



## ECERS-R Materials Checklist

This checklist is to assist programs in preparing their classroom environments for a Level 3 - Level 5 rating. This list does not guarantee a higher rating in Colorado Shines. For more information and clarification on classroom environments, refer to the *All About The ECERS-R* and the *Early Childhood Environment Rating Scale Revised Edition*.

<p><b><u>Fine Motor</u></b></p> <ul style="list-style-type: none"> <li>• Materials available on different levels of difficulty</li> <li>• Materials organized in containers with picture labels</li> <li>• Materials rotated regularly to maintain interest</li> <li>• Materials accessible for 1/3 of the day</li> <li>• At least 3 of each type of fine motor materials accessible</li> </ul>	
<p><b><u>Small building toys:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interlocking blocks</li> <li><input type="checkbox"/> Lincoln Logs</li> <li><input type="checkbox"/> Bristle blocks</li> <li><input type="checkbox"/> Tinker Toys - (interlocking/building)</li> <li><input type="checkbox"/> Small blocks, inch cubes</li> </ul>	<p><b><u>Art materials:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Crayons, watercolor markers (wide or narrow)</li> <li><input type="checkbox"/> Pencils (colored or black, large or small)</li> <li><input type="checkbox"/> Paints (tempera or watercolors) with brushes</li> <li><input type="checkbox"/> Collage materials (glue, paste, string, yarn, paper scraps, fabric)</li> </ul>
<p><b><u>Manipulatives:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stringing beads in various sizes, colors, shapes</li> <li><input type="checkbox"/> Pegs/peg board in various sizes, colors, shapes</li> <li><input type="checkbox"/> Lacing cards with strings</li> <li><input type="checkbox"/> Gears with interlocking plates</li> <li><input type="checkbox"/> Connectors</li> <li><input type="checkbox"/> Nuts and bolts</li> </ul>	<p><b><u>Puzzles:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In frames with differing number of pieces</li> <li><input type="checkbox"/> Knobs to grasp or knob less</li> <li><input type="checkbox"/> Varying levels of difficulty</li> <li><input type="checkbox"/> Floor puzzles</li> <li><input type="checkbox"/> Jigsaw puzzles</li> </ul>
<p>Notes: _____</p> <p>_____</p> <p>_____</p>	
<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• 3-5 of each type from at least 4 of the art materials are available</li> <li>• Materials available for 1/3 of the day</li> <li>• Individual expression exhibited</li> <li>• 3-D art offered monthly</li> <li>• Multi-step projects encouraged</li> <li>• Art activities related to experiences</li> </ul>	
<p><b><u>Drawing Materials:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paper</li> <li><input type="checkbox"/> Crayons</li> <li><input type="checkbox"/> Water color markers / felt tip markers</li> </ul>	<p><b><u>Things to draw/scribble on:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paper in various shapes, sizes and types</li> <li><input type="checkbox"/> Chalk boards</li> <li><input type="checkbox"/> Paper plates</li> </ul>

