

## Overall Arrangement of Classroom

- \_\_\_\_\_ Boundaries between activity areas are well defined yet do not obstruct view of entire room.
- \_\_\_\_\_ Classroom areas are arranged so children can move easily between areas without disrupting the work and play of others.
- \_\_\_\_\_ Each activity area offers enough space to allow at least 3 children to work with materials simultaneously.
- \_\_\_\_\_ Wall space for displaying children's creations is available in a variety of areas and is at child's eye level.
- \_\_\_\_\_ Activity areas are planned to facilitate their purpose (ex: art area, sand/water areas are near sink; discovery area is near window; computer area is near outlet).
- \_\_\_\_\_ Quiet areas and noisy areas are not adjacent.
- \_\_\_\_\_ The house and block areas are near each other to foster extension of activities in both areas.
- \_\_\_\_\_ The quiet and art areas are near each other to foster the extension of activities in both areas.
- \_\_\_\_\_ If available and weather permitting, an outside area with easy access to the classroom is set up for activities.
- \_\_\_\_\_ Each activity area is clearly labeled with an appropriate symbol (ex: block area is labeled with picture of blocks) and name.
- \_\_\_\_\_ Activity areas house appropriate materials and equipment and are not cluttered with unnecessary items.
- \_\_\_\_\_ Materials and equipment are kept in good working order and are clean and safe for children to use independently.
- \_\_\_\_\_ Materials to be used by children are stored where children can reach them.
- \_\_\_\_\_ Teacher materials are stored out of children's reach in closed storage shelves.
- \_\_\_\_\_ Each storage space is clearly labeled with symbol, picture, drawing, or real item representing the material it holds.
- \_\_\_\_\_ Materials are stored in area where they will be used (or as close to it as possible).
- \_\_\_\_\_ Similar items are stored together in a logical manner (ex: pans are hung from smallest to largest; utensils are separated in a utensil tray).
- \_\_\_\_\_ Each child is allotted storage space for personal items and creations.
- \_\_\_\_\_ Storage space is labeled with child's name and symbol.

### *Comments:*

## **Computer Area**

### **Materials**

- \_\_\_\_\_ Appropriate computer software
- \_\_\_\_\_ Computer paper

### **Equipment**

- \_\_\_\_\_ Child-size desk or small table with chairs
- \_\_\_\_\_ Computer:
  - keyboard
  - screen
  - printer
  - voice box
- \_\_\_\_\_ Closed storage for holding software
- \_\_\_\_\_ Open storage to hold materials for children's use

## **Sand and Water Area**

### **Materials**

- \_\_\_\_\_ Filler material:
  - sand
  - beans
  - rice
  - water
- \_\_\_\_\_ Waterproof smocks
- \_\_\_\_\_ Materials for active play:
  - scoops, rakes, spoons, cups
  - various sizes of funnels
  - squeeze bottles
  - tubing
  - pipes (ex: PVC)
  - water/sand wheels
  - sieves and sifters
- \_\_\_\_\_ Materials for imaginative play:
  - plastic vehicles
  - plastic animals
  - plastic people
- \_\_\_\_\_ Sponges, mops for cleanup

### **Equipment**

- \_\_\_\_\_ Sand/water table with cover
- \_\_\_\_\_ Open storage shelves for materials
- \_\_\_\_\_ Clear containers (or clearly labeled opaque containers) for small manipulatives

### **Additional Considerations**

- \_\_\_\_\_ Floor is washable or plastic liner is under table
- \_\_\_\_\_ Foot cutouts on floor indicate available space for children to work

## ***Discovery Area***

### ***Materials***

- \_\_\_\_\_ Assortment of living plants and animals in appropriate containers or cages
- \_\_\_\_\_ Collections of items to sort, classify, count:
  - seashells
  - keys
  - counting bears
- \_\_\_\_\_ Materials for recognizing color, shape, size:
  - attribute blocks
  - seriating cups
  - nesting blocks
  - various sizes of jars and lids
  - 1-inch cubes of various colors
- \_\_\_\_\_ Materials to lace or string:
  - beads
  - buttons
  - lacing boards
  - laces
- \_\_\_\_\_ Small manipulatives:
  - small put-together/take-apart toys
  - pegboards and pegs
  - marble maze
- \_\_\_\_\_ Natural science materials:
  - magnets
  - magnifying glass
  - found items (ex: seashells, pine cones, rocks)
  - sorting collection boxes
- \_\_\_\_\_ Array of puzzles:
  - knobbed beginner
  - inlay
  - interlocking
  - giant floor-size
- \_\_\_\_\_ Various preschool-level board games

