



# FCCERS-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 *Early Childhood Environment Rating Scale Revised Edition*.

**Books**

- At least 12 appropriate for each age group
- No less than 2 for each child in each age group
- Must be accessible for “Much of the Day”

*At least 12 appropriate for each age group (no less than 2 for each child in the group)*

- People
- Animals
- Race
- Familiar Objects
- Age
- Familiar Routines
- Ability

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**Fine Motor**

- At least 10 appropriate materials for infants/toddlers
- At least 3 from each category for preschoolers/school-agers
- Must be accessible for “Much of the Day”

<b>For Infants:</b>	<b>For Toddlers:</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Rattles to shake and grasp (of different textures, colors, shapes, with varying noises)</li> <li><input type="checkbox"/> Safe hanging things to bat at or to grasp</li> <li><input type="checkbox"/> Small soft grasping toys, such as animals, rings, or dolls</li> <li><input type="checkbox"/> Simple stacking rings</li> <li><input type="checkbox"/> Clean teething toys</li> <li><input type="checkbox"/> Large pop beads</li> <li><input type="checkbox"/> Cause-and-effect toys, which respond with sounds or other responses when buttons are pushed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Containers to drop objects into/shape sorters</li> <li><input type="checkbox"/> Bead mazes</li> <li><input type="checkbox"/> Sets of manipulatives with larger than preschool- sized pieces ( such as links, interlocking stars, medium-sized interlocking blocks, or large beads to string)</li> <li><input type="checkbox"/> Simple lacing toys</li> <li><input type="checkbox"/> Finger paints</li> <li><input type="checkbox"/> Large watercolor markers</li> <li><input type="checkbox"/> Puzzles with knobs and large pieces</li> <li><input type="checkbox"/> Crayons</li> </ul>

**For Preschoolers/School-agers:**

<p><b>Small Building Materials</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interlocking Blocks</li> <li><input type="checkbox"/> Bristle Blocks</li> <li><input type="checkbox"/> Lincoln logs</li> <li><input type="checkbox"/> Tinker Toys</li> <li><input type="checkbox"/> Small blocks, inch cubes</li> <li><input type="checkbox"/> Magnetic Blocks</li> </ul>
<p><b>Art Materials</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Crayons, watercolor markers</li> <li><input type="checkbox"/> Colored pencils</li> <li><input type="checkbox"/> Paints (<i>tempera, watercolors, finger-paints</i>)</li> <li><input type="checkbox"/> Paper</li> <li><input type="checkbox"/> Tools (<i>hole punch, scissors stencils</i>)</li> <li><input type="checkbox"/> Playdough, clay</li> </ul>
<p><b>Manipulatives</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Beads and strings in various sizes, colors, shapes</li> <li><input type="checkbox"/> Lacing cards with strings</li> <li><input type="checkbox"/> Pegs with peg boards</li> <li><input type="checkbox"/> Parquet shapes or other shapes used to make designs</li> <li><input type="checkbox"/> Zip, snap, and button toys, such as dolls with clothes to fasten or dressing frames</li> <li><input type="checkbox"/> Snaps</li> <li><input type="checkbox"/> Links</li> <li><input type="checkbox"/> Nuts and bolts</li> <li><input type="checkbox"/> Other toys with pieces to link or fit together, such as pop beads, snap cubes, magnetic blocks, Mr. Potato Head, toy train tracks</li> <li><input type="checkbox"/> Gears</li> </ul>
<p><b>Puzzles</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Puzzles</li> <li><input type="checkbox"/> Picture puzzles in frames with differing numbers of pieces</li> <li><input type="checkbox"/> With knobs</li> <li><input type="checkbox"/> Puzzles without frames, such as floor puzzles, jigsaw puzzles</li> </ul>

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**Art**

- Toddlers—3 drawing materials 3 times a week is recommended
- Older children—3-5 materials from 4 categories daily is recommended.
- Must be accessible for much of the day for preschoolers/school-agers; 3 times a week for toddlers; all art materials should be safe and non-toxic for children under 3 years old