<input type="checkbox"/> Chalk <input type="checkbox"/> Pens / pencils	<input type="checkbox"/> Dry erase boards
<p><b><u>3-D Materials:</u></b></p> <input type="checkbox"/> Wood for gluing or for carpentry <input type="checkbox"/> Pipe cleaners <input type="checkbox"/> Craft/popsicle sticks	<p><b><u>Collage Materials:</u></b></p> <input type="checkbox"/> Paste or glue <input type="checkbox"/> Paper in various types, colors and shapes <input type="checkbox"/> Magazine pictures <input type="checkbox"/> Egg cartons <input type="checkbox"/> Felt remnants, cotton balls, sequins, feathers, buttons, glitter <input type="checkbox"/> Pom-poms
<p><b><u>Tools:</u></b></p> <input type="checkbox"/> Safe scissors <input type="checkbox"/> Staplers <input type="checkbox"/> Hole punches <input type="checkbox"/> Tape dispensers with tape <input type="checkbox"/> Tools to use with play dough (stencils, sponge painters, rollers, brushes of various sizes and shapes) <input type="checkbox"/> Paint/Bingo daubers	<p><b><u>Paint materials:</u></b></p> <input type="checkbox"/> Tempera paints <input type="checkbox"/> Watercolor paint sets with brushes and paper
<p>Notes: _____</p> <p>_____</p> <p>_____</p>	
<p><b><u>Music/Movement</u></b></p> <ul style="list-style-type: none"> <li>• Music for both a group activity and daily free choice available</li> <li>• Music materials accessible for at least 1 hour daily for programs operating 8 or more hours</li> <li>• At least 3 types of music must be used regularly</li> <li>• Creative music - acting out songs, rhymes or chants (large muscle activity) must be a daily option</li> <li>• At least one music activity daily (sing songs, soft music at nap, play music for dancing)</li> <li>• Instruments enough for at least half of the children to use at once</li> <li>• If majority of the children are 4 and over, children should be able to use tapes/CD's independently to listen to music</li> <li>• Movement/dance activity at least weekly to encourage creativity and understanding</li> <li>• Movement/dance activity can be prescribed body actions or create their own motions</li> </ul>	
<p><b><u>Music materials:</u></b></p> <input type="checkbox"/> Tape / CD / record player <input type="checkbox"/> Software for computers that offer extensive musical content <input type="checkbox"/> Dance props (scarves, bean bags)	<p><b><u>Movement:</u></b></p> <input type="checkbox"/> Dancing <input type="checkbox"/> Marching <input type="checkbox"/> Exercising <input type="checkbox"/> Videos <input type="checkbox"/> Yoga
<p><b><u>Musical instruments:</u></b></p> <input type="checkbox"/> Drums	<p><b><u>Variety of music tapes / CDs / records:</u></b></p> <ul style="list-style-type: none"> <li>➤ Classical</li> </ul>

<input type="checkbox"/> Electric keyboards <input type="checkbox"/> Bells <input type="checkbox"/> Piano <input type="checkbox"/> Triangles <input type="checkbox"/> Xylophones <input type="checkbox"/> Harmonicas <input type="checkbox"/> Rhythm sticks <input type="checkbox"/> Shakers	<input type="checkbox"/> Popular <input type="checkbox"/> Children's songs <input type="checkbox"/> Jazz <input type="checkbox"/> Rock <input type="checkbox"/> Reggae <input type="checkbox"/> Rhythm and blues <input type="checkbox"/> Music characteristic of different cultures <input type="checkbox"/> Songs in different languages <input type="checkbox"/> Lullabies <input type="checkbox"/> Folk songs <input type="checkbox"/> Country and Western
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**Blocks - Gross Motor**

- Enough space, blocks, and accessories are accessible for 3 or more children to build elaborate structures
- Blocks are accessible for 1/3 of the day
- At least two types of blocks are accessible (they must have different characteristics to provide for varied building experiences)
- At least 3 types of accessories available (transportation, animals, people)
- Create a special block area, with no other materials with the exception of a few fine motor materials
- Interlocking blocks are not given credit for this item
- Blocks available inside and out
- Blocks stored according to type on open, labeled shelves (pictures or outlines needed)
- Blocks are plentiful, organized, easy to access and play space is out of flow of traffic

**Types of blocks: (includes descriptions)**

<input type="checkbox"/> <b>Unit blocks</b> <ul style="list-style-type: none"> <li>• wood, plastic or foam</li> <li>• different sizes and shapes</li> <li>• smaller blocks represent fractions of the larger blocks</li> </ul> <input type="checkbox"/> <b>Large hollow blocks</b> <ul style="list-style-type: none"> <li>• wood, cardboard or hard plastic about the size of cinder blocks (bigger than unit blocks)</li> <li>• good for outdoor use</li> </ul>	<input type="checkbox"/> <b>Homemade blocks - can be made from the following:</b> <ul style="list-style-type: none"> <li>• food boxes</li> <li>• larger cardboard boxes</li> <li>• plastic containers</li> <li>• foam containers</li> <li>• tissue boxes</li> <li>• wood cut into block shapes</li> </ul>
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<p><b>Block materials: (solid or hollow)</b></p> <input type="checkbox"/> Wood <input type="checkbox"/> Plastic <input type="checkbox"/> Cardboard <input type="checkbox"/> Cloth-covered or vinyl-covered foam	<p><b>Block accessories:</b></p> <input type="checkbox"/> Small trucks, cars, trains <input type="checkbox"/> Road signs <input type="checkbox"/> Small toy people <input type="checkbox"/> Small toy animals
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**Sand/Water**

