

Center Suggested Inventory and Guide		7/12/2011
PLEASE NOTE: The materials listed are intended to be used for guidance only.		
Environment #1 Centers	<ul style="list-style-type: none"> Provide ample open space and 5 clearly defined play areas 	
Environment #2 Display	<ul style="list-style-type: none"> Display at least 5 pieces of work by children, some displayed at the child's eye level Display many colorful, simple pictures, posters, and/or photographs in the space where children spend the majority of their time 	
Environment #4 Cozy Area	<ul style="list-style-type: none"> Provide a substantial amount of softness (combination of soft furnishings-couch, cushions, pillows, etc. and soft toys-puppets, soft dolls, animals, etc.), accessible for much of the day. Protect the cozy area from active play by placing soft furnishings out of traffic. 	
Activities #1-7	<ul style="list-style-type: none"> To get full credit for activities, make sure children have access to indoor play materials for 1/3 of the time the center is open Ex: A 10 hour day would require indoor free choice activities for 3 hours and 20 minutes To avoid clutter rotate excess materials. (All materials listed should NOT be accessible.) 	
Activities #1 Fine Motor	<ul style="list-style-type: none"> Provide accessible fine motor toys for much of the day, such as: 	
	<ul style="list-style-type: none"> ○ Rattles ○ Grasping toys ○ Textured toys ○ Cradle gym ○ Busy box ○ Pounding toys ○ Tracking beads ○ Cause and effect toys ○ Stacking rings ○ Knobs to turn ○ Shape sorting games 	<ul style="list-style-type: none"> ○ Matching toys ○ Pop beads ○ Nesting toys ○ Legos/Duplos ○ Waffle Blocks ○ Bristle Blocks ○ Lincoln Logs ○ Lacing cards ○ Links ○ Gears
Activities #2 Math	<ul style="list-style-type: none"> Provide a variety of math materials, such as: 	
	<ul style="list-style-type: none"> ○ Shape toys/shape sorters ○ Number/shape books ○ Number/shape puzzles ○ Toy telephones ○ Cash register ○ Nesting cups ○ Stacking rings 	<ul style="list-style-type: none"> ○ Counters ○ Sorting toys ○ Balancing scale with items to weigh/compare ○ Counting books ○ Rulers with items to measure
Activities #3 Drama	<ul style="list-style-type: none"> Provide a variety of appropriate, accessible materials that allow children to carry out play in a meaningful way, such as: 	
	<ul style="list-style-type: none"> ○ Baby dolls ○ Doll furniture ○ Doll clothes (washed weekly) ○ Doll baby bottles ○ Blankets ○ Diapers ○ Toy telephones ○ Soft animals 	<ul style="list-style-type: none"> ○ Dress-up clothes (washed weekly) ○ Full length mirror ○ Housecleaning tools ○ Play stove ○ Play refrigerator ○ Play sink ○ Puppets

Activities #4 Blocks	<ul style="list-style-type: none"> Provide a space for blocks and accessories OUT OF TRAFFIC, accessible for much of the day. Provide accessories: people, animals, small vehicles, road signs, etc. Provide at least one set of blocks, such as: 			
	<ul style="list-style-type: none"> Soft vinyl/cloth blocks Sensory blocks Lightweight wood blocks 	<ul style="list-style-type: none"> Unit blocks Large hollow/cardboard blocks Homemade blocks 	<ul style="list-style-type: none"> Duplos Mega Blocks Waffle Blocks 	
Activities #5 Science	<ul style="list-style-type: none"> Provide opportunities to experience the natural world daily: outdoor play, talk about birds, plants, insects, etc. from a window. Provide a variety of science materials, such as: 			
	Collections: <ul style="list-style-type: none"> Rocks Shells Pinecones Real insects Leaves Seed pods 	Living things: <ul style="list-style-type: none"> Plants Garden Pet Butterfly garden Aquarium 	Books/Pictures/Games/Toys: <ul style="list-style-type: none"> Books with pictures of real animals/plants Nature matching cards Nature sequence cards Realistic plastic animals Animal posters 	Tools: <ul style="list-style-type: none"> Magnets Magnifying glasses Thermometers Prisms Kaleidoscope
Activities #6 Art	<ul style="list-style-type: none"> Art is not required for infants under 12 months. Offer a variety of appropriate art materials that promote individual expression, such as: 			