**Young toddler (12-23 months):** \_\_\_\_\_ **Older toddler (24-36 months):** \_\_\_\_\_



<input type="checkbox"/> Large, non-toxic crayons <input type="checkbox"/> Large paper taped to a surface <input type="checkbox"/> Non-toxic finger paint <input type="checkbox"/> Large, non-toxic chalk	<input type="checkbox"/> Watercolor markers <input type="checkbox"/> Tempera paints <input type="checkbox"/> Painting tools, such as paint brushes of various widths w/short handles <input type="checkbox"/> Paper of different sizes and colors <input type="checkbox"/> Easy-to-use scissors <input type="checkbox"/> Unbreakable chalk board with chalk and erasers <input type="checkbox"/> Play dough to manipulate with fingers and with simple tools ( <i>rollers, plastic or wooden utensils that are safe and free of sharp or pointed ends, but not cookie cutters</i> ) <input type="checkbox"/> Large self-stick stamps, stickers, and tape <input type="checkbox"/> Scrap paper and cut-out pictures for collage with glue sticks
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**For Preschoolers/School-agers:**

<b>Drawing Materials</b>	<input type="checkbox"/> Paper <input type="checkbox"/> Nontoxic markers <input type="checkbox"/> Crayons <input type="checkbox"/> Colored Pencils/Pencils
<b>Paint Materials</b>	<input type="checkbox"/> Finger paint <input type="checkbox"/> Water-color paints <input type="checkbox"/> Tempera paints <input type="checkbox"/> Appropriate brushes
<b>Three-dimensional materials</b>	<input type="checkbox"/> pipe cleaners <input type="checkbox"/> wood for gluing <input type="checkbox"/> craft/popsicle sticks
<b>Collage materials</b>	<input type="checkbox"/> felt <input type="checkbox"/> magazine pictures <input type="checkbox"/> yarn <input type="checkbox"/> cotton balls <input type="checkbox"/> pom-poms <input type="checkbox"/> sequins <input type="checkbox"/> feathers <input type="checkbox"/> natural objects <input type="checkbox"/> cardboard tubes
<b>Tools</b>	<input type="checkbox"/> safe scissors



- stencils
- staplers
- brushes
- hole punches
- sponges
- tape dispensers with tape
- rollers
- tools to use with play dough

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## Music and Movement

- *At least 10 musical toys (3 for each age group)*
- *Must be accessible for "Much of the Day"*

### Adult-initiated:

- Tape recording a child or a group singing and playing it back for them to listen to
- Singing to a child during handwashing
- Playing recorded music for children to listen to
- Humming and rocking a baby to sleep
- Chanting and doing finger plays
- Singing softly to children before or after naptime
- Singing a "clean up" song during transitions
- Encouraging children to clap to music
- Singing while using puppets with a small group of children
- Singing and playing records of different tempo
- Singing in different pitches
- Playing a simple musical toy for a child
- Playing a musical instrument alongside children playing the same instrument

### Child-initiated:

- Pulling or pushing toys that make musical sounds when rolled
- Playing with noise-making rattles
- Shaking wrist bells
- Banging cymbals or clackers
- Pressing keys or buttons on musical toys
- Grasping and shaking soft objects with bells inside
- Using beaters on drums, xylophones, or bells

## Movement experiences

- Dancing while holding a non-mobile infants, so he can feel the movements w/music
- Holding hands with one or two children and swaying to music
- Gently bouncing a child on lap to rhythms or a song
- Encouraging older infants and toddlers to move to recorded music as a free choice activity
- Encouraging 2-year olds to dance or move to the tempo of

	<p>music</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encouraging children to clap to different rhythms</li> <li><input type="checkbox"/> Encouraging a small group to move and dance with musical instruments or scarves</li> </ul>
<p>Various types of music—at least 3 different types used regularly</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Vocal and instrumental music</li> <li><input type="checkbox"/> Children’s song</li> <li><input type="checkbox"/> Opera</li> <li><input type="checkbox"/> Classical</li> <li><input type="checkbox"/> Jazz</li> <li><input type="checkbox"/> Lively or quiet</li> <li><input type="checkbox"/> Rock</li> <li><input type="checkbox"/> Reggae</li> <li><input type="checkbox"/> Rhythm and Blues</li> <li><input type="checkbox"/> Lullabies</li> <li><input type="checkbox"/> Rap</li> <li><input type="checkbox"/> Folk songs</li> <li><input type="checkbox"/> Country and Western</li> </ul>

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**Blocks**

- At least 2 sets of different types for each age group
- Must be accessible for “Much of the Day”

**Toddlers:**

**Preschool/Kindergarten:**

- Lightweight, hollow brick blocks made of card-board
- Fabric covered blocks
- ABC wooden blocks larger than 2”
- Hard and soft plastic blocks of different sizes
- Geometric-shaped blocks used with shape sorters
- Blocks with bells inside
- Homemade blocks
- Wooden or hard foam unit blocks