- Materials in sand/water table changed regularly
- Provision for sand and water play both indoors and outdoors
- Sand/water available at least one hour daily for programs operating 8



or more hours

- Variety of toys accessible (to measure, dig, scoop, pour, fill, empty, experiment with, explore and learn)
- Different activities for Water:
  - Bubbles added
  - Color added
  - Wooden or plastic boats used
  - Sink and float experiment done with water play
  - Sponges and nonporous objects used to compare
  - Shells or toy sea creatures added
  - Small water droppers and large basters used
  - Plastic pipes used to route water
- Different activities for Sand:
  - Wet sand used instead of dry, with toys that can be used to mold sand
  - Cars and trucks added
  - Small people added
  - Another material used instead of sand
  - Tools to make differing designs in sand provided
  - Small animal toys used

**Types of sand/water containers:**

- Dishpans
- Plastic bins
- Sand boxes
- Sand pits
- Various types of tables
- Tubs
- Bucket
- Sinks (not used for hand washing)

**Water toys:**

- Sponges
- Things that sink or float
- Turkey basters
- Spray bottles
- Pumps to experiment with

**Sand/water toys: (to measure, dig, scoop, pour, fill, empty and experiment with)**

- Measuring cups
- Unbreakable Containers
- Funnels
- Plastic tubes
- Molds
- Shovels

- Scoops
- Trowels
- Pails
- Rakes
- Sifters
- Sand / water wheels
- Pipes

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**Dramatic Play**

- Many dramatic play materials accessible at one time for 1/3 of the day.
- 2-3 gender-specific examples of dress-up items are required
- Enough props accessible for meaningful play for 2 different themes daily
- Materials can be accessible indoors or outdoors, but must be enough in either place to allow meaningful play
- Props rotated and represent diversity (race, culture, ability, age or gender)
- Dramatic space defined with ample space to play and sufficient, organized storage



**Dress-up clothes:**

- Shirts / blouses for both men and women
- Dresses, skirts, pants, jackets
- Footwear
  - boots
  - sandals
  - slippers
  - various shoes
- Ties, scarves
- Belts
- Aprons for cooking or for using tools
- Uniforms
  - medical
  - firefighter
- postal worker
- office
- construction
- Hats for men and women
  - hard hats
  - different job hats
  - hats for different kinds of weather
  - hats for leisure
  - flowery hats
- Accessories
  - jewelry
  - hair clips
  - purses / tote bags
  - briefcases
  - glasses - no lenses
  - sunglasses

**Housekeeping props:**

- Child-sized furniture
  - kitchen sink
  - stove / oven washer / dryer
  - refrigerator
  - ironing board with iron
  - couch
  - table and chairs
- Cooking / eating equipment
  - pots / pans
  - utensils
  - dishes
  - tea set
  - wok
  - toaster
  - microwave oven
- Play foods - including different ethnic foods

- Dolls - showing racial diversity
  - baby dolls
  - dolls representing adults
  - small dolls for dollhouses
  - paper dolls
  - wooden dolls
  - people figures to use with blocks or building sets
- Doll furniture
  - baby doll-sized bed
  - highchair
  - stroller
  - cars
  - other disabilities equipment - walkers or wheelchairs
- Doll clothes
- Soft/ vinyl animals
- Telephones
- Mirror
- Play houses

**Different kinds of work props:**

- Office
- Store
- Restaurant
- Construction
- Zoo keeper
- Medical
- Farmer or gardener
- Airplane or train
- Fire fighting

**Fantasy props:**

- Simple, non-frightening masks or face paint
- Magic wands or other accessories
- Lot of costumes
- Things needed to act out familiar stories
- Animals / dinosaurs

<p><b><u>Leisure props:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participating in or watching sports</li> <li><input type="checkbox"/> Camping</li> <li><input type="checkbox"/> Going on vacations to different places</li> <li><input type="checkbox"/> Picnicking</li> <li><input type="checkbox"/> Bird-watching</li> <li><input type="checkbox"/> Fishing</li> <li><input type="checkbox"/> Boating</li> <li><input type="checkbox"/> Parties</li> </ul>	<p><b>Examples of outdoor props:</b> <i>(Enough props for meaningful play)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trucks with people or things to transport</li> <li><input type="checkbox"/> Play houses with furniture, dolls or other props</li> <li><input type="checkbox"/> Riding toys that look like cars with traffic signs</li> <li><input type="checkbox"/> Gardening tools with wheel barrows</li> <li><input type="checkbox"/> Big pieces of equipment shaped like vehicles with accessories</li> <li><input type="checkbox"/> Toy strollers or shopping carts with dolls or stuffed animals</li> <li><input type="checkbox"/> Prop boxes for different jobs (painter, fire fighter, bus driver)</li> </ul>
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<p><b>Nature/Science</b></p>	<ul style="list-style-type: none"> <li>• Children should be encouraged to bring in natural things to share</li> <li>• Clear evidence or an instance of an everyday nature/science event must occur (ex. talking about the weather, etc.)</li> <li>• Realistic and fact-based books, games, videos, computer games, and toys, used to extend knowledge, can be located throughout the classroom</li> <li>• Materials should encourage or allow children to experiment with scientific concepts or observe scientific processes unfold</li> <li>• 3-5 examples from at least 3 categories accessible for 1/3 of the day</li> <li>• Sufficient numbers of the objects in each collection must be present to allow for exploration of similarities and or differences</li> <li>• Nature/science activities requiring staff input offered at least every two weeks (cooking, measuring rainfall, field trips)</li> </ul>
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<p><b><u>Collections of natural objects:</u></b> <i>(in different sizes and shapes- must have at least 3 of the same item to be a collection)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rocks</li> <li><input type="checkbox"/> Seashells</li> <li><input type="checkbox"/> Insects</li> <li><input type="checkbox"/> Leaves</li> <li><input type="checkbox"/> Seed pods</li> <li><input type="checkbox"/> Different types of wood</li> <li><input type="checkbox"/> Pinecones</li> <li><input type="checkbox"/> Birds' nests</li> </ul>	<p><b><u>Living things:</u></b> <i>(to care for and observe- must be in separate containers to count as more than one)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> House plants, terrarium, seeds that children plant and watch grow</li> <li><input type="checkbox"/> Garden the class planted and cares for</li> <li><input type="checkbox"/> Class pet</li> <li><input type="checkbox"/> Window bird feeder</li> <li><input type="checkbox"/> Aquarium with fish snails, or other animals</li> <li><input type="checkbox"/> Ant farm with living ants</li> <li><input type="checkbox"/> Worm farm</li> <li><input type="checkbox"/> Butterfly hatching kit</li> <li><input type="checkbox"/> Eggs that hatch</li> </ul>
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<p><b><u>Books, games or toys: (realistic and fact based)</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Books (realistic pictures, photos, or drawings)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Nature/science activities:       <ul style="list-style-type: none"> <li><input type="checkbox"/> Magnets with objects to experiment with</li> <li><input type="checkbox"/> Magnifying glasses with things to look at</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li><input type="checkbox"/> Animals</li> <li><input type="checkbox"/> Plants</li> <li><input type="checkbox"/> Birds</li> <li><input type="checkbox"/> Fish</li> <li><input type="checkbox"/> Human body</li> <li><input type="checkbox"/> Seasons</li> <li><input type="checkbox"/> Weather</li> <li><input type="checkbox"/> Plants</li> <li><input type="checkbox"/> Toys (portray natural life) <ul style="list-style-type: none"> <li><input type="checkbox"/> Plastic sets of animals</li> <li><input type="checkbox"/> Puzzles with nature pictures or natural sequences</li> <li><input type="checkbox"/> Life cycle play sets</li> </ul> </li> <li><input type="checkbox"/> Games <ul style="list-style-type: none"> <li><input type="checkbox"/> Nature matching cards</li> <li><input type="checkbox"/> Nature sequence cards</li> <li><input type="checkbox"/> Body part matching games</li> <li><input type="checkbox"/> Board games with a nature theme</li> <li><input type="checkbox"/> Factual nature/science videos or computer games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sink and float activity, with objects to use in an experiment</li> <li><input type="checkbox"/> Racing cars down slopes that vary in length and incline</li> <li><input type="checkbox"/> Shaking cans filled with differing substances to match and compare sounds</li> <li><input type="checkbox"/> Smelling and matching cans filled with different spices</li> <li><input type="checkbox"/> Using plastic translucent color paddles to make colors that match objects</li> <li><input type="checkbox"/> Cooking foods that change when mixed, cooled, cooked</li> <li><input type="checkbox"/> Completing a weather chart, after looking to see the weather</li> <li><input type="checkbox"/> Using a rain gauge to record how much rain fell</li> <li><input type="checkbox"/> Planting seeds and/or a garden and taking care of it</li> <li><input type="checkbox"/> Tasting and comparing sweet, sour, bitter, salty</li> <li><input type="checkbox"/> Lifting objects with levers and pulleys</li> <li><input type="checkbox"/> Using different length pendulums with different weights</li> <li><input type="checkbox"/> Looking at objects under a simple microscope</li> </ul>
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**Notes:** \_\_\_\_\_  
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**Math/Number**