	<ul style="list-style-type: none"> Crayons Markers Pencils Pens Tempera Yarn Felt Glue Beads Feathers 	<ul style="list-style-type: none"> Plain paper Craft sticks Play dough Pipe cleaners Wood shapes Watercolors Paint dabber Finger paint Hole punch Buttons 	<ul style="list-style-type: none"> Cotton balls Pom-poms Gems Glitter Natural objects Paper towel rolls Magazines Sequins Cardboard Scissors 	<ul style="list-style-type: none"> Play dough tools Stencils Sponges Paint rollers Stamps and stamp pads Paper shapes Chalk/chalk board Limit the use of coloring books and dittos
Activities #7 Books	<ul style="list-style-type: none"> Provide accessible books for much of the day, with some displayed so children can see the covers Infant books need to be in a basket on the floor Repair or discard books with torn or scribbled pages or books without covers Provide fiction and non-fiction books that show varying ages, races, abilities, cultures, non-stereotypical gender roles, and nature/science/real animals Read several times daily; also read to individuals or small groups 			
Activities #8 Music	<ul style="list-style-type: none"> Initiate at least two music/movement activities daily Provide and encourage children to use music materials, such as: 			
	<ul style="list-style-type: none"> Rattles-Infants Drums Shakers Tambourine Rain stick Triangles Bells Rhythm sticks 	<ul style="list-style-type: none"> Piano Xylophone Musical toys CD/tape player Dance props No flutes, harmonicas, or mouth toys 	Types of music: <ul style="list-style-type: none"> Children's songs Classical Popular Jazz Rock Reggae, 	<ul style="list-style-type: none"> Rhythm & blues Rap Folk songs Lullabies Country Cultural Music in different languages

Activities #9 Sensory / Fluid Play	<ul style="list-style-type: none"> • Provide sensory/fluid play (sand, rice, water, etc.) daily • Provide a variety of accessories, such as: 						
	<ul style="list-style-type: none"> ○ Kitchen utensils ○ Plastic containers ○ Spoons ○ Funnels 	<ul style="list-style-type: none"> ○ Pans ○ Dishes ○ Tongs ○ Strainer 	<ul style="list-style-type: none"> ○ Buckets ○ Shovels ○ Small cars/trucks ○ Floating toys 	<ul style="list-style-type: none"> ○ Ice cubes ○ Tongs ○ Measuring cups ○ Wash cloths to wash baby dolls 			
Activities #10 Media	<ul style="list-style-type: none"> ○ Limit TV/video/computer use to 30 minutes daily ○ Provide alternate activities while TV/video/computer is being used 						
Activities #11 Diversity	<ul style="list-style-type: none"> • Provide books, pictures, and other materials that show each type of diversity: varying ages, races, abilities, cultures, and non-stereotypical gender roles, such as: <ul style="list-style-type: none"> ○ Block/doll house people or puppets that represent diversity ○ Dolls of different races ○ Ethnic clothing ○ Play food items or eating utensils from various cultural groups ○ Music tapes/CDs from various cultural groups or songs in different languages 						
Program #8 Group Time / Circle	<ul style="list-style-type: none"> • “Generally, group activities do not promote the type of learning from which young children benefit most because they are not individualized, hands-on, flexible, and self-directed”, thus group time should be short, interactive, and varied • Allow alternate activities for any child who does not wish to participate in group activities 						
Program #10-11 Meals & snacks	<ul style="list-style-type: none"> • Serve meals/snacks to infants, toddlers, and preschoolers every 2/3 hours, <u>unless they are sleeping</u> • Make sure tables/trays are cleaned and sanitized and children wash hands before eating • Provider needs to wash hands before feeding or preparing meals 						
