

**2020-2021**  
**Interest Areas Materials Checklist**  
**In-Person Learning**

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| <p><b>Cozy Area (5. Space for Privacy, pg. 16~available 2h 30m)</b></p> <p>_____ Soft furnishings (<i>vinyl bean bag or seat</i>)</p> <p>_____ mirror</p> <p>_____ 5 soft/washable Toys</p> <p>_____ 5 books</p> <p>_____ Photo Album (<i>family pictures</i>)</p> <p>_____ Private space protected from intrusion</p> <p>_____ Feelings poster</p> <p>_____ Calm down cues (<i>visual supports for calming down</i>)</p> <p>_____ Timers, rain sticks, other porous calming devices</p> <p>_____ Writing paper</p>  | <p><b>Blocks (22., pg. 44~available 2h 30m)</b></p> <p>_____ All blocks are represented by a label for easy clean up</p> <p>_____ Three different types of accessories available in labeled containers (<i>people, animals, vehicles</i>)</p> <p>_____ At least two types of blocks represented (<i>hollow, unit, plastic</i>)</p> <p>_____ Disabilities and culture are represented</p> <p>_____ Ample blocks for three to four children to build quality structures</p> <p>_____ Writing paper</p>   |
| <p><b>Dramatic Play</b>-two themes are always available (<b>24., pg. 48~available for 2h 30m.</b>)</p> <p>Themes-<i>housekeeping, kinds of work, leisure, fantasy</i></p> <p>_____ Props for two themes</p> <p style="padding-left: 40px;"><b>Theme 1 - Housekeeping</b></p> <p style="padding-left: 40px;">Props Available to Support Theme 1: <i>plastic food, serving utensils, plates, cups, etc.</i></p> <p style="padding-left: 40px;"><b>Theme 2 - Family - baby care</b></p> <p style="padding-left: 40px;">Props Available to Support Theme 2: <i>vinyl clothing, baby dolls - multiethnic, vinyl diapers, baby bottles, baby foods, high chair, baby bed</i></p> <p>_____ Books that relate to each theme</p> <p>_____ Non-fiction pictures (<i>families of all kinds and generations</i>)</p> <p>_____ Clothing for girls (<i>vinyl purse, vinyl shoes, necklaces, bracelets, etc.</i>)</p> <p>_____ Clothing for boys (<i>vinyl wallet, vinyl shoes, watches</i>)</p> <p>_____ Multicultural clothing (<i>wash after use</i>)</p> <p>_____ Props for disabilities (<i>babydoll wheelchair, babydoll walker</i>)</p> <p>_____ Writing paper</p> | <p><b>Science (25. Nature/Science, pg. 50~available 2h 30m)</b></p> <p>_____ Materials and activities from at least 3 categories that are labeled and in containers (3 of the four categories must be represented) Check 3 categories and list 3 <i>items in each</i> of your specific items available for students to explore:</p> <p style="padding-left: 40px;">_____ At least three natural things (<i>rocks, shells pinecones, leaves, sticks, _____</i>)</p> <p style="padding-left: 40px;">_____ Living things (<i>plant, fish, crab, animal, garden, _____</i>)</p> <p style="padding-left: 40px;">_____ Nature/Science books, games or toys (<i>e.g., nature matching cards, nature sequence cards</i>) Related to topic _____</p> <p style="padding-left: 40px;">_____ Nature/Science activity (<i>cooking, simple experiments: magnets, magnifying glasses, <del>sink-and-float</del></i>)</p> <p>_____ Books that represent a variety of science concepts that are related to materials, games or natural things</p> <p>_____ Pictures that reflect hands on activities</p> <p>_____ Writing paper</p> |
| <p><b>Music and Listening (21. Music/movement, pg. 42~available at least 1h)</b></p> <p>_____ Variety of instruments that represent different cultures (<i>maracas, rain sticks, wooden frogs, etc.</i>)</p> <p>_____ Homemade instruments</p> <p>_____ 4 dancing props - light up wands</p> <p>_____ Books</p> <p>_____ Music on tape</p> <p>_____ Variety of music used throughout the day</p>   | <p><b>Fine Motor (19., pg. 39~available 2h 30m)</b></p> <p>_____ Puzzles</p> <p style="padding-left: 40px;">Indicate number</p> <p style="padding-left: 40px;">_____ Knobbed</p> <p style="padding-left: 40px;">_____ Easy (2-3 pieces)(separated pieces)</p> <p style="padding-left: 40px;">_____ Moderate (5-6 pieces)</p> <p style="padding-left: 40px;">_____ Difficult</p> <p>_____ At least three types of small building blocks</p> <ol style="list-style-type: none"> <li>1. Legos</li> <li>2. Duplo</li> <li>3. Magnatiles (1)</li> </ol> <p>_____ At least three types of manipulatives (<i>lacing beads, pegs and peg boards, tongs, etc.</i>)</p> <ol style="list-style-type: none"> <li>1. Tongs</li> <li>2. Bear family (1)</li> <li>3. Counting cars (1)</li> </ol>   |