- Unit blocks
- Large hollow blocks
- Homemade blocks
- Accessories
- Animals of various types, including farm animals, zoo animals, pet animals, or dinosaurs
- Sets of people, such as families of different races and ages or community helpers
- Small vehicles, such as cars, trucks, or airplanes

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**Dramatic Play**

- Must be accessible for “Much of the Day”



Themes - 2 themes	<input type="checkbox"/> Office play <input type="checkbox"/> Restaurants <input type="checkbox"/> Construction workers <input type="checkbox"/> Medical <input type="checkbox"/> Farmer or gardener <input type="checkbox"/> Fantasy <input type="checkbox"/> Leisure
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Infant:	Toddlers:	Preschool:
<p><b>(3-5 examples of materials recommended):</b></p> <input type="checkbox"/> Dolls <input type="checkbox"/> Soft animals/ vinyl <input type="checkbox"/> Pots and Pans <input type="checkbox"/> Toy telephones	<p><b>(2 or more of each recommended):</b></p> <input type="checkbox"/> Dress-up clothes (some required) <input type="checkbox"/> Child sized furniture <input type="checkbox"/> Cooking/eating equipment <input type="checkbox"/> Play foods <input type="checkbox"/> Dolls <input type="checkbox"/> Doll furnishings <input type="checkbox"/> Play buildings with accessories <input type="checkbox"/> Toy telephones <input type="checkbox"/> Soft animals/ vinyl	<input type="checkbox"/> Dress-up clothes (some required) <input type="checkbox"/> Shirts/blouses for men and women <input type="checkbox"/> Dresses, skirts, pants jackets <input type="checkbox"/> Footwear <input type="checkbox"/> Ties <input type="checkbox"/> Aprons for cooking <input type="checkbox"/> Uniforms of various work roles <input type="checkbox"/> Hats of many types <input type="checkbox"/> Accessories, jewelry, hair clips, purse, tote bags, briefcases

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**Math/number** 
 • 5 different materials for each age group  
 • Must be accessible for "Much of the Day"

Infants and Toddlers:	Preschoolers:	School-agers:
<input type="checkbox"/> Rattles of various shapes <input type="checkbox"/> Nested cups <input type="checkbox"/> Cradle gyms with hanging shapes <input type="checkbox"/> Stacking rings <input type="checkbox"/> Numbers and shape board books <input type="checkbox"/> Shape sorters <input type="checkbox"/> Simple shape puzzles <input type="checkbox"/> Toy telephones	<p><i>Small objects used in counting activities</i></p> <input type="checkbox"/> Balance scales <input type="checkbox"/> Rulers <input type="checkbox"/> Number puzzles <input type="checkbox"/> Magnetic numbers <input type="checkbox"/> Geometric shapes <input type="checkbox"/> Attribute blocks <input type="checkbox"/> Books on counting and shapes <input type="checkbox"/> Number games	<input type="checkbox"/> Rulers <input type="checkbox"/> Tape measures <input type="checkbox"/> Number lines <input type="checkbox"/> Unit rods and cubes <input type="checkbox"/> Geo boards <input type="checkbox"/> Math card and board games <input type="checkbox"/> Calculators <input type="checkbox"/> Parquetry blocks



<input type="checkbox"/> Cash registers w/numbers	<input type="checkbox"/> Dominoes, number lotto	
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### Nature and Science

- Daily experience with living plants or animals indoors
- At least 9 different examples with at least 3 of the 4 categories
- Must be accessible for “Much of the Day”

	<i>Pictures:</i>	<i>Toys:</i>
Books, Pictures, Toys	<input type="checkbox"/> Posters <input type="checkbox"/> Photographs <input type="checkbox"/> Drawings	<input type="checkbox"/> Realistic zoo & farm animals, insects <input type="checkbox"/> Puzzles w/ realistic nature or science content <input type="checkbox"/> Scent boxes <input type="checkbox"/> Realistic plastic vegetables and fruits <input type="checkbox"/> An infant mat with realistic nature or science pictures displayed <input type="checkbox"/> Realistic animal-shaped rattles <input type="checkbox"/> Mobile with realistic birds or butterflies that infants can play with <input type="checkbox"/> Large magnets that toddlers can experiment with <input type="checkbox"/> Magnifying glasses for older toddlers
Collections of natural objects	<input type="checkbox"/> Leaves <input type="checkbox"/> Seashells <input type="checkbox"/> Rocks <input type="checkbox"/> Different types of wood <input type="checkbox"/> Pinecones	



