

FCCERS-R Materials Requirements

Technical Assistance Resource for FCCERS-R Materials Checklist

BOOKS

Please note, some books may be suitable for more than 1 age group or fit more than 1 category, and be listed on more than one list.

Infant Books

Topic	Quantity	Description
Fantasy (pretend stories about people and animals)		
Factual information (books with pictures of real animals, facts about real life of animals and plants, jobs that people have)		
Nature and science (how we use the 5 senses, the human body, houses of different animals)		
Different races and cultures (historical and current stories about people from different races and cultures or books in other languages, people of different generations)		
Different abilities (individuals with special needs and how they might use aids such as eyeglasses, hearing aids, wheel chairs or crutches)		
Stories about familiar routines, such as eating, sleeping, toileting or dressing		

Toddler Books

Topic	Quantity	Description
Fantasy (pretend stories about people and animals)		
Factual information (books with pictures of real animals, facts about real life of animals and plants, jobs that people have)		
Nature and science (how we use the 5 senses, the human body, houses of different animals)		
Different races and cultures (historical and current stories about people from different races and cultures or books in other languages, people of different generations)		

Different abilities (individuals with special needs and how they might use aids such as eyeglasses, hearing aids, wheel chairs or crutches)		
Stories about familiar routines, such as eating, sleeping, toileting or dressing		

Preschool Books

Topic	Quantity	Description
Fantasy (pretend stories about people and animals)		
Factual information (books with pictures of real animals, facts about real life of animals and plants, jobs that people have)		
Nature and science (how we use the 5 senses, the human body, houses of different animals)		
Different races and cultures (historical and current stories about people from different races and cultures or books in other languages, people of different generations)		
Different abilities (individuals with special needs and how they might use aids such as eyeglasses, hearing aids, wheel chairs or crutches)		
Stories about familiar routines, such as eating, sleeping, toileting or dressing		

FINE MOTOR

Infants

Materials and Equipment	Quantity	Description
Rattles to shake and grasp (different textures, colors, shapes, with varying noises)		
Safe hanging things to bat at or to grasp		
Small soft grasping toys, such as animals, rings, or dolls		
Simple stacking rings		
Clean teething toys		
Large pop beads		
Cause and effect toys, which respond with sounds or other responses when buttons are pushed		

Toddlers

Materials and Equipment	Quantity	Description
Containers to drop objects into		
Sets of manipulatives with larger than preschool-sized pieces, such as links, interlocking stars, medium-sized interlocking blocks, or large beads to string		
Simple lacing toys Finger paints		
Large washable markers		
Puzzles with knobs and large pieces		

Preschoolers

Materials and Equipment	Quantity	Description
Small building toys (examples)		
Interlocking blocks		
Lincoln logs		
Small blocks, inch cubes		

Bristle blocks		
Tinker toys		
Magnetic blocks		

Art Materials

Materials and Equipment	Quantity	Description
Crayons, water color markers, (wide or narrow)		
Pencils (colored or black)		
Paints		
Paper		
Tools (hole punchers, safe child-sized scissors, rulers, stencils, tape)		
Collage materials (glue, paste, strings, yarn, paper scraps, glitter, stickers, etc.)		

Manipulatives

Materials and Equipment	Quantity	Description
Beads and strings in various sizes, color, shapes		
Lacing cards with strings Pegs with peg boards		
Parquetry shapes or other shapes used to make designs		
Zip, snap and button toys (dolls with clothes to fasten or dressing frames)		
Gears with interlocking plates and connectors		
Snap blocks		
Sticks with connectors for building		
Nuts and bolts		
Other toys with pieces that link or fit together, such as pop beads, snap cubes, magnetic blocks, Mr.		

