



Suggested Materials List

Early Childhood Environment Rating Scale Third Edition (ECERS-3)

Ages 3 years – 5 years












Classroom:	Teacher(s):
Ages served:	Completed by:
Number of children enrolled:	Date:

Children learn best through play. For successful classroom management ensure your classroom has the suggested materials as well as staff-child engagement, interactions, and conversations.

The recommended materials need to be in good repair, organized, and easily accessible to the children anytime they are not involved in routine care. Examples that are given are not all inclusive unless otherwise mentioned. Review the left-hand column and then complete the right-hand column based on your classroom. Write specific plans to improve your classroom. Examples are shown below each item for reference only. Please review and complete prior to scheduled appointment with your Quality Coach.

"Accessible" for this scale (ECERS-3) means that a children may freely reach and access the chosen materials at their will, and replace them when they are finished using them without adult assistance.

Each classroom teacher should complete this form for their classroom.

Materials/Items Suggested	Notes/Observations (to be filled out by teacher(s))
<p>Furnishings for Care, Play, and Learning</p> <ul style="list-style-type: none"> • Separate storage for each child's belongings – personal belongings (bags, coats, naptime sheets/blanket etc.) do not touch • Low, open shelves for storage of toys and materials • Seating for children is child-sized – children can sit at the table with their feet touching the floor, elbows resting comfortably on the table, and knees fit under the table • 2 to 3 pieces of furniture, each designed for a different, specific activity (Examples: easel for art, sand/water table, graduated bookcase, train table, etc.) • At least 2 soft furnishings available 	<p>Where do the children store their belongings? Do their personal items touch?</p> <p>Do you have enough shelves to store toys/materials?</p> <p>Is the seating child-sized?</p> <p>List specific pieces of furniture for different activities:</p> <p>List soft furnishings available:</p> <p>Is all of the furniture clean and in good repair?</p> <p>Plan for improvements:</p>
<p>Examples:</p> <div>  <p>Cubbies</p>  <p>Materials shelf</p>  <p>Tables</p>  <p>Chairs</p>  <p>Sand/Water Table</p>  <p>Easel</p>  <p>Area Rug</p>  <p>Cozy Lounge Pillow</p>  <p>Cots & Mats</p>  <p>Soft Surroundings</p>  <p>Bookshelf</p> </div>	

Room arrangement

- A special cozy area is available with a substantial amount of softness where children may lounge, daydream, read, or play quietly. Cozy area must provide enough soft furnishings to allow children to completely escape the normal hardness of the classroom.
- Space is arranged so that classroom pathways do not interrupt play
- Quiet and noisy areas are separated from each other, not just by furniture but by physical space
- At least 5 interest centers, including a cozy area

Interest Center: clearly defined play area for a particular kind of play. Materials are organized by type and are easily accessible to children. There should be enough furniture and space to encourage play for the number of children allowed in the center. Other types of materials that distract from the intent of interest center should be stored in other areas of the classroom.

Do you have a cozy area?

List the soft furnishings in your classroom:

Do pathways interrupt play?

Are quiet and noisy areas separate?

List the interest centers in your classroom:

Plan for improvements:

Examples:



Cozy Area



Room Arrangements
(example only)



Child Related Display and Promoting Literacy

- 1/3 of displayed items are children's, individualized work
- Pictures and posters are relevant to children (nature, animals, people, food, etc.)
- Photos of the children are displayed at their eye level
- 1/2 the display is related to children's current interests
- 3D child created work is displayed
- Most visible print is combined with pictures (Examples- labeling shelves/bins, handwashing steps, teeth brushing steps, nose wiping steps, directions for making snacks, etc.)
- Printed names of children used in classroom. (Examples- on cubbies, artwork, name cards, etc.)

List children's artwork displayed:

List pictures/posters displayed:

Do you have photographs of the children displayed at their eye level?

How are children's current interests represented in the display?

List children's 3D work displayed:

How do you promote language and literacy using the display?

List visible print that is combined with pictures:

Where are children's names printed in the classroom?

Plan for improvements:

Examples:



Family Photos



Individualized
Children's
artwork



Gross motor equipment

- Use of ample and varied equipment (stationary and portable) indoors and outdoors to keep children active and involved
- Equipment is appropriate for the ages and abilities of children
- Equipment provided stimulates at least 7 different skills (Examples of skills include catching, pulling/pushing, swinging, jumping, hula hoop, tossing rings into containers, balancing, steering, pedaling, etc.)

List stationary equipment:

List portable equipment:

Is all the equipment appropriate for the ages/abilities of children?