**Math/Number (26., pg. 52~available 2h 30m)**

\_\_\_ At least three counting activities (*Teddy bears, money, puzzles, beads and patterns*)

1. Bear family (2)
2. Counting cars (2)
3. Question of the Day chart

\_\_\_ At least three number recognition activities (*Puzzles, magnetic numbers, telephone, cash register, number lotto, clocks, calendar, playing cards, number lacing cards, number books and posters*)

1. Counting cars (3)
2. Number bots
3. Number books

\_\_\_ At least three shape activities (*Puzzles, Geoboards with cards, unit blocks and outlines, attribute blocks, parquetry block, matching shape cards, and magnetic shapes*)

1. Magnatiles (2)
2. Puzzles (2)
3. Unit blocks (2)

\_\_\_ At least three comparing size activities (*More or less, stacking cubes, nested cups, puzzles, graphs, dominos, playing cards*)

1. Bear family (3)
2. Dominoes or playing cards
3. Stacking cubes/blocks

\_\_\_ At least three measuring tools (*May be in Science and include scales, thermometer, rulers, measuring cups in water or sand*)

1. Rulers
2. Balance
3. Measuring tape

\_\_\_ Teacher made activities for math

\_\_\_ Book that relate to math concepts

\_\_\_ Writing paper

**Art (20., pg. 40~available 2h 30m)**

\_\_\_ Majority of art is individual expression (*teacher directed projects that follow an example are rarely used; children's work is varied and individual*)

\_\_\_ Evidence of three dimensional art (*at least monthly*)

\_\_\_ Evidence of extended art activity (*project stored so work can continue; work on multi-step projects encouraged*)

\_\_\_ Evidence of art that relates to classroom experiences

\_\_\_ Art Materials For (3-5 materials from at least four categories or less in all categories)

**Drawing:** \_\_\_ Crayons, \_\_\_ Markers, \_\_\_ pens/pencils, \_\_\_ colored pencils, \_\_\_ chalk, \_\_\_ assorted size and colors of paper, \_\_\_ chalkboards/white boards

**Tools:** \_\_\_ scissors, \_\_\_ hole punch, \_\_\_ tape dispenser, \_\_\_ dot markers, \_\_\_ sponge painters, \_\_\_ rollers

**Painting:** \_\_\_ finger paint, \_\_\_ water color, \_\_\_ tempera

**Three dimensional materials:** \_\_\_ wood, \_\_\_ recyclable junk

**Collage** (labeled and in separate containers) that could include \_\_\_ shapes, \_\_\_ cardboard pieces, \_\_\_ felt, \_\_\_ sequins, \_\_\_ gems, \_\_\_ feathers, \_\_\_ buttons, \_\_\_ glitter, \_\_\_ natural objects \_\_\_ junk

**Books (15. Books and Pictures, pg. 34~available 2h 30m)**

\_\_\_ No violent or frightening texts or materials

\_\_\_ Variety of books

- \_\_\_ Fantasy
- \_\_\_ Factual
- \_\_\_ Animals
- \_\_\_ People
- \_\_\_ Disability
- \_\_\_ Multi-cultural

\_\_\_ Some books are related to current classroom activities or themes

**Language activities** (~~flannel board~~, picture/alphabet card games, laminated sentence/story frames with name cards, recorded stories and songs)

- 1.
- 2.