

Indoor Play Materials Checklist for FCCERS-3

This document is intended to be a resource for the types and quantities of indoor play materials required by the FCCERS-3 scale within the Books and Activities subscales. It does not include other types of items like indoor furnishings, gross motor equipment, or non-material indicators within the Activity items such as space requirements and interactions. (Please note: This guide only covers the quantities/types required for each indicator and does not include guidance for Access; some indicators have been combined because their only scoring difference is the level of access provided.) Materials should be age-appropriate and unless otherwise stated, the amount required for each indicator is required *per age group present*. Some materials may be appropriate for more than one age group. Most items in the scale book provide examples of age-appropriate materials for each item.

Item 14: Encouraging children's use of books

Only books that are age-appropriate and in good condition (not torn or missing covers, etc.) will be credited. Duplicates of the same book will only be counted as one book. Electronic books (e-books) can be considered at higher levels of quality if children can use them independently; an electronic device counts as one book only. E-books should not have animation or sound and must be used as a book would be used.

Checklist	Description	Relevant Indicator(s)	Notes
<input type="checkbox"/> At least 1 book		1.1	
<input type="checkbox"/> More than 10 books, with at least 3 books per age group	A total of 11 or more books is required, with 3 or more books accessible to each age group.	3.1	
<input type="checkbox"/> Some fictional and some factual books	At least two of each type are required for each age group. Factual books should have realistic pictures/drawings and provide accurate facts about a topic.	3.2	
<input type="checkbox"/> More than 20 books, with at least 6 books per age group	A total of 21 or more books is required, with 6 or more books accessible to each age group.	5.1/7.1	

Additional Notes:

Item 15: Fine motor

Materials must be complete, functional, and age appropriate. Sets of toys (e.g. duplos) and duplicates of the same material will only count as one material, but credit can be given for variations (a set of large-sized duplos and a set of small-sized duplos would be considered two materials). Art materials are not considered to meet the requirements of this item.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 1 appropriate material		1.1	
<input type="checkbox"/> At least 5 different materials		3.1	
<input type="checkbox"/> Many and varied materials	"Many and varied" means at least 10 different appropriate materials. For preschool and school-age children, the materials must include at least one from each of the following categories: interlocking building toys, manipulatives, and jigsaw puzzles.	5.1/7.1	

Additional Notes:

Item 16: Art

All materials must be accompanied by paper, as needed, or another surface for use when carrying out artwork. To be credited, art materials must be usable (e.g. paint or markers are not dried out) and safe (non-toxic, no choking hazards) for the children. Art materials are only required for children 18 months and older, but the item will also be scored if materials are used with younger children.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 1 appropriate art material	Required for children 18 months and older. Simple materials should be used, such as crayons, watercolor markers, brush and finger paints, play dough, and collage materials of different textures.	1.1/3.1	
<input type="checkbox"/> At least 3 different art materials for preschoolers and older	Drawing materials include crayons, nontoxic watercolor markers, pencils, and chalk.	5.1	
<input type="checkbox"/> At least 5 different art materials for preschoolers and older, including materials from at least 2 types	The types of materials are drawing materials, paints, 3-D materials, collage materials, and tools.	7.1	

Additional Notes:

Item 17: Music and movement

Materials must be in good condition and may be homemade or commercially produced. A player of recorded music can be credited as 1 music material. Dance props, such as scarves or ribbons, will not be counted as music materials. Music “materials” are typically appropriate for infants/toddlers and include any toy that makes noise, such as rattles, blocks with bells in them, push toys that pop, as well as music instruments. Music “instruments” are typically appropriate for preschoolers and older children, and include traditional and rhythm instruments such as drums, xylophones, as triangles, maracas, wrist bells, castanets, and cymbals.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 3 music materials, toys, or instruments	Must include at least one material per age group.	3.1	
<input type="checkbox"/> At least 10 music materials with more than 1 for each age group	Credit cannot be given if all music materials are of the same type, such as 10 rattles or 10 wrist bells.	5.1/7.1	

Additional Notes:

Item 18: Blocks

Blocks are generally smooth-sided, with most sides of about two inches. Alphabet blocks may count as blocks even though they may be slightly smaller than the required size and have sides that are not completely smooth. However, they must be stackable. Inch cubes, smaller unit "table" blocks, and interlocking blocks of any size are considered in Fine Motor and not in this Item.

Determining "some" and "many" blocks depends on the age and developmental abilities of the children observed. Infants will just need about three blocks for "some" and about eight for "many." Toddlers begin to stack blocks and line them up, or put them into containers, so they need more than infants do. Twos build towers and simple constructions, so they need more. Preschoolers' and younger school-agers' block play requires enough blocks to build large and complex structures that take up a lot of space, so they need far more blocks than do younger children.