Potato Head, toy train tracks.		
Picture puzzles in frames with differing numbers of pieces, with or without knobs to grasp, easier puzzles have each piece as an individual picture while more difficult puzzles require a combination of pieces to complete the picture with interlocking pieces.		
Puzzles without frames (such as floor puzzles or jigsaw puzzles)		

ART MATERIALS

Young Toddlers, 12-23 months

Materials and Equipment	Quantity	Description
Large non-toxic crayons		
Large paper taped to a surface (taped to table, easel, or wall)		
Non-toxic finger paint		
Large, non-toxic chalk on a chalk board		

Toddler, 24-30 months

Materials and Equipment	Quantity	Description
Watercolor markers		
Tempera paints		
Painting tools, such as paint brushes, of various widths with short handles		
Paper of different sizes and colors		
Easy to use blunt scissors		
Unbreakable chalk board w/ chalk and erasers		
Play dough and tools		
Large self-stick stamps, stickers and tape		
Scrap paper and cut out pictures for collage with		

glue sticks		
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Preschoolers

Materials and Equipment	Quantity	Description
Drawing Materials: things used to draw/scribble- crayons, water color markers, pens, pencils, colored pencils, chalk, paper, dry-erase boards, etc.		
Paint Materials: Finger paints, tempera paints, water-color paint sets with appropriate brushes and paper.		
Three-Dimensional Materials: play dough, clay, wood for gluing or carpentry, pipe cleaners, modeling, compound.		
Collage Materials: paste or glue, various types, colors and shapes of paper, cardboard shapes and pieces, felt remnants, magazine pictures, yarn/strings, cotton ball, pom-poms, sequins, etc.		
Tools: safe scissors, staplers, hole punchers, tape dispensers with tape, tools to use with play dough, stencils, sponge painters, rollers, brushes or various sizes and shapes		

MUSIC

Materials and Equipment	Quantity	Description
Musical toys and instruments – can be homemade or store bought		

BLOCKS

Blocks must be 2" or larger to count for block materials. Small blocks under 2" and a bulk of blocks less than 2" will count as fine motor materials. Interlocking blocks will be considered fine motor materials.

Toddlers

Materials and Equipment	Quantity	Description
Soft vinyl or cloth blocks, large cardboard blocks, sensory blocks and any lightweight blocks from the preschool list.		
small people, animals, (farm animals, pet animals, dinosaurs, or zoo animals) or small vehicles		

Preschoolers

Materials and Equipment	Quantity	Description
Unit blocks, large hollow blocks, homemade blocks. (Sensory blocks are not appropriate for preschool block play.)		
Small people, animals, (farm animals, pet animals, dinosaurs, or zoo animals) or small vehicles		

FURNISHINGS FOR RELAXATION AND COMFORT (Cozy Area)

Materials and Equipment	Quantity	Description
Softness for children: Furnishings such as wall-to-wall carpeting, rugs, mats, soft couches or chairs, mattresses, futons, and cushions to use during play as well as soft toys of ANY SIZE OR TYPE.		
Examples of soft toys: Cloth or vinyl-covered foam blocks, cloth dolls, cloth toy animals, cloth puppets (puppets must be completely soft, and be made of plush materials, not thin cloth, with hard plastic body parts). Dolls can be completely soft or have soft bodies with plastic heads, arms and legs. Also counted are soft stuffed toys in other shapes such as trucks or boats. Cloth or vinyl books are <i>not counted</i> as soft toys, but can be counted as books.		

ACTIVE PHYSICAL PLAY

Materials and Equipment	Quantity	Description
Infants: outdoor pad or blanket, crib gym for younger infants, small push toys, balls, sturdy things to climb up on, ramps for crawling		
Toddlers: riding toys, without pedals, large push-pull wheel toys, balls and bean bags, age-appropriate climbing equipment, slide, balance board, cushions or rugs for tumbling, tunnels, large cardboard boxes.		
Preschoolers: climbing equipment, riding toys, wagons, balls, low basketball hoop, etc.		

DRAMATIC PLAY

Infants

Materials and Equipment	Quantity	Description
Dolls: Cloth, plastic, vinyl, wood, large or small, but of a size children can handle (must be intact)		
Soft Animals: Realistic-looking toy animals, such as vinyl or rubber farm animals, zoo animals, plush animal puppets, small cloth or vinyl-covered grasping toys in the form of animals. (all must be soft to count)		
Pots and pans: usually plastic, but other safe materials are acceptable: includes pots, frying pans, kettles, tea pots (pot lids by themselves do not count as an example; may be realistic or fantasy). May be accompanied by dishes, spoons, cups, but not required. Cannot be substituted for posts and pans.		
Toy telephones: representing cell, portable, dial or push button, must reasonably look like a telephone – must have all parts.		

