/> Crayons                  | <input type="checkbox"/> Markers         |
| <input type="checkbox"/> Chalkboards | <input type="checkbox"/> Dry erase boards/markers | <input type="checkbox"/> Colored pencils |

##### Paints

- |  |   |                                      |
|--|---|--------------------------------------|
| <input type="checkbox"/> Finger paints | <input type="checkbox"/> Tempera paints | <input type="checkbox"/> Watercolors |
|--|---|--------------------------------------|

##### 3D

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Boxes             | <input type="checkbox"/> Pipe cleaners | <input type="checkbox"/> Cardboard pieces/tubes/egg cartons |
| <input type="checkbox"/> Clay              | <input type="checkbox"/> Playdough     | <input type="checkbox"/> Wood scraps                        |
| <input type="checkbox"/> Modeling compound | <input type="checkbox"/> Other         |   |

##### Collage

- |  |                                       |                                       |
|--|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Feathers                | <input type="checkbox"/> Paper scraps | <input type="checkbox"/> Stickers     |
| <input type="checkbox"/> Felt pieces             | <input type="checkbox"/> Glue/paste   | <input type="checkbox"/> Yarn/string  |
| <input type="checkbox"/> Glitter                 | <input type="checkbox"/> Pom-poms     | <input type="checkbox"/> Buttons      |
| <input type="checkbox"/> Magazines               | <input type="checkbox"/> Sequins      | <input type="checkbox"/> Cotton balls |
| <input type="checkbox"/> Loose parts/recyclables | <input type="checkbox"/> Stickers     | <input type="checkbox"/> Other        |

##### Tools

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Hole punches    | <input type="checkbox"/> Rulers            | <input type="checkbox"/> Stencils          |
| <input type="checkbox"/> Playdough tools | <input type="checkbox"/> Sponge painters   | <input type="checkbox"/> Tape/masking tape |
| <input type="checkbox"/> Rollers         | <input type="checkbox"/> Stamps/stamp pads | <input type="checkbox"/> Dot markers       |
| <input type="checkbox"/> Scissors        | <input type="checkbox"/> Staplers          | <input type="checkbox"/> Brushes           |

### Music and Movement

#### General considerations:

- At least 3 music materials for each age group (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.*

## FCCERS-3 Materials Checklist

### Instrument Possibilities

#### Infant

- Rattles
- Grasping toys
- Busy boxes
- Toys that are pulled to make noise
- Sturdy, easy to operate toys that play music

#### Toddler

- Toys that make noise as listed for infants plus sturdy toy musical instruments
- Drums with sticks
- Xylophone with mallets
- Toy piano
- Varied sturdy bells

#### Preschool

- Rhythm instruments
- Bongo drums and other drums with sticks
- Xylophone with mallets
- Set of bells that play related tones
- Realistic toy piano
- Some sturdy real instruments that children can play appropriately (such as drum, piano, xylophone, recorder, harmonica, Kazoo)

#### School Age

- Appropriately challenging materials of the types listed for preschool
- Real instruments as appropriate for children using them (guitar, piano, recorder, harmonica)
- Tablets, phones, or other technology devices to play music

### Blocks

#### General considerations:

- At least 5 block accessories accessible (better if 10) for children 2 and up
- Floor space available for block play, out of traffic, with a steady surface
- Gather and sort blocks and accessories by type

*Notes: Interlocking blocks (e.g., Legos) or blocks with most sides less than 2 inches do not count as blocks. Accessories should enhance, not detract from, block play.*

#### Mobile Infant/Toddler:

- soft vinyl or cloth covered
- sensory (such as the ones that make noise)
- any lightweight blocks from the preschool list

#### Blocks

##### Preschool/School Age:

- Unit blocks (wooden, plastic, or foam, including shapes such as rectangles, square, triangles, and cylinders)
- Large hollow blocks (wooden, plastic, or cardboard)
- Sturdy homemade blocks made from food boxes or plastic containers

#### Block Accessories

- Animals
- Small people
- Vehicles
- Others (road signs, fences, trees, small buildings, etc.)