"Accessories" include appropriately sized toys that can be used with blocks to extend block play, such as small vehicles, people, and animals. Accessories must be placed with blocks, so children know they are meant to be used with blocks. Containers to fill and dump may be given credit as accessories for toddlers if they are observed to be used in this manner.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least some blocks (enough for meaningful play)		1.1	
<input type="checkbox"/> Some appropriate blocks	Depends on age and ability of children (see page description above).	3.1	
<input type="checkbox"/> At least 5 accessories (for 2-year-olds and older)	This indicator requires 5 individual accessories (not 5 types).	3.2	
<input type="checkbox"/> Many blocks AND at least 10 accessories	Accessories are not required for use with blocks for children under 2 years of age.	5.1/7.1	

<input type="checkbox"/> Transportation toys, people, and animals are accessible with the blocks	The accessories provided for use with blocks include the 3 types of accessories listed in the indicator.	7.2	
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Additional Notes:

Item 19: Dramatic Play

Dramatic play occurs when children use materials to act out roles and manipulate figures such as small toy people in a doll house. "Soft dolls" require a soft body on the doll, but head and limbs could be hard plastic. Dolls must represent humans; mermaids or other half-human representations do not count. When the term dramatic play "props" is used in an indicator, unless otherwise stated they must meet the requirements described below. If the term "materials" is used, props are not required but may be used to give credit.

Dramatic play "materials" include all toys that are provided for children to use in their pretend play. Dramatic play "props" are a type of dramatic play material. However, they are child-sized or real versions of what children see in their world that they can use as they act out familiar roles. Examples include baby dolls, pretend cooking and eating equipment, dress-ups, toy cash registers, and play money.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least some dramatic play materials		1.1	
<input type="checkbox"/> At least some dramatic play props for children to act out roles	See above for the definition of play "props".	3.1	
<input type="checkbox"/> Some smaller dramatic play toys	Examples include small toy people or animals with vehicles/buildings, or doll houses with dolls and toy furniture.	3.2	
<input type="checkbox"/> Many and varied dramatic play props, including furnishings for toddlers/preschoolers.	See above for the definition of play "props". "Many" requires that children can play without undue competition and have a richness of choices. "Varied" means there are many different options for dramatic play. Dress up clothes representing males and females (2 of each) must be accessible for preschoolers and school agers.	5.1/7.1	
<input type="checkbox"/> Materials for active dramatic play outdoors or in another large area for toddlers and preschoolers	For toddlers and older children, materials must be complete enough to permit combining props for meaningful pretend play in the active space.	7.3	

Additional Notes:

Item 20: Nature/Science

This item looks for materials that promote nature and science learning through the following categories: (1) natural objects, (2) living things to care for and observe, (3) nature/science books, pictures, games, or toys, (4) nature/science tools, and (5) sand/water with toys.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 1 picture, book, game, or toy that represents nature realistically	Credit will only be given for display items, books, games, and/or realistic toys. Other nature/science materials such as plants or science tools will not be considered here.	1.1	
<input type="checkbox"/> At least one example of experience with the natural world or natural objects	A low window can count if nature is easily seen through the window. "Natural objects" include items like rocks, leaves, seashells, etc.	1.2/3.2	
<input type="checkbox"/> At least 5 pictures, books, games, or toys that represent nature realistically	(See note at 1.1) There must be at least some appropriate for each age group.	3.1	
<input type="checkbox"/> At least 10 different nature/science materials, with at least 2 categories represented. Sand/water with toys also required for twos and preschoolers.	The "categories" for materials are listed in the header above. There must be at least some materials appropriate for each age group. The ten required materials <u>do not</u> include sand/water which is considered separately here. The sand/water can be accessible indoors or outdoors.	5.1/7.1	
<input type="checkbox"/> Some experiences with living plants or animals indoors	The plants and/or animals must be easily seen. A low window can count here if there are interactions with children about the nature seen outside.	5.3	

Additional Notes:

Item 21: Math/Number materials

This item looks for age-appropriate math/number materials accessible in the classroom that allow children to use objects to experiment with quantity, size, and shape. Whether a material is considered appropriate is based on the abilities and interests of the children.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 1 appropriate math/number material		1.1	
<input type="checkbox"/> At least 2 math/number materials per age group		3.1	
<input type="checkbox"/> At least one example of print numbers that show pictures of the quantity they represent	Must be easily seen or experienced, and can be found in books, display, or materials.	3.2	
<input type="checkbox"/> At least 4 math/number materials per age group		5.1/7.1	

Additional Notes:

Item 23: Promoting acceptance of diversity

This item looks for examples of race, culture, age, ability, and gender diversity in materials, books, and display items. Please refer to the scale book for more detailed information on how diversity examples are credited. Although display items are considered in this item, photographs of enrolled children are not. The diversity example(s) must be easily visible and observable to the children.

Checklist	Description	Relevant Indicators	Notes
<input type="checkbox"/> At least 1 example of racial or cultural diversity	Only examples of racial and/or cultural diversity are credited here.	1.1	
<input type="checkbox"/> At least 3 examples of racial or cultural diversity	(See note at 1.1)	3.1	
<input type="checkbox"/> At least 10 examples, with at least one each in books, display, and play materials.	The examples credited here can include race, culture, age, ability, and gender diversity. Any dolls/toy people credited to represent race in 5.2 cannot be counted here.	5.1	
<input type="checkbox"/> Dolls representing at least 3 races	Small toy people may be used to represent the three races here if it is not observed in dolls.	5.2	
<input type="checkbox"/> Materials include 4 of the 5 types	The types are race, culture, age, ability, and gender diversity. Age diversity must include the representation of senior citizens.	5.3	

Additional Notes: