

OVERALL ATMOSPHERE AND ARRANGEMENT CONTINUED

AESTHETICS*

_____	Orderly and attractive*	_____	No promotional, or media products or characters
_____	Neutral wall color	_____	Items of beauty such as flowers plants, or sculpture
_____	Patterns, colors, and storage coordinates	_____	Most pictures and displays at child's eye level*
_____	Areas decorated with art prints, photographs, children's work book covers, and displays		
_____	Provision of appropriate music (e.g., soothing music for nap)		

SCHEDULE*

_____	Includes large blocks of time* (at least 1 hour in morning and afternoon) for child selected activity in both learning centers and outside*
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CLASSROOM AREAS

UNIT BLOCK CENTER*

Location & Space

_____	Enough space for at least 4 children to work*	_____	Posters or photographs of buildings
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Furniture

_____	Low, open shelves for storage of blocks	_____	Low napped carpet or clean floor*
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Materials

_____	At least 100 hardwood unit blocks* for small areas (1-4 children); 200 or more for larger areas	_____	At least 10 shapes
		_____	Figures and vehicles as props*

Organization & Maintenance

_____	Blocks stored in an orderly fashion*	_____	Shelves labeled with pictures and words
_____	Blocks clean and unsplintered		

For primary children

_____	At least 200 blocks, at 15 shapes	_____	Additional props such as signs
		_____	Paper and pens for writing signs

HOLLOW BLOCK CENTER*

Location & Space

_____	Enough space for at least 4 children to work*	_____	Located near dramatic play area for more diverse and cross-gender play
_____	Inside, on a covered porch, or outside		
_____	Posters or photographs		

HOLLOW BLOCK CENTER CONTINUED*

Furniture

_____ Space for all blocks to be stacked easily _____ Low napped carpet or clean floor*

Materials

_____ At least 15 hollow blocks* and 6 planks _____ hats, sheets, and lengths of fabric as props*
_____ At least 3 shapes

Organization & Maintenance

_____ Blocks stored in an orderly fashion* _____ Shelves labeled with pictures and words
_____ Blocks clean and unsplintered

DRAMATIC PLAY CENTER*

Location & Space

_____ Within classroom and additional center outdoors* _____ located near hollow block area for more diverse and cross-gender play
_____ Enough space for at least 4 children To work

Furniture

_____ Child-sized table and chairs* _____ clothes rack
_____ Low, open shelf to hold props* _____ Full-length unbreakable mirror
_____ Small cupboard with doors _____ Sturdy "bed" to hold a child and dolls
_____ Pretend stove/sink unit

Materials

_____ Clothes and props reflecting children's families* _____ Pots and pans
_____ Uniforms, clothes, and props reflecting various cultures, jobs, and fantasy roles* _____ Unbreakable dishes and utensils*
_____ Two telephones _____ Props for multiage pretend play
_____ _____ Pictures depicting family life and and other scenes

Organization & Maintenance

_____ Clutter minimized* _____ Props and costumes stored in an orderly fashion*
_____ Extra props stored in kits and rotated with children's interests _____ Shelves and racks labeled with pictures and words

For primary children

_____ Prop boxes accessible to children _____ boxes, etc., for children to create stage sets
_____ Hand-held mirror

ART CENTER*

Location & Space

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|-------|------------------------------------|-------|--|
| _____ | Located near sink or water source* | _____ | Inside or outside if climate permits daily use |
| _____ | Floor is washable/non-staining | | |

Furniture

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|-------|--|-------|------------------------|
| _____ | An easel adjusted so the smallest Child can reach the top of one side* | _____ | low tables and chairs* |
|-------|--|-------|------------------------|