List skills stimulated by the equipment:

What equipment is provided to encourage more advanced age-appropriate skills?

Plan for improvements:

Examples:



Portable
Gross motor
Equipment








Balance Beams



Berm Slide/web climber

Gross motor structures can be made from natural resources (trees, logs, tree cookies, stones, etc. They also may be man-made (purchased climbing structures with slides, tunnels, etc.) Think outside the box and about what is considered “good for children’s health” – mental as well as physical.

<p>Books (Staff use of books and Encouraging children's use of books)</p> <p>Books should be used in the classroom and made accessible to children throughout the day. At least one hour of accessibility is required during the observation.</p> <p>There should be at least 30 books for a group of 15 children plus one book per extra child enrolled (e.g. a group size of 20 children should have access to at least 35 books).</p> <p>There should be at least five (5) accessible books that are theme related or relate to current classroom activities.</p> <p>There should be at least five (5) science/nature books that are accessible.</p> <p>A wide selection of books should be present and accessible including:</p> <table border="0"> <tr> <td>People</td> <td>Feelings</td> <td>Nature/science</td> <td>Math</td> </tr> <tr> <td>Males/Females</td> <td></td> <td>Job/Work related</td> <td>Health or self-help skills</td> </tr> <tr> <td>Sports/Hobbies</td> <td></td> <td>Differing abilities</td> <td>Race Cultures</td> </tr> </table> <p>Books for preschool age children should be organized in an Interest Center with covers of the books showing versus spines so it makes it more attractive to children as they freely choose which books to "read".</p> <p>Book Interest Center should not have unrelated materials stored in that area (e.g. puppets that do not correspond to specific books, fine motor flannel boards unrelated to stories, etc.).</p>	People	Feelings	Nature/science	Math	Males/Females		Job/Work related	Health or self-help skills	Sports/Hobbies		Differing abilities	Race Cultures	<p>Do staff read the content of books with children informally? Y N</p> <p>Do staff and children discuss the contents of a book? Y N</p> <p>Are there any books accessible that relate to current classroom activities or themes? Y N</p> <p>Are books used with children to help answer questions and provide information that the children are curious about? Y N</p> <p>Do staff show much enjoyment when reading books? Y N</p> <p>Do staff engage children during each book time? Y N</p> <p>Are there at least 20 for 10 children, 30 for 15 children plus 1 more per each additional child in the group? Y N Number of books accessible? _____</p> <p>Is there a wide selection of books accessible including: People, feelings, nature/science, math, cultures, race, males and females in non-traditional roles, jobs/work, health or self-help skills, sports/hobbies, and/or abilities?</p> <p style="text-align: center;">Circle all topics that are accessible to children</p> <p>Are books organized in a defined Interest Center? Y N</p> <p>Are there at least five (5) books that are related to current classroom activities or themes accessible? Y N</p> <p>Are the books that are accessible displayed in order to encourage book use (with the covers showing vs spines)? Y N</p> <p>Are the books located in an area that encourages children to use them? Y N</p> <p>Plan for Improvement:</p>
People	Feelings	Nature/science	Math										
Males/Females		Job/Work related	Health or self-help skills										
Sports/Hobbies		Differing abilities	Race Cultures										
<p>Examples:</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>													

Fine motor

- At least 10 materials accessible with at least 1 from each of the 4 categories. Materials should offer different levels of difficulty.

Interlocking blocks: such as interlocking blocks of varied sizes, even those that are large, interlocking logs, etc.

Art materials: crayons, scissors, pencils, markers, etc.

Manipulatives: stringing beads, pegs with pegboards, sewing cards, table blocks, etc.

Puzzles: floor puzzles, framed puzzles, etc.

List materials accessible to children (at least 1 of each

category): Interlocking blocks:

Art materials:

Manipulatives

: Puzzles:

How do you show positive interest when the children use the materials?