- 3-5 examples from all 5 categories accessible for 1/3 of the day, rotated to maintain interest, and organized (may not necessarily be in a specific center)
- Two examples of daily activities to promote math/number learning must be observed
- Math/number activities requiring staff input should be offered every two weeks

**Counting:**

- Teddy bears or other small objects to count with number labeled mats or bowls
- Money in the dramatic play center
- Pegboards with number printed and holes to match
- Puzzles, toys or games (where quantities of objects are matched to written numbers)
- Beads and bead patterns (where quantities of objects are matched to written numbers)

**Measuring:**

- Measuring cups and spoons for sand/water, cooking or housekeeping
- Balance scale with things to weigh
- Rulers and tape measures with things to measure
- Thermometers
- Yardsticks or rulers on woodworking bench
- Height chart



<input type="checkbox"/> Pegs to fill different numbers of pegboard holes	<input type="checkbox"/> Foot size measurer
<p><b><u>Comparing quantities:</u></b></p> <input type="checkbox"/> Toys and games used to figure out “more and less” <input type="checkbox"/> Geoboards and pegs <input type="checkbox"/> Unit blocks <input type="checkbox"/> Attribute blocks <input type="checkbox"/> Parquetry blocks <input type="checkbox"/> Pattern or matching cards for any shape toys <input type="checkbox"/> Magnetic shapes	<p><b><u>Becoming familiar with written numbers:</u></b></p> <input type="checkbox"/> Number puzzles <input type="checkbox"/> Magnetic numbers <input type="checkbox"/> Play telephones <input type="checkbox"/> Dramatic play cash register with play money <input type="checkbox"/> Number lotto <input type="checkbox"/> Clocks <input type="checkbox"/> Calendar <input type="checkbox"/> Playing cards <input type="checkbox"/> Number lacing cards <input type="checkbox"/> Number books and posters

**Notes:** \_\_\_\_\_  
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**Use of Video, TV, and/or Computers**

- Staff are actively involved in use of equipment (participate in activities, watch and discuss videos with children, do activities suggested in educational TV programming, help children learn to use computer)
- Materials used are non-violent, culturally sensitive, and/or “good for children” (Sesame St., Educational Videos, Educational computer games)
- Time children are allowed to use computer or TV is limited to no more than 30 minutes total, once a week (Computer turns should not exceed 15 minutes per day, but should not exceed the 30 minutes weekly)
- 2 or more alternative activities are accessible to children while TV/Computer is being used but carries no negative message
- Use of this equipment is optional