Materials

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|-------|---|-------|---|
| _____ | Tempera paints in at least primary Colors, black and white* | _____ | Yarn, string, and ribbons |
| _____ | Brushes in a variety of sizes* | _____ | Smocks or old shirts (to protect clothing) |
| _____ | Wide-weave fabric | _____ | Base or paint for finger painting |
| _____ | Clay boards and clay tools | _____ | Food color |
| _____ | Non-toxic felt pens* | _____ | Potter's clay* |
| _____ | Unwrapped non-toxic crayons* | _____ | White glue and paste* |
| _____ | Watercolors | _____ | White paper, clean on one side* |
| _____ | Playdough | _____ | Trays and plastic cups or containers* |
| _____ | Large paper for easel painting* | _____ | bowls, spoons, and measuring tools |
| _____ | Scissors for hand | _____ | special papers (construction, wax, tissue, finger painting paper) |
| _____ | Dough boards and tools | | |
| _____ | Recycled materials (cardboard styrofoam, wrapping paper, fabric plastic jars and lids)* | | |
| _____ | Collection of textured materials and fabric | | |

Organization & Maintenance

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|-------|---|-------|----------------------------------|
| _____ | Floor/table coverings available* | _____ | Brushes clean and stored upright |
| _____ | Materials orderly and attractive* | _____ | Containers and shelves labeled |
| _____ | Storage shelves close to tables/easels* | | |

For primary children

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|-------|----------------|-------|-------------------------|
| _____ | Pencil crayons | _____ | Oil-based modeling clay |
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LIBRARY*

Location & Space

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|-------|--|-------|---|
| _____ | Lighting even so no shadows fall on Pages* | _____ | Decorated with book jackets or posters and reading-related art prints |
|-------|--|-------|---|

Furniture

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|-------|---|-------|---|
| _____ | Low bookshelf that display covers* | _____ | Big comfortable chair or couch where an adult can sit with a child and read |
| _____ | Comfortable, clean pillows and carpets Or chairs where children can sit and Read* | | |

LIBRARY CONTINUED***Organization & Maintenance**

_____	Books are in good condition*	_____	Books uncluttered and orderly*
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Books

_____	Appropriate for developmental stage*	_____	Not based on commercial a
_____	A variety of styles of illustrations	_____	products
_____	Multiethnic and multiage characters	_____	Fiction: realistic and fantasy*
_____	In nonstereotyped roles*	_____	Informational books*
_____	Females and males in various roles*	_____	Mood and concept books*
_____	Poetry*	_____	New and classic books
_____	Child-authored books		

For primary children

_____	Listening center with book-tape sets	_____	big books and a big-book shelf
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WRITING CENTER(*IN PRIMARY CLASSROOMS)**Location & Space**

_____	Even lighting so shadows do not fall* on work*	_____	Decorated with writing samples, posters, etc.
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Furniture

_____	Low tables and chairs*		
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Materials & Supplies

_____	Peeled crayons*	_____	Sharpened primary pencils*
_____	Non-toxic felt marking pens*	_____	Paper cut in uniform sizes*
_____	Hole punch	_____	Yarn
_____	Rulers, protractors	_____	Recycled envelopes
_____	Clay boards and clay tools	_____	Food color

Organization & Maintenance

_____	Baskets, jars, or cans for pens, crayons*	_____	Storage shelves close to table*
_____	Materials stored in an orderly manner	_____	Containers and shelves labeled

For primary children

_____	Pencil and thin wax crayons	_____	Lined paper
_____	Dictionary or word file	_____	Staplers

INQUIRY CENTERS***Location & Space**

_____	Located near electrical outlet*	_____	located near sink
_____	Located near a window*		

Furniture

_____	Sand/water table* (may be found outside or in messy play area-tubs/ basins may be used instead)	_____	Low table or counter
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INQUIRY CENTERS CONTINUED*

General Materials

_____	Sorting trays*	_____	Trays*
_____	Plastic tubs and pitchers*	_____	Information books* (may be found in the library)
_____	Measuring cups/spoons	_____	Sorting collections (buttons, rocks, etc.)
_____	Balance and scale		
_____	Photographs and posters to illustrate concepts		