### ***Equipment***

- \_\_\_\_\_ Large table with chairs
- \_\_\_\_\_ Storage shelves for games, manipulatives
- \_\_\_\_\_ Clear containers (or clearly labeled opaque containers) for materials
- \_\_\_\_\_ Puzzle rack
- \_\_\_\_\_ Display table or shelf at child's level for ongoing discovery projects, plants, and animals

## ***House Area***

### ***Materials***

- \_\_\_\_\_ Real household items:
  - pots
  - cooking utensils
  - cleaning materials (ex: broom, mop, dustpan)
  - telephone
  - clock
  - empty food containers

\_\_\_\_\_ Items for dramatic play:

dolls  
puppets  
dress-up clothes  
plastic food  
toy iron

\_\_\_\_\_ Materials for reading and writing:

pens and pencils  
small pads of paper  
shopping lists  
phone books  
magazines

\_\_\_\_\_ Baskets, totes, containers

### *Equipment*

\_\_\_\_\_ Child-size furniture:

sink, stove, refrigerator  
dresser, baby bed  
table with chairs  
full-length mirror, ironing board

\_\_\_\_\_ Storage space for materials

\_\_\_\_\_ Pegboard for hanging cooking utensils, pans, dress-up clothes

### *Outdoor Area*

#### *Materials*

\_\_\_\_\_ Assortment of balls

\_\_\_\_\_ Jump ropes

\_\_\_\_\_ Outdoor games (ex: bowling pins, balls)

\_\_\_\_\_ Chalk

\_\_\_\_\_ Tricycles

\_\_\_\_\_ Hopping balls

#### *Equipment*

\_\_\_\_\_ Equipment for:

climbing  
balancing  
swinging  
sliding

#### *Additional Considerations*

\_\_\_\_\_ If possible, outdoor area has both hard and soft surfaces

### *Quiet Area*

#### *Book Area*

##### *Materials*

\_\_\_\_\_ Variety of children's books:

books children wrote with photos of children/their families  
board books  
picture books  
simple storybooks  
books to manipulate (ex: *Spot* series)  
classic/award-winning books  
books featuring various cultures  
books in other languages

\_\_\_\_\_ Flannel board with flannel characters and props

- \_\_\_\_\_ Puppets
- \_\_\_\_\_ Homemade story props

*Equipment*

- \_\_\_\_\_ Large, overstuffed pillows or comfortable chairs
- \_\_\_\_\_ Display bookshelves
- \_\_\_\_\_ Storage shelves for books and supplies
- \_\_\_\_\_ Containers for props

*Listening Area*

*Materials*

- \_\_\_\_\_ Story records/tapes and accompanying books
- \_\_\_\_\_ Variety of listening tapes and records (ex: quiet music, environmental sounds)

*Equipment*

- \_\_\_\_\_ Small table with chairs
- \_\_\_\_\_ Tape recorder
- \_\_\_\_\_ Record player
- \_\_\_\_\_ Headphones for at least 4 children to use simultaneously

*Writing Area*

*Materials*

- \_\_\_\_\_ Variety of writing materials:
  - pens and pencils
  - markers
  - crayons
  - chalk
- \_\_\_\_\_ Variety of writing surfaces:
  - assortment of paper
  - cards
  - envelopes
  - chalkboard
  - write-on/wipe-off board
- \_\_\_\_\_ Materials for creating cards, letters, stories . . .
  - stickers
  - magazines
  - photographs
  - used greeting cards
- \_\_\_\_\_ Stamp pads and stampers
- \_\_\_\_\_ Tracing forms and templates
- \_\_\_\_\_ Rulers
- \_\_\_\_\_ Variety of materials to encourage exploration of letters:
  - magnetic letters
  - giant alphabet letters
  - tracing letters
  - cardboard or plastic line and curve stencils to create letters
- \_\_\_\_\_ Scissors (ex: right-handed, left-handed, adaptive)
- \_\_\_\_\_ Tape, glue, staplers

*Equipment*

- \_\_\_\_\_ Storage shelves
- \_\_\_\_\_ Baskets/containers for writing materials
- \_\_\_\_\_ Large child-size table with chairs