**Encourage Active Involvement:**

- |   |   |
|---|---|
| <input type="checkbox"/> Dance<br><input type="checkbox"/> Play musical instruments<br><input type="checkbox"/> Finger plays<br><input type="checkbox"/> Sing | <input type="checkbox"/> Exercise<br><input type="checkbox"/> Creative drawing or painting<br><input type="checkbox"/> Think and solve problems (computer games)<br><input type="checkbox"/> Support and extend classroom themes and activities<br><input type="checkbox"/> Add to children’s experiences |
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**Notes:** \_\_\_\_\_  
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**Promoting Acceptance of Diversity**

- 2 or more different races, cultures, and ethnic groups are represented
- Presence of diversity must be in classroom and obvious
- All categories of diversity listed need to be included to some degree with 3-5 books, pictures and materials
- There must be contrasting examples to receive credit. For example, one white doll and one African American doll equals one example
- Inclusion of diversity as part of daily routines and play must be



observed

- Teacher-directed activities to help children understand diversity must be included

**Books, pictures, toys, print and AV materials:**

- Races
- Cultures
- Ages
- Abilities
- Gender

**Props:**

- Dress up clothing (representing different countries and customs)
- Dolls and puppets (representing people of different cultures)
- Small toy people representing various ethnic groups, for use with blocks
- Play food representing different cultures
- Cooking utensils representing different cultures
- Baby carriers from different cultures
- Play money from different countries
- Pieces of fabric or blankets typical of different cultures
- Real equipment used by people with disabilities
- Equipment for dolls representing certain disabilities

**Diversity as part of daily routines:**

- Ethnic foods are served often as meals or snacks
- Staff use some words in different languages to talk about routines
- Music from varying cultures is used at naptime
- Staff say hello or goodbye in different languages
- Family traditions and utensils are provided at meals and snacks, if desired

**Diversity as part of play activities:**

- Cooking activities, foods representative of other cultures are prepared by children
- Bingo is played in different languages
- Children regularly dance to music from various cultures
- Art materials and activities associated with different cultures are used - colored sands for sand paintings, clay for making pottery, origami paper folding activities
- Musical instruments representing various cultures
- Children celebrate winter holiday of many different cultures
- People come in to teach children folk songs of different countries
- Children learn dances from different countries
- Children see a video of games children play in other countries

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## Books and Pictures

- A wide selection of books (3-4 examples of each type), rotated to maintain interest with at least 3 relating to current theme, are organized in a reading center and are accessible for a substantial portion of the day (At least 20 books for a group of 15 children plus one extra for each additional child)
- Books, materials, and activities do not show violence in a graphic way and are appropriate for children in the group
- Book should include simpler books for younger children, large print books for visually impaired, books in the primary language of children, rhyming games for older children
- Staff reads books to children informally daily. (During free play, at nap time, as an extension of an activity)

### A wide selection:

- Fantasy
- Factual Information
- Stories about People
- Stories about Animals
- Nature/science
- Different races and cultures
- Different abilities

### Additional language materials used daily to encourage children to communicate

- Posters and pictures
- Flannel board stories in book area
- Picture card games
- Recorded stories and songs
- Listening center with CD / tape player
- Puppets in book area
- Small figures in block area
- Animals in block area
- Telephones
- Dramatic play props
- Dolls

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## Cozy Area / Privacy Space

- A well-defined secluded area where one or two children are protected from active play through its placement in the room
- The cozy area should be filled with several types of soft furnishings such as carpet, stuffed animals, pillows, bean bags or soft chairs to allow children to completely escape the hardness of the classroom
- Cozy Area / Privacy Space may be combined if all criteria are met
- Books, quiet games, toys, and soft music should be accessible

Resources: East Baton Rouge Parish Schools Title I Pre-Kindergarten 2008 - 2009

Virginia Early Childhood Foundation for Virginia Quality (2016). *Virginia Quality Technical Assistance Specialist Toolkit*.

<http://smartbeginnings.org/Portals/5/PDFs/VSQL/Final%20Toolkit%203.23.16.pdf>

Cryer, D., Harms, T., & Riley, C. (2003). *All about the ECERS-R*. Lewisville, NC: Kaplan PACT House Publishing.

Harms, T., Clifford, R.M., Cryer, D. (2005). *Early Childhood Environment Rating Scale-Revised Edition*. New York, NY: Teacher College Press.