Toddlers

Materials and Equipment	Quantity	Description
Dress up clothes: For toddlers only the simplest of dress-ups are considered age-appropriate, and they must be safe for very young children to use. This means that they would not permit tripping, strangulation, or blocking of the air passage.		
Appropriate dress-ups include: <ul style="list-style-type: none"> ▪ Simple shirts or blouses for both men and women ▪ Dresses, skirts, jackets of older children that have been shortened for older toddlers ▪ Simple footwear, such as adult slip-on shoes, sandals, slippers, shoes or boots made for older children ▪ Hats of many types ▪ Purses, baskets with straps or handles that will not fit over a child's head so they are not a strangulation hazard ▪ Commercially produced costumes made to fit toddlers 		
Other dramatic play materials include: <ul style="list-style-type: none"> ▪ Child-sized house furniture (stove, sink, table, chairs, etc.) ▪ Cooking/eating equipment ▪ Play foods ▪ Dolls ▪ Doll furnishings ▪ Soft animals ▪ Doll houses with furniture and people ▪ Toy buildings (farm, airport, schoolhouse, with furnishings and people) ▪ Toy telephones 		

Preschoolers

In addition to all the materials listed above for the younger children, they need more dress-up clothes that represent traditional male and female roles, dress-up clothes that represent culture diversity and props to act out work, leisure, or fantasy themes. *There must be materials for at least 2 different themes represented in dramatic play.*

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<p>Appropriate dress-ups include:</p> <ul style="list-style-type: none"> ▪ Simple shirts or blouses for both men and women ▪ Dresses, skirts, jackets of older children that have been shortened for older toddlers ▪ Simple footwear, such as adult slip-on shoes, sandals, slippers, shoes or boots made for older children ▪ Hats of many types ▪ Purses, baskets with straps or handles that will not fit over a child's head so they are not a strangulation hazard ▪ Commercially produced costumes made to fit toddlers 		
<p>Other dramatic play materials include:</p> <ul style="list-style-type: none"> ▪ Child-sized house furniture (stove, sink, table, chairs, etc.) ▪ Cooking/eating equipment ▪ Play foods ▪ Dolls ▪ Doll furnishings ▪ Soft animals ▪ Doll houses with furniture and people ▪ Toy buildings (farm, airport, schoolhouse, with furnishings and people) ▪ Toy telephones 		
Dolls representing 3 races and at least 1 other example of materials that show diversity and all props must be associated with a positive image of the group represented.		

NATURE/SCIENCE

Nature/Science materials include 4 categories:

Materials and Equipment	Quantity	Description
Collections of Natural Objects; i.e. rocks, insects, seed pods, etc.)		
Living Things; i.e. house plants, gardens, pets (<i>if children help take care of the pet daily</i>), butterfly garden, ant farms, etc.		
Nature/Science books, Pictures, Games or Toys (nature matching cards, nature sequencing cards, etc.). It must represent nature in a realistic nature. Nature/Science Tools; i.e., magnets, magnifying glasses, thermometers, prisms, etc.		
Nature/Science Tools; i.e., magnets, magnifying glasses, thermometers, prisms, etc.		
TOYS <ul style="list-style-type: none"> ▪ Realistic plastic or rubber zoo animals, farm animals, insects ▪ Puzzles with realistic nature or science content ▪ Scent boxes or smelling containers ▪ Realistic plastic vegetables and fruits ▪ Infant mat with realistic nature or science pictures ▪ Realistic animal-shaped rattles ▪ Mobile with realistic birds or butterflies that infants can play with ▪ Large magnets that toddler can experiment with and safe things for magnets to attract ▪ Magnifying glasses for older toddlers 		

N/A is only permitted if there are only infants and toddlers enrolled.

PROMOTING ACCEPTANCE OF DIVERSITY

Materials in all areas will be looked at for positive representation of diversity in races, ages, abilities and gender in non-stereotype roles; i.e. pictures, photos displayed, books, CDs, music tapes, videos, computer software, dolls, puppets, games, puzzles, people in block area, etc.

Materials and Equipment	Quantity	Description
Books, materials and pictures (i.e. books, puzzles, posters) from the following categories: <ul style="list-style-type: none"> ▪ Races ▪ Cultures ▪ Ages ▪ Abilities ▪ Gender 		
Dolls that represent at least 3 races, small toy people that are used with blocks are considered dolls.		

MATH/NUMBER

Math and Number materials include small objects used for counting activities, balance scales, rulers, number puzzles, magnetic numbers, dominoes, number lotto, geometric shapes like parquetry blocks, math books on counting or shapes and math/number computer software, etc. **(Math worksheets are not counted as math/number materials.)**

Infant and Toddler Materials

Materials and Equipment	Quantity	Description
Rattles of various shapes, infant gyms with hanging shapes, number and shape board books, simple shape puzzles, shape sorters, nesting and stacking cups, toy phones and cash registers, stacking rings, etc.		

Preschooler Materials

Small objects used in counting activities, balance scales, measuring cups, measuring spoons, rulers, number games like dominoes and number lotto, geometric shapes such as parquetry blocks, books about numbers and shapes, math/number software, play cash registers, etc.

Math/Number Categories	Quantity	Description
Counting <ul style="list-style-type: none"> ▪ Teddy bears or other small objects to count ▪ Money in the dramatic play center ▪ Pegboards with numbers printed and holes to match ▪ Puzzles, toys or games where quantities of objects (pictures or real) are matched written numbers 		

<ul style="list-style-type: none"> ▪ Beads and bead patterns 		
<p>Measuring</p> <ul style="list-style-type: none"> ▪ Measuring cups and spoons for sand/water, cooking or housekeeping center ▪ Balance with scale with things weighed ▪ Rulers and tape measure with things to measure ▪ Thermometers ▪ Height chart ▪ Foot size measure 		
<p>Comparing Quantities</p> <ul style="list-style-type: none"> ▪ Toys and games that require children to figure out more and less ▪ Cubes (interlocking and smooth) that stack up to various heights ▪ Nested cups ▪ Puzzles, toys or three-dimensional graduated cylinders showing a sequence of different heights ▪ Playing cards ▪ Chart and graph activities 		
<p>Recognizing Shapes</p> <ul style="list-style-type: none"> ▪ Puzzles with geometric shapes ▪ Geoboards ▪ Unit blocks with outlines on shelves for organizing and matching shapes ▪ Parquetry blocks ▪ Pattern or matching cards for any shape toys ▪ Magnetic shapes 		
<p>Becoming Familiar with Written Numbers</p> <ul style="list-style-type: none"> ▪ Number puzzles ▪ Magnetic numbers ▪ Play telephones ▪ Dramatic play cash register with play money ▪ Number lotto ▪ Clocks ▪ Calendar ▪ Number lacing cards ▪ Number books and posters 		

SAND AND WATER (For children 18 months and older)

Sand and Water play requires the Provider to supply appropriate materials for this activity. Children playing in puddles and digging in the dirt outdoors does not count as sand/water play activities. There are some appropriate materials to substitute for sand that allows digging and pouring activities such as bird seed and other appropriate finely grained materials. There must be enough of the sand/water material so the children can dig, scoop, pour, and empty and fill containers. Dried beans, small pebbles, Styrofoam chips, corn meal and flour are not appropriate substitutes for sand because of the safety hazards they create for the children.

Materials and Equipment	Quantity	Description
Sand Toys <ul style="list-style-type: none">▪ Measuring cups and other unbreakable containers▪ Funnels▪ Plastic tubes▪ Molds▪ Scoops▪ Pails, shovels, rakes, sifters, sand or water wheels, pipes, etc.▪		
Water Toys <ul style="list-style-type: none">▪ Sponges▪ Things that sink or float▪ Turkey basters▪ Unbreakable spray bottles▪ Dramatic play toys, such as animals, sea creatures, dolls, and boats		

Source: *FCCERS-Revised Edition: Harms, Cryer, Clifford*; Teacher College Press Publishing, New York, NY, 2007.