	<input type="checkbox"/> Birds' nest
Nature/Science activities	<input type="checkbox"/> Magnets <input type="checkbox"/> Magnifying glasses <input type="checkbox"/> Sink and float <input type="checkbox"/> Shaking cans filled with differing substances <input type="checkbox"/> Smelling <input type="checkbox"/> Plastic translucent color paddles <input type="checkbox"/> Rain gauge <input type="checkbox"/> Cooking scale
Living things	<input type="checkbox"/> House plants <input type="checkbox"/> Garden <input type="checkbox"/> Pet <input type="checkbox"/> Window bird feeder <input type="checkbox"/> Aquarium with fish, snails or other animals <input type="checkbox"/> Ant farm <input type="checkbox"/> Worm farm <input type="checkbox"/> Butterfly hatching kit <input type="checkbox"/> Eggs that hatch

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## Sand and Water Play

- Applies to children age 18 months to 5 years
- Sand/Water available daily
- 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

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



- 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

- Measuring cups
- Unbreakable Containers
- Funnels
- Plastic tubes
- Molds
- Shovels
- Trowels
- Pails
- Rakes
- Sifters
- Sand / water wheels
- Pipes
- Scoops

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**Promoting Acceptance of Diversity**

- At least 4 examples of racial/cultural diversity in props and or materials
- Diversity is shown in a positive way
- Inclusion of diversity as part of daily routines and play must be observed
- Activities to help to promote understanding and acceptance of 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

**Diversity as part of play activities:**



<p>snacks</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff use some words in different languages to talk about routines</li> <li><input type="checkbox"/> Music from varying cultures is used at naptime</li> <li><input type="checkbox"/> Staff say hello or goodbye in different languages</li> <li><input type="checkbox"/> Family traditions and utensils are provided at meals and snacks, if desired</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cooking activities, foods representative of other cultures are prepared by children</li> <li><input type="checkbox"/> Bingo is played in different languages</li> <li><input type="checkbox"/> Children regularly dance to music from various cultures</li> <li><input type="checkbox"/> Art materials and activities associated with different cultures are used - colored sands for sand paintings, clay for making pottery, origami paper folding activities</li> <li><input type="checkbox"/> Musical instruments representing various cultures</li> <li><input type="checkbox"/> Children celebrate winter holiday of many different cultures</li> <li><input type="checkbox"/> People come in to teach children folk songs of different countries</li> <li><input type="checkbox"/> Children learn dances from different countries</li> <li><input type="checkbox"/> Children see a video of games children play in other countries</li> </ul>
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**Use of TV, video and/or Computer**

- 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
- Not recommended for children under the age of 24 months

**Encourage Active Involvement:**

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Dance</li> <li><input type="checkbox"/> Play musical instruments</li> <li><input type="checkbox"/> Finger plays</li> <li><input type="checkbox"/> Sing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Exercise</li> <li><input type="checkbox"/> Creative drawing or painting</li> <li><input type="checkbox"/> Think and solve problems (computer games)</li> <li><input type="checkbox"/> Support and extend classroom themes and activities</li> <li><input type="checkbox"/> Add to children’s experiences</li> </ul> |
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## Active Physical Play

- Non-mobile infants should be allowed to move freely to the extent they are able
- Older children should be given developmentally appropriate opportunities to practice gross motor skills
- Outdoor area for play is used 1 hour daily year round, weather permitting
- Outdoor space has two more types of surfacing for different types of play
- Play area is not crowded or cluttered and has some protection from the elements
- Fences surrounding the play area must completely enclose the play space and measure at least 42” in height , the latches measure 34-48” in height and any slat space or gaps should be 4” or less.
- Ample materials/equipment for physical play to keep children active and interested.

### Infants:

- Outdoor pad or Blanket
- Crib gym
- Small push toys
- Balls
- Sturdy equipment to pull up on
- Ramps for crawling

### Toddlers:

- Riding Toys without pedals
- Large push-pull wheel toys
- Balls and bean bags
- Age-appropriate climbing equipment
- Slide
- Cushions or rugs for tumbling
- Tunnels
- Large cardboard boxes

### Preschool/Schoolagers:

- Climbing equipment
- Riding toys
- Wagons
- Balls
- Low basketball hoop

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

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

Harms, T., Cryer, D., & Clifford, R.M. (2007). *Family Child Care Environment Rating Scale (Revised Edition)*. New York: Teachers College Press.