### Dramatic Play

#### General considerations:

- Some dramatic play props for each age group to act out familiar roles (housekeeping, fantasy, work, etc.)
- Simple materials for infants and toddlers organized by type

*Note: Small pretend play materials such as people and cars found in block or fine motor areas do not count for dramatic play.*

*Note: See ECERS-3 Materials Checklist for more theme-based dramatic play materials.*

## FCCERS-3 Materials Checklist

### Housekeeping and Dramatic Play Materials

#### Infant:

- Dolls
- Soft toys animals
- Pots and pans
- Toy telephones

#### Toddler:

- Simple dress-up clothes
- Child-sized house furniture
- Cooking/eating props
- Baby dolls and doll furnishings

#### Preschool:

- Dress-up clothes for a variety of rolls
- More types of foods
- Dolls/doll clothes
- Different household furnishings
- Props to act out work, leisure, fantasy, etc.

#### School Age:

- In addition to preschool materials
- Costumes and other props
- More complex home furnishings
- Figures and other accessories with interlocking blocks (e.g., pirate ship, castle)
- Dolls representing adult figures; action figures

### 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
- Menus
- Multicultural dress-up clothes
- Pretend foods of different cultures

## Nature/Science

### General considerations:

- Determine appropriateness depending on age and characteristics of children (avoid choking hazards and toxic materials)
- At least 5, but 10 is better, different examples of at least 2 categories (shown below) of appropriate materials for each age group (including at least 5 pictures, books, games, or toys)
- Include one or more pets/plants that children can observe, help care for, and talk about
- Sand or water with appropriate toys should be available for children 2 and older

### Natural Objects

- Birds' nests
- Collections of seeds
- Different types of wood
- Rocks/crystals
- Living things to care for and observe (e.g., house plants, gardens, pets, butterfly garden, and farm)
- Insects in transparent plastic
- Realistic plastic animals
- Other
- Leaves
- Nuts
- Pinecones
- Seashells

## FCCERS-3 Materials Checklist

### Nature-Science, Books Pictures, Games and Toys

- |  |  |
|--|--|
| <input type="checkbox"/> Books   | <input type="checkbox"/> Matching texture boards                           |
| <input type="checkbox"/> Science-themed board games                        | <input type="checkbox"/> Smelling cans with different things to match/sort |
| <input type="checkbox"/> Matching game (e.g., body parts)                  | <input type="checkbox"/> Other   |
| <input type="checkbox"/> Puzzles with nature pictures or natural sequences |  |

### Nature/Science Tools

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

### Sand or Water with Toys (Indoors or Outdoors)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Buckets               | <input type="checkbox"/> Rakes         | <input type="checkbox"/> Spray bottles                |
| <input type="checkbox"/> Funnels               | <input type="checkbox"/> Scoops        | <input type="checkbox"/> Turkey baster/pipettes       |
| <input type="checkbox"/> Measuring cups/spoons | <input type="checkbox"/> Shovels       | <input type="checkbox"/> Unbreakable containers/bowls |
| <input type="checkbox"/> Pails                 | <input type="checkbox"/> Sifters/sieve | <input type="checkbox"/> Trowels                      |
| <input type="checkbox"/> Other                 | <input type="checkbox"/> Sand molds    |   |

## FCCERS-3 Materials Checklist

### Math/Materials

**General considerations:**

- Some materials available should show print numbers with the quantity they represent
- At least 2 (4 is better) appropriate math/number materials for each age group

#### Math/Numbers

**Infant/Toddler**

- Rattles of various shapes
- Cradle gyms with hanging shapes, numbers and shape board books
- Simple Shape puzzles
- Shape sorters
- Toy telephones
- Nested cups

**Preschool**

- Small objects for counting activities
- Balance Scales with things to weigh
- Rulers
- Number puzzles
- Magnetic numbers
- Peg boards with print number representing how many holes
- Number games such as dominoes

**School Age**

- In addition to preschool materials
- Tape measures
- Number lines
- Unit rods and cubes
- Pattern Blocks
- Math cards and board games
- Calculators
- Timers

### Promoting Acceptance of Diversity

**General considerations:**

- At least 3, but aim for a minimum of 10 positive examples of diversity with at least one example in books, displayed pictures, and play materials
- Materials include examples from at least 4 of the 5 types of diversity (race, culture, age, ability and non-traditional gender roles)
- Appropriate dolls representing at least 3 races are accessible

*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

**References:**

Seplocha, H. (2019). Coaching with ECERS: Strategies and tools to improve quality in pre-K & K classrooms. New York, NY: Teachers College Press.  
 Harms, Thelma, et al. (2015). Early childhood environment rating scale third edition. Teachers College Press.