Plan for improvements:

Examples:

Pattern Blocks,
Unifix Cubes



Lacing Cards



Puzzle

Art

- The majority of art activities offered to children should encourage individual, creative expression
- Staff have conversations with interested children about their artwork
- Blank paper must be accessible to children
- At least 1 materials from each category is accessible:
 - Drawing materials: such as crayons, non-toxic marker, colored pencils, chalk, etc.
 - Paint: such as tempera, watercolor sets, finger paint, etc.
 - 3D materials: such as play dough, wood scraps, clay, boxes, etc.
 - Collage: such as cloth scraps, yarn, colorful or textured paper scraps, etc.
 - Tools: such as scissors, tape, hole punches, rulers, stencils, stamps with pads, etc.
- Materials should be accessible for 1 hour during the observation
- Some art
- Some art activities should relate to current classroom themes or children's interests
- Staff should write captions as dictated by interested children or help older children to write captions for themselves
- Staff should be observed to teach children to use more complex art materials as they are able to use them appropriately

Does the majority of the art experiences creativity? Y N

Do I have conversations with children about their artwork? Y N

List materials accessible to children (at least 1 for each category):

Drawing: (plain, unlined paper is required)

Paint:

3D:

Collage:

Tools:

Plan for improvements:

Examples:

Collage
Materials



Paints



Crayons, Water Colors, Glue
Colored Pencils, Scissors

Music and movement

- A variety of at least 10 musical instruments in good condition. If instruments are used at group time, there must be at least 1 instrument for each child participating (recorded music can be considered 1 musical instrument)
- During free play, staff sing or do dance/movement activities with children
- Staff positively encourage children to participate but children are not forced or required to participate if they are not interested
- Some movement/dance activities are conducted daily
- Staff point out rhyming words in songs, identify sound repetition, or do finger plays where children use gestures or actions to act out meaning of words
- Staff should encourage older preschoolers to experiment with rhyming in songs, thinking of new words that rhyme

List musical instruments accessible to children:

Do I sing/do music activities with children during free play? Y N

Do I chant, or do finger plays with children? Y N

Does staff point out rhyming words, or repetitive sounds? Y N

Do all children have to participate when doing group music activities? Y N

Do staff encourage older children to experiment with rhyming by thinking of new words that rhyme? Y N

Plan for improvements:

Examples:



Cultural music
Instruments



Musical
instruments

Block play

- Block area should be a defined interest center
- Blocks and accessories are stored on open, labeled shelves with a suitable surface to build on
- Enough space, blocks, and accessories for 3 children to use at the same time and build sizable structures
- Unit blocks and hollow blocks are accessible
 - Blocks must be at least 2 inches on majority of sides and cannot be interlocking
- Blocks organized and labeled by type and shape/size on shelf
- At least 3 different types of accessories accessible including: small people, vehicles, and animals
 - Accessories should enhance block play rather than distract from block play
 - Accessories labeled on shelf and containers

List types of blocks accessible:

Unit blocks _____ Large hollow blocks _____

List block accessories accessible to children:

Plastic animals _____

Vehicles _____

Play people _____

Is there enough space, blocks, and accessories for 3 children?

Do staff link written language to children's block play?

Do staff point out the math concepts that are demonstrated in unit blocks in an interesting way? Y N

Plan for improvements:

Examples



Play People



Unit Blocks



Play Vehicles



Large Hollow Blocks



Plastic Toy Animals

Dramatic play

- Dramatic play area should be a defined interest center
- Enough materials for the number of children allowed in the area at one time
- Materials include dolls, child sized furniture, play foods and cooking/eating utensils, dress up clothes for boys and girls
 - Area has additional props to use, either additional housekeeping toys or materials from other themes such as different kinds of work, fantasy, or leisure. There should be a wealth of materials for children to use in their pretend play.
- Diversity is represented in materials- at least 4 clear examples
 - Examples- dolls of different races/cultures, foods of different cultures, equipment used by people with disabilities, etc.

Does your dramatic play area have: Dolls?
Child sized furniture?
Play foods?
Cooking/eating utensils?
Dress up clothes for boys?
Dress up clothes for girls?

List other materials accessible to children:

List materials that represent diversity:

Plan for improvements:

Examples



Nature/science

- At least 15 nature/science materials from each of the 5 categories (must have at least 5 nature/science books)
 - Living things: such as house plants, pets, etc.
 - Natural objects: such as birds nest, leaves, insects in transparent plastic, rocks, seashells, collection of seeds, etc.
 - Factual books/nature-science picture games
 - Tools: such as magnifying glass, magnets, etc.
 - Sand/water with toys: such as measuring cups, digging tools, and containers. No food is to be used in sensory play
- Sand/water are not required to be in the nature/science interest center
- Staff talk about nature/science and nature/science materials with children
- Staff show interest in nature/science with children and do not show dislike for natural world (for example- staff do not show fear of spiders instead they are respectful and use as a learning experience or teachable moment)

List living things:

List natural objects:

List factual books/picture games:

List tools:

List sand/water toys:

Plan for improvements:

