

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?



Empowering early educators
to inspire children

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

- | | | |
|--------------------------------------|---|--|
| <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 (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

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



Empowering early educators
to inspire children

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



Empowering early educators
to inspire children

Dramatic Play Materials that Reflect Diversity

- | | |
|---|---|
| <input type="checkbox"/> Cultural cooking utensils | <input type="checkbox"/> Fabrics, textiles, household items from different cultures |
| <input type="checkbox"/> Dolls (different races, cultures) | <input type="checkbox"/> Multicultural dress-up clothes |
| <input type="checkbox"/> Equipment used by people with disabilities | <input type="checkbox"/> 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

- | | | |
|---|---|---|
| <input type="checkbox"/> Ant Farm | <input type="checkbox"/> Class Pet | <input type="checkbox"/> Window bird feeder |
| <input type="checkbox"/> Aquarium with fish, snails, etc. | <input type="checkbox"/> Eggs that hatch | <input type="checkbox"/> Worm farm |
| <input type="checkbox"/> Butterfly hatching kit | <input type="checkbox"/> Plants/seeds planted | <input type="checkbox"/> Other |

Natural Objects

- | | | |
|--|---|------------------------------------|
| <input type="checkbox"/> Birds' nests | <input type="checkbox"/> Insects in transparent plastic | <input type="checkbox"/> Nuts |
| <input type="checkbox"/> Collections of seeds | <input type="checkbox"/> Realistic plastic animals | <input type="checkbox"/> Pinecones |
| <input type="checkbox"/> Different types of wood | <input type="checkbox"/> Leaves | <input type="checkbox"/> Seashells |
| <input type="checkbox"/> Rocks/crystals | <input type="checkbox"/> Other | |

Factual Books/Nature-Science Picture Games

- | | |
|--|--|
| <input type="checkbox"/> Books (five count as 1 item) | <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/sieves | <input type="checkbox"/> Trowels |
| <input type="checkbox"/> Sand molds | <input type="checkbox"/> Other | |



Empowering early educators
to inspire children

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

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

Measuring/Comparing Sizes and Parts of Whole (Fractions)

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

Familiarity with Shapes

- | | |
|--|---|
| <input type="checkbox"/> 3D shapes | <input type="checkbox"/> Puzzles with different geometric shapes |
| <input type="checkbox"/> Attribute blocks of different sizes, shapes, colors | <input type="checkbox"/> Shape sorters |
| <input type="checkbox"/> Geoboards (boards/rubber bands) | <input type="checkbox"/> Shape stencils |
| <input type="checkbox"/> Magnetic shapes | <input type="checkbox"/> Unit blocks with image/outline labels on shelves |
| <input type="checkbox"/> Parquet blocks with patterns (tangrams) | <input type="checkbox"/> 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

- | | |
|---|--|
| <input type="checkbox"/> Signs for number of children allowed in center with stick figures or objects to represent the number | <input type="checkbox"/> Attendance charts (showing children present and numerals) |
| <input type="checkbox"/> Poster with numbers and corresponding image showing the number of objects | <input type="checkbox"/> Class-made charts and graphs |
| | <input type="checkbox"/> Other |

Play Materials with Numbers

- | | | |
|---|--|--|
| <input type="checkbox"/> Calculator | <input type="checkbox"/> Dice/dominoes | <input type="checkbox"/> Menu with prices |
| <input type="checkbox"/> Cards | <input type="checkbox"/> Grocery receipts/ads/flyers | <input type="checkbox"/> Number lacing cards |
| <input type="checkbox"/> Cash register | <input type="checkbox"/> Magnetic numbers | <input type="checkbox"/> Number puzzles |
| <input type="checkbox"/> Counting books | <input type="checkbox"/> Number stamps/paint sponges | <input type="checkbox"/> Spinners |
| <input type="checkbox"/> Telephones | <input type="checkbox"/> Toy blocks | |



Empowering early educators
to inspire children

Play Materials Showing Meaning of Print Numbers

- | | |
|--|---|
| <input type="checkbox"/> Matching pictures/number cards | <input type="checkbox"/> Puzzles with number on one piece and that number of dots on matching piece |
| <input type="checkbox"/> Pegboards with numbers printed and holes to match | <input type="checkbox"/> Simple number card games |
| <input type="checkbox"/> Playing cards | <input type="checkbox"/> Other |
| <input type="checkbox"/> Puzzle with numbered fingers on one hand | |

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

- | | |
|--|---|
| <input type="checkbox"/> Climber | <input type="checkbox"/> Jump ropes |
| <input type="checkbox"/> Balance beam | <input type="checkbox"/> Balls of different types |
| <input type="checkbox"/> Basketball hoop | <input type="checkbox"/> Hula hoops |
| <input type="checkbox"/> Tunnel | <input type="checkbox"/> Hopper balls |
| <input type="checkbox"/> Slide | <input type="checkbox"/> Bats and mitts |
| <input type="checkbox"/> Stepping stones | <input type="checkbox"/> Golf clubs |
| <input type="checkbox"/> Soccer net | <input type="checkbox"/> Bowling pins |

Portable Equipment

- ☐ Parachutes
- ☐ Wheeled toys (trikes, scooters, wagons)
- ☐ Bean bag toss
- ☐ Ring toss
- ☐ Other