



Activities

	Infants	Toddlers	Preschool	Comments
Fine Motor	Rattles, safe hanging things, soft grasping toys, simple stacking toys, clean teething toys	Containers, bead mazes, large beads to string and other manipulatives, simple lacing toys, finger paints, large water color markers, puzzles with knobs and large pieces	Tinker toys, bristle blocks, magnetic blocks, Lincoln logs, stringing beads, lacing zip, snap, nuts and bolts, peg boards, puzzles within and without frames	Activities with fine (small) motor (finger) movement such as small blocks, letters, books.
Active/physical play	Push and pull toys, mats, space, riding toys, balls, play props, slide, CPSC safety standards apply	A bit more challenging than infants but safe (attend to fall zones), outdoor shade.	No shaving cream, no glitter. Consider three-dimensional art (clay, wood, play dough, pipe cleaners) Collage, Tools (safe scissors, hole punch, tape, sponge painter, various brushes.	<i>Infants:</i> Consider: extend arms and legs, raise and left head, sit up, reach, roll over, sit to crawl, balance standing, grasping toes, cruising (with supports), squatting <i>Toddlers Consider:</i> Kick, throw, slide, toss, push, pull, jump, hop, tricycles with and without pedals

			Many and varied means 3-5 art materials accessible in at least 4 of 5 categories (Drawn, paint, 3-D, collage, tools)	
Art	Infants more interested in exploring and manipulating than creating art.	Young toddlers: Large nontoxic crayons, large paper, non-toxic finger paint and chalk, Older toddlers, water color, play dough (rollers but NO cookie cutters), brush, blunt scissors, glue, scrap paper		Toddlers: Consider color, shape, and texture. Also scribble, draw, paint, manipulate. Staff can help remove barriers like taping paper down since toddlers have difficulty holding it still. Art at least three times a week with infants
Music/movement	Humming or singing while one on one (diapering), dancing around with an infant in arms, playing bells and rattles near children by shaking, playing music of different styles, sing while rocking,	Tape recording to sing and dance with, singing while doing an activity (hand washing), clap to music, beating on drums, holding hands and swaying, move to music with toddlers, puppets and music, noise makers, rain stick, shapers, finger plays	Encouraging movement to music, singing dance songs (hokey pokey), Dance props such as scarves, at least 3 different types of music (see pp. 216 big book), music displayed (notes), games with fast, loud, soft, resources musicians	Singing is calming, attention getting, changes moods. Music not too loud to add to chaos in classroom,

<p>Blocks</p>	<p>Lightweight, hollow, fabric-covered, or foam blocks with bells inside, colorful plastic blocks. A “set” is 10 or more blocks.</p>	<p>Need space and a steady surface for block play with accessories close by?</p>	<p>Unit blocks (smaller blocks represent fractions of larger blocks)</p> <p><i>ENOUGH</i> means 2 children can build a sizable structure without conflicts over blocks. Blocks accessible on open shelves.</p>	<p>Blocks are sensory motor and a pre-math experience. Blocks often need accessories like farm animals, trucks, and zoo animals, people. Staff interactions with blocks (verbal) critical.</p>
<p>Dramatic Play</p>	<p>Several and varied dolls, soft animals, pots, pans, toy phones, mirror</p>	<p>Dress-up clothes, dress, jacket, skirts, simple footwear, boots, hats, purses, baskets, child-sized house furniture, play foods, doll furnishings, small building (fire station, airport) (see pp. 265 big book)</p>	<p>Themes:</p> <p>Work: office, store, restaurant, construction, medical, farmer/gardener, airplane, train (rotate)</p> <p>Fantasy: magic wand, hats, capes, crowns, non-frightening masks, face paint</p> <p>Leisure: camping, vacation, picnic, fishing, boating, bird watching, party</p> <p>Some Many Diverse and props Props such as castle with props, doll stroller and dolls, shopping carts,</p>	<p>Organized Interest Center for pretend, make-believe play where children can imitate and practice adult actions (like baby washing or shopping)</p>

			gardening tools with wheelbarrows, trucks with people	
Sand/water play	Bubbles, sponge, spray bottles, add colors to water, plastic toys, boats,	(No dried beans in table) Dishpans with sand or sand substitutes (rice) ok, pails and buckets, water hose, sprinkler, plastic bins for water, water play equipment, sink and float concept items, cups, spoons, shovels, funnels, molds, rakes, sifter, items for patterns, plastic pipes to route water	Sand & Water/ Inside & Outside	Sand and water help children explore with their senses and examine how things work. Sand and water need accessories. Have ENOUGH items to limit conflict.
Nature/science	Smell flowers, Scent boxes, and infant mat with nature picture displayed, mobile with realistic birds, butterflies. Point out things in the sky, notice worms, insects, watch snow, rain, wind blowing, and clouds.	Magnets, magnifying glasses, hatching eggs, ant farms, fish tank, crickets, collections of bird nests, shells, pine cones, touching trees outside, birdfeeders, class pet,	Collections (rocks, seashells, wood, nests, leaves) Living things (terrarium, garden, class pet, ant or worm farm, eggs that hatch. Weather chart, rain gauge, planting seeds, garden, levers and pulleys, pendulums and weights, thermometer, microscope.	Touch and use of senses helps experience science and nature. Toy representation of nature must be realistic. Picture displays should be at child's eye level. Should be well organized, in good repair.

			Recording actions (rain fall, bunny feeding schedule, new birds, moon phases)	
Use of TV, video, computers	No TV under 12 months. If TV or computer is offered, play alternatives must exist too. Alternatives to TV include books, puzzles, outside play.	Dance and sing to a video, read story then play video version, teacher interacting with child and computer, stopping video to discuss what happens next. Limit TV, video use children must choose (not teachers) during free choice but alternatives must also be present.	Two or more alternative activities provided to TV.	No images of violence, frightening characters, sexually explicit content.
Acceptance of diversity	Materials, posters and books should show two different skin tones, varied hair and facial features.	Books that show cultural celebrations, plastic foods that represent diff. cultures (rice, tacos, noodles), dress-up clothing from different cultures, small figurines of different cultures.	Diversity of age, ability, gender, race, culture. Dance to music of a specific culture, sing songs in various languages, and try on shoes of people from different countries. Real adaptive equipment. Staff takes action to discuss prejudice to make it a teachable moment.	Use of non-stereotypic language and prejudicial references. Firefighter, police officer, mail carrier. Avoid terms such as “Men are strong” or “Blondes are dumb” or “Boys are loud”

			Staff bring to the attention of parents their inappropriate comments	
Math & Number	Singing, rhythmic talking.	Pat -a- cake and rhythm songs. Listening and singing to music. Counting shoes, naming 1-2 hands. Counting steps, counting bites, birds out the window.	Counting, measuring, comparing, recognizing shapes, familiar with numbers	<p>Discussion of numbers on the clock, shapes (like bubbles), counting days on calendar until an event, announcing 5 minutes until..., counting steps, cut in half, third, quarter, talk about what comes first, next, talk about what supplies are needed for various activities while setting them out.</p> <p>Make charts of who has a pet, who likes bike riding, for bar graphs.</p> <p>Use rulers and tape measurers to measure things, follow a simple recipe.</p> <p>Read an outdoor thermometer, measure with measuring cups.</p>