Examples



Living Things



Science Books



Prism



Sand/Water Table



Nature Books



Magnifying Glasses

<p>Math materials and activities</p> <ul style="list-style-type: none"> • All materials are appropriate, safe, have no negative social messages, challenging and interest children while not leading to constantly wrong answers or frustration • At least 10 materials with a least 3 from each of the 3 categories (a material can only be counted in 1 category) <ul style="list-style-type: none"> • <u>Counting/Comparing quantities</u>: such as unifix cubes with number trays; small objects to count into numbered containers; games that require children to figure out more or less; chart graph activities for children to use by placing materials into cells; dominoes; playing cards; games with dice; abacus; pegboards with numbers printed and holes to match; puzzles where written numbers are matched to quantities on puzzle piece; beads with bead patterns; etc. • <u>Measuring/Comparing sizes and parts of wholes (fractions)</u>: Such as measuring cups with spoons with materials to measure; balance scale with things to weigh; rulers, yardsticks, tape measures with things to measure; thermometers; foot size measurer; height chart if regularly used to measure children's growth; games with parts to divide and put back together to make the whole (fractions); puzzles with geometric shapes that must be put together; games where halves are matched to the whole (fractions); shapes-matching games where geometric shapes are divided into parts (fractions); etc. • <u>Familiarity with shapes</u>: such as shape sorters; puzzles with different geometric shapes; unit blocks with image/outline labels on shelves used during clean up; geoboards (boards with pegs to which rubber bands are attached to make shapes); attribute blocks of different sizes, shapes, colors; parquetry blocks with patterns; magnetic shapes; shape stencils; etc. • Staff frequently join in children's play with math materials • Staff encourage children to use their fingers to represent numbers • Staff encourage use of math materials/activities and help children use them successfully • Staff never use math talk in a threatening or punitive manner 	<p>List of counting/Comparing quantities materials :</p> <p>List measuring/ Comparing sizes and parts of wholes (fractions) materials:</p> <p>List familiarity with shapes materials:</p> <p>How do I join in children's math play throughout the day?</p> <p>How do I encourage use of math materials/activities and help children use them successfully throughout the day?</p> <p>Plan for improvements:</p>
---	---

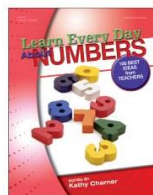
Math Materials Examples



Number and Color Tree
(Sorting)



Number Stacker
(Quantities)



Number Books
(Shapes, Counting)



Plastic Geometric
Shapes



Counting Bears
(Counting, Sorting)



Sequence Puzzles

Nut and Bolts
Shape Sorting

Understand written numbers

- At least 2 examples of print numbers in display materials that are accompanied by pictures that show what the number means: such as signs for number of children allowed in center accompanied by stick figures to represent the number; poster with numbers and corresponding image showing that number of objects, etc.
- At least 3 different play materials that help show children the meaning of print numbers are accessible: such as puzzle with number on one piece and that number of dots matching piece; puzzle with numbered fingers on a hand; matching picture/number card game; simple number card games; etc.
- Staff show children how to use materials and talk about the meaning of print numbers

List display materials that are accompanied by pictures that show what the number means:

List play materials that help show children the meaning of print numbers are accessible:

In what ways do I show children how to use the materials:

Plan for improvements:

Examples



Counting Books



1:1 Number Correspondence
Puzzles



Promoting acceptance of diversity:

- Materials show diversity in a positive way and easily visible. Books should be easy to find by looking at book covers.
- Staff allow both boys and girls to follow their interests, despite the gender stereotypes associated with some toys and activities
- Staff have positive conversations with children discussing the benefits and similarities and differences among people
- At least 2 different types of dramatic play props representing different races or cultures are included in dramatic play
- At least 10 easily visible positive examples of diversity with at least 1 example in each of the following:
 - Books
 - Displayed pictures
 - Accessible play materials
 And include at least 4 of the 5 types of diversity:
 - Race
 - Culture
 - Age
 - Differing abilities
- Non- traditional gender role

Write number accessible to children in each box

	Books	Pictures	Materials
Race			
Culture			
Age			
Ability			
Gender			

Do I allow both boys and girls to choose what they play with, following their interest no matter what gender they are typically stereotyped with?

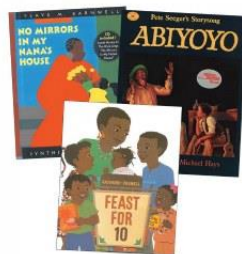
How do I have conversations with children discussing diversity?

Plan for improvements:

Examples



Ethnic Instruments



Cultural Books



Diverse Dress-Up Clothing



Diversity Dolls



Diverse Play People



Diverse Puzzles