Math Materials

_____	Materials with sequence and proportion	_____	Concept games
_____	Attribute beads or blocks	_____	Colored cubes

Social Studies Materials

_____	Globes and maps	_____	Bulletin board displays
_____	Social studies games and puzzles	_____	Artifact collections

For primary children

_____	Tools like knives and scissors		
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Science Materials

_____	Magnifying glass*	_____	Aquariums and animal cages
_____	Machinery to investigate and disassemble	_____	Airtight containers for storage
		_____	Probes

WOODWORKING CENTER

Location & Space

_____	Located so it can be supervised*	_____	Located where it is non-disruptive*
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Furniture

_____	Low, sturdy table for woodworking*	_____	Tools arranged in an orderly manner (e.g., storage rack labeled with pictures and words)*
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Materials & Supplies

_____	Small working hammers, saws, drills, vise*	_____	Wide-headed nails*
		_____	Soft wood scraps

Organization & Maintenance

_____	Storage boxes for wood pieces*	_____	storage rack for tools close to table*
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MANIPULATIVE TOY AREA*

Location & Space

_____	Within classroom	_____	Space for at least 2 children to work
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Furniture

_____	Low, open shelves for storage of materials*	_____	comfortable carpet or low tables and chairs*
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MANIPULATIVE TOY AREA CONTINUED*

Materials

_____	A variety of materials requiring different skills*	_____	Several choices for every child the area accommodates (2-3 per child)*
_____	Complete puzzles with 8 – 25 pieces*		

In primary school environments

_____	Puzzles with 25-100 pieces	_____	Directions and patterns to use with toys
_____	Large sets with wheels, gears etc.		

Organization & Maintenance

_____	Shelves located close to work space*	_____	Materials uncluttered, orderly*
_____	Multi-piece sets stored separately, Not jumbled*	_____	Trays or space where children can save and display completed work
_____	Containers and shelves labeled		

OUTSIDE ENVIRONMENT*

Location & Space

_____	Space to run and play*	_____	Sand and dirt for digging*
_____	Fenced for protection*	_____	Gates have child safe locks*
_____	Located near the classroom	_____	Space for group play
_____	Hard surface for vehicles away from Other play	_____	natural features such as boulders, hills, and trees
_____	Comfortable place to sit and lie	_____	A place to garden
_____	Access to water for drinking and play	_____	Access to toilets and sinks
_____	Space for art and woodworking	_____	Shelter from sun, wind, rain
_____	Plants, grass*	_____	Space for dramatic play

Equipment

_____	Play structures for climbing, sliding Swinging	_____	A covered sandbox or appropriate alternative*
_____	Surfacing underneath and to 6' beyond structures (10" sand, woodchips, or etc., or 2" rubber matting)*	_____	Trikes and wagons sized for the children*
_____	Tables for outdoor table activities	_____	Sand/water table or large tub*
_____	Wading pool	_____	Portable equipment for building and climbing
_____	A line/rack to hang clothes and artwork		

Materials & Supplies

_____	Clean sand in plentiful supply*	_____	Large balls that bounce*
_____	Clean water in plentiful supply*	_____	Hoses and big buckets*
_____	Natural or manufactured balance beams*	_____	Water play toys (cups/spoons, basters, funnels, pitchers, tubing, water wheels, etc.)
_____	Materials to encourage active play: Hoops, parachutes, rope	_____	Kits for bubble play
_____	Sand toys (cups/spoons, pots, cars buckets, trowels, etc.)	_____	Mud toys (shovels, pots and pans, buckets, trowels)

OUTSIDE ENVIRONMENT CONTINUED*

Organization & Maintenance

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|-------|--|-------|--|
| _____ | Water, sand mud toys separate from one another | _____ | Storage near the sand, water mud areas for toys* labeled with pictures and words |
| _____ | Baskets and bags for ball storage | _____ | parking area for vehicles near the riding surface |
| _____ | Shed or other secure storage for outdoor supplies* | | |
| _____ | Toys stored in an orderly and attractive manner | | |

For primary children

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|-------|----------------------|-------|---|
| _____ | Cargo nets and ropes | _____ | Hard surfaces for hopscotch, jump ropes, etc. |
| _____ | Bikes and scooters | | |
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