Outdoor Play Area #2 Equipment & Materials	Provide a variety of stationary and portable outdoor equipment/materials, such as: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-right: 1px solid black; padding-right: 5px;"> <ul style="list-style-type: none"> ○ Outdoor infant pad or blanket ○ Crib gym ○ Balls ○ Sturdy equipment to pull up on ○ Ramps for crawling </td> <td style="width: 33%; border-right: 1px solid black; padding-right: 5px;"> <ul style="list-style-type: none"> ○ Riding toys without pedals ○ Riding toys with pedals ○ Push-pull toys ○ Climbing equipment </td> <td style="width: 33%; padding-left: 5px;"> <ul style="list-style-type: none"> ○ Slide ○ Cushions/rugs/mats ○ Tunnels ○ Wagons ○ Low basketball hoop </td> </tr> </table>				<ul style="list-style-type: none"> ○ Outdoor infant pad or blanket ○ Crib gym ○ Balls ○ Sturdy equipment to pull up on ○ Ramps for crawling 	<ul style="list-style-type: none"> ○ Riding toys without pedals ○ Riding toys with pedals ○ Push-pull toys ○ Climbing equipment 	<ul style="list-style-type: none"> ○ Slide ○ Cushions/rugs/mats ○ Tunnels ○ Wagons ○ Low basketball hoop
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Interaction #2 Self-Help	When helping children dress, clean-up, eat, access materials, or during diapering/toileting, talk about what you’re doing to promote self-help skills.						
Interaction #3 Praise	Using praise (“Good job!” “You did it!”) and gestures (high 5, thumbs up) is great, but remember to also use descriptive praise and encouragement to acknowledge children’s efforts and ideas. (“I like the way you ____.” “Thank you for being a good friend to ____.”)						
Language #1-2 Conversations	Make sure your language is encouraging, informative, and relevant to the children. <ul style="list-style-type: none"> • Talk about what the child is seeing, experiencing, or doing • Be a good listener and provide back-and-forth conversations • Use the child’s name and make eye contact while talking • Add information to what the child has said (“Yes, that’s an orange. Oranges grow on trees. The juice you had for breakfast this morning was made from oranges.” “Dog? Yes, the dog is barking.”) 						

Language #3 Open-Ended Questions	Ask open-ended questions to encourage children to give longer and more complex answers. (“What would you do if you lived on a farm ...or in a big city?” “Where does this road go?” “It’s 10:00 now. What does your baby doll like to do at 10:00?” “What did you do this weekend?”) It doesn’t matter if the child answers-It’s about providing language.
Language #4 Concepts	Talk to children about concepts and logical relationships (same/different, size, shape, number, matching, classifying, sequencing, spatial relationships, cause-and-effect, etc.) and encourage them to talk through or explain their reasoning to solve problems. (“Tell me about your block castle. Why did you put the small pointed blocks on top?” “Oops, your juice spilled on the table. I’ll pour some fresh juice in your cup, but what could you do to this time keep your juice from spilling?”)
Behavior #1 Expectations	Create clear, developmentally appropriate rules with older children’s input, and ensure that the rules are understood and being followed consistently.
Behavior #2 Positive Attention	Provide positive attention for appropriate behavior: <ul style="list-style-type: none"> • “I like the way you’re taking turns with your friends.” • “I see how carefully you are playing with the toys.”
Behavior #3 Solving Problems	<ul style="list-style-type: none"> • Use positive guidance techniques, such as redirection, positive encouragement, and conflict resolution: • Guide children to new activities when they are engaged in socially unacceptable behavior. • Model appropriate behavior for the children. • Encourage the injured child/victim to tell the aggressor to stop, state his/her displeasure with the aggressor’s behavior, and express how the behavior makes him/her feel. • Help a child identify the choices he/she has when solving problems and conflicts. (“I saw Jared take your truck. What should you do now?”) <ul style="list-style-type: none"> ○ “You could tell him how you feel when a friend takes your toys.” ○ “You could ask him to give the truck back to you.” ○ “You could ask him if he would like to play with you <u>and</u> the truck.” ○ “You could tell him he can have a turn with the truck when you’re finished.” ○ “You could tell him he can play with it for a little while and give it back to you when he’s finished.” • Encourage children to resolve their own conflicts as they describe the situation, evaluate the problem, and come up with a positive solution on their own rather than having a solution imposed on them.