## Setting Up a Classroom for 20 Preschool Children

This inventory is meant to guide programs in selecting materials, supplies, and equipment for a preschool classroom. Please refer to Coaching to Fidelity: The Creative Curriculum® for Preschool and Teaching Strategies GOLD® for detailed information about the number and types of materials, supplies, and equipment that should be available to the children at any one time.

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL</strong></td>
<td></td>
</tr>
<tr>
<td>Equipment (See The Creative Curriculum® for Preschool, 6th Edition; Volume 1, pages 56–68)</td>
<td></td>
</tr>
<tr>
<td>Coats lockers/cubbies for children’s belongings and coats</td>
<td>Sufficient for number of children in group, e.g., four 5-unit lockers</td>
</tr>
<tr>
<td>Storage cabinet for teacher supplies</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Tables (combination of rectangular and round, seating 4 or 6 children each)</td>
<td>At least 5—for art, toys and games, library, discovery, and cooking areas</td>
</tr>
<tr>
<td>Chairs of varying heights (e.g., 9”–11” seat height)</td>
<td>24</td>
</tr>
<tr>
<td>Bulletin board for parent news, other notices</td>
<td>1</td>
</tr>
<tr>
<td>Instant or digital camera</td>
<td>1</td>
</tr>
<tr>
<td>Child-size serving bowls, utensils, pitchers, platters (for family-style meals)</td>
<td>8 to 10 each</td>
</tr>
<tr>
<td>Child-size dishes, cups, eating utensils (for family-style meals)</td>
<td>24 each</td>
</tr>
<tr>
<td>Cots or sleeping mats</td>
<td>20</td>
</tr>
<tr>
<td>Storage shelves, 30” or 36” high</td>
<td>(See interest areas)</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
</tr>
<tr>
<td>Adult staplers</td>
<td>1</td>
</tr>
<tr>
<td>Adult scissors</td>
<td>2</td>
</tr>
<tr>
<td>Pencil sharpener</td>
<td>1</td>
</tr>
<tr>
<td>Camera supplies (film or printer ink, photo paper)</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>Cleanup supplies</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td><strong>INTEREST AREAS</strong></td>
<td></td>
</tr>
<tr>
<td>Blocks—Basic (See The Creative Curriculum® for Preschool, 6th Edition; Volume 2, pages 7–13)</td>
<td></td>
</tr>
<tr>
<td>Area rug (low pile)</td>
<td>1 to cover block area</td>
</tr>
<tr>
<td>Shelves to hold full unit block set and props</td>
<td>2 to 3</td>
</tr>
<tr>
<td>Storage unit for hollow blocks (optional)</td>
<td>1</td>
</tr>
<tr>
<td>Full unit block set</td>
<td>390 blocks (25 shapes)</td>
</tr>
</tbody>
</table>
## Setting Up a Classroom for 20 Preschool Children, continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one other type of block:</td>
<td></td>
</tr>
<tr>
<td>❏ Hollow block set (if space and funds allow)</td>
<td>48–54 pieces, 6 shapes</td>
</tr>
<tr>
<td>❏ Brick cardboard blocks</td>
<td>44 piece set</td>
</tr>
<tr>
<td>❏ Foam blocks</td>
<td>1 set</td>
</tr>
<tr>
<td>❏ Large plastic blocks</td>
<td>1 set</td>
</tr>
<tr>
<td>❏ PVC pipes and connectors</td>
<td></td>
</tr>
<tr>
<td>Props from 3 or more categories:</td>
<td></td>
</tr>
<tr>
<td>❏ People props (multi-ethnic family and community sets)</td>
<td>1 set each</td>
</tr>
<tr>
<td>❏ Traffic signs</td>
<td>1 to 2 sets</td>
</tr>
<tr>
<td>❏ Farm animals, zoo animals, pets</td>
<td>1 set each</td>
</tr>
<tr>
<td>❏ Small transportation vehicles (cars, trucks, buses, boats)</td>
<td>Several of each</td>
</tr>
<tr>
<td>❏ Wooden train set with trains</td>
<td>1 set</td>
</tr>
<tr>
<td>❏ Bins or plastic tubs for storing props</td>
<td>Several of each</td>
</tr>
<tr>
<td>❏ Paper, markers</td>
<td>Sufficient supply for group</td>
</tr>
<tr>
<td>❏ Children’s picture books related to construction, buildings, or other types of block area play</td>
<td>Several, appropriate for group and topics of interest to the children</td>
</tr>
<tr>
<td><strong>Blocks—Optional Enhancements</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Accessory block set (e.g., window and door blocks, architectural unit blocks, castle accessory blocks)</td>
<td>1 set each, as appropriate for group and topics of interest to the children</td>
</tr>
<tr>
<td>❏ Dollhouse with furniture</td>
<td>1 set</td>
</tr>
<tr>
<td>❏ Props and accessories related to children’s play or study topics (e.g., telephone wire, paper towel rolls, rubber tubing, tile squares, shells, pebbles, cardboard boxes, play money, cardboard and other packaging materials, old blueprints)</td>
<td>As appropriate for group and topics of interest to the children</td>
</tr>
<tr>
<td><strong>Dramatic Play—Basic (See The Creative Curriculum® for Preschool, 6th Edition; Volume 2, pages 37–41)</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Homelike furniture: small table and 4 chairs; child-size refrigerator, stove, sink, hutch, chest of drawers, small couch, full-length mirror, doll bed, high chair, doll carriage or stroller, child-size cleaning set (broom, mop, dustpan, etc.)</td>
<td>1 each</td>
</tr>
<tr>
<td>❏ Pots, pans, dishes, and cooking utensils</td>
<td>1–2 sets</td>
</tr>
<tr>
<td>❏ Plastic food; empty food boxes common to different cultures, representing nutritious foods (e.g., low in fat, salt, and sugar)</td>
<td>As appropriate for group and topics of interest to the children</td>
</tr>
<tr>
<td>❏ Dress-up clothes for men and women (e.g., hats, shoes, boas, jewelry, pocketbooks, briefcases)</td>
<td>Several items in good condition</td>
</tr>
</tbody>
</table>
### Setting Up a Classroom for 20 Preschool Children, continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Props that represent different occupations and cultures, especially those of the children’s families (e.g., uniforms, hats, fabrics, jewelry)</td>
<td>At least 3 or more</td>
</tr>
<tr>
<td>❑ Storage units or stands for dress-up clothes</td>
<td>1 to 2</td>
</tr>
<tr>
<td>❑ Dolls representing different ethnic groups with clothes and blankets</td>
<td>At least 4 to 6</td>
</tr>
<tr>
<td>❑ Telephones</td>
<td>1 to 2, standard and/or cellular</td>
</tr>
<tr>
<td>❑ Calendars, memo pads, address book, phone book, pencils, cookbooks, message board and marker</td>
<td>As appropriate for group and topics of interest to the children</td>
</tr>
<tr>
<td>❑ Materials to add homelike touches (e.g., curtains, tablecloth, photographs, small rug, plants)</td>
<td>As appropriate for group and topics of interest to the children</td>
</tr>
<tr>
<td>❑ Materials for creating new settings for dramatic play throughout the year (e.g., supermarket: tables or crates to create sections of store, signs for store sections, cash register, paper bags for groceries, crayons and markers, price tags, paper or plastic money, coupons, supermarket ad; post office: telephone books, zip code directories, junk mail, letters, greeting cards, envelopes, stationery, ink pads and stamps, stickers, address labels, letter-weighing scale, clock)</td>
<td>As appropriate for group and topics of interest to the children</td>
</tr>
</tbody>
</table>

#### Dramatic Play—Optional Enhancements

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Additional child-sized furniture: washer and dryer, microwave oven, vanity with mirror</td>
<td>1 each</td>
</tr>
<tr>
<td>❑ Puppet theater and hand puppets</td>
<td>1 theater, 1 or more puppet sets</td>
</tr>
</tbody>
</table>

#### Toys and Games (See The Creative Curriculum® for Preschool, 6th Edition; Volume 2, pages 59–65)

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Shelves to hold toys and games</td>
<td>2 to 3</td>
</tr>
<tr>
<td>❑ Puzzles (with and without knobs; wooden, rubber, and cardboard; jumbo and regular size)</td>
<td>Approximately 40 puzzles (to be rotated), varying 5- to 30-piece puzzles</td>
</tr>
<tr>
<td>❑ Puzzle racks</td>
<td>Sufficient to hold all puzzles displayed</td>
</tr>
</tbody>
</table>

Self-correcting toys such as:

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Self-help skill frames: buttoning, zipping, tying, snapping</td>
<td>At least 1 set</td>
</tr>
<tr>
<td>❑ Graduated rings that stack on a cone</td>
<td>At least 1 set</td>
</tr>
<tr>
<td>❑ Nesting boxes and cups</td>
<td>At least 1 set</td>
</tr>
<tr>
<td>❑ Three-dimensional shape sorters</td>
<td>At least 1 set</td>
</tr>
</tbody>
</table>
## Setting Up a Classroom for 20 Preschool Children, continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open-ended toys such as:</td>
<td></td>
</tr>
<tr>
<td>- Lego® bricks, figurines, and props</td>
<td>At least a basic set</td>
</tr>
<tr>
<td>- Colored wooden or plastic cubes</td>
<td>2 to 4 sets</td>
</tr>
<tr>
<td>- Parquetry blocks</td>
<td>2 to 4 sets</td>
</tr>
<tr>
<td>- Interlocking links and cubes</td>
<td>At least 2 sets</td>
</tr>
<tr>
<td>- Beads and sewing cards with yarn or string</td>
<td>4 to 6 sets</td>
</tr>
<tr>
<td>- Pegs and pegboards</td>
<td>At least 1 set</td>
</tr>
<tr>
<td>- Felt board and felt shapes, numbers, letters</td>
<td></td>
</tr>
<tr>
<td>- Tangrams</td>
<td>2 to 4 sets</td>
</tr>
<tr>
<td>- Geoboards</td>
<td>4 to 6</td>
</tr>
<tr>
<td>- Collectibles (e.g., keys, bottle caps, buttons, nuts and bolts, erasers)</td>
<td>3 or more collections</td>
</tr>
<tr>
<td>- Cooperative games (e.g., lotto and other concentration games, card games, board games)</td>
<td>Sufficient collection so that materials may be rotated regularly; 3 or more should be available at one time</td>
</tr>
<tr>
<td>- Literacy-related toys and games (e.g., magnetic letters and board, matching and sorting alphabet games, puzzles, rhyming games, alphabet beads)</td>
<td>3 or more</td>
</tr>
<tr>
<td>- Bins/plastic tubs/baskets for storing toys and collections</td>
<td>8 to 12</td>
</tr>
<tr>
<td><strong>Art (See The Creative Curriculum® for Preschool, 6th Edition; Volume 2, pages 81–94)</strong></td>
<td></td>
</tr>
<tr>
<td>- Washable floor covering</td>
<td>Sufficient to cover area(s) under easels and table</td>
</tr>
<tr>
<td>- Shelves to hold art materials in labeled containers</td>
<td>1 to 2</td>
</tr>
<tr>
<td>- Easels with paint wells</td>
<td>1 or 2</td>
</tr>
<tr>
<td>- Sturdy workbench with a C-clamp or vise</td>
<td>1</td>
</tr>
<tr>
<td>- Drying rack (or other device for drying children’s artwork)</td>
<td>1</td>
</tr>
<tr>
<td>- Materials to paint on (e.g., manila and assorted colored paper, foil, cardboard, newspaper, butcher paper, wallpaper)</td>
<td>Sufficient supply for 8–10 children each day, every day; 3 or more types of materials must be available to children at one time</td>
</tr>
</tbody>
</table>
## Setting Up a Classroom for 20 Preschool Children, continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials to paint with such as:</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Liquid tempera paint</td>
<td>Ongoing supply of 8–10 colors</td>
</tr>
<tr>
<td>❏ Finger paint</td>
<td>Ongoing supply of 8–10 colors</td>
</tr>
<tr>
<td>❏ Watercolors</td>
<td>10-12 sets</td>
</tr>
<tr>
<td>❏ Paintbrushes</td>
<td>20-24</td>
</tr>
<tr>
<td>❏ Sponges (plain and assorted shapes)</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td><strong>Materials to draw on such as:</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Assorted paper, card stock, etc.</td>
<td>Sufficient supply for 8–10 children each day, every day</td>
</tr>
<tr>
<td>❏ Chalkboards</td>
<td>6 to 8</td>
</tr>
<tr>
<td><strong>Materials to draw with such as:</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Standard and large crayons</td>
<td>10 to 12 sets; ongoing supply</td>
</tr>
<tr>
<td>❏ Water-based markers</td>
<td>10 to 12 sets; ongoing supply</td>
</tr>
<tr>
<td>❏ Colored chalk</td>
<td>10 to 12 packs</td>
</tr>
<tr>
<td><strong>Materials for cutting and pasting:</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Child-size scissors, including squeezable and left-handed</td>
<td>10 to 12 sets; ongoing supply</td>
</tr>
<tr>
<td>❏ Glue, glue sticks, paste, tape</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>❏ Collage materials—fabric, buttons, feathers, yarn, ribbon, acorns, bottle caps, etc.</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td><strong>Materials for molding such as:</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Nonhardening and water-based modeling clay</td>
<td>5 pounds, 5 colors; ongoing supply</td>
</tr>
<tr>
<td>❏ Play dough</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>❏ Play dough</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>❏ Clay hammers and rolling pins</td>
<td>6 to 10</td>
</tr>
<tr>
<td>❏ Cookie cutters</td>
<td>4 to 6 varied sets</td>
</tr>
</tbody>
</table>
Setting Up a Classroom for 20 Preschool Children, continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials for three-dimensional constructions such as:</td>
<td></td>
</tr>
<tr>
<td>☐ Soft wood and assorted objects for woodworking (e.g., nails, knobs, wooden wheels, leather scraps)</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>☐ Real woodworking tools (e.g., child-size hammers, saws, hand drills)</td>
<td>1 of each</td>
</tr>
<tr>
<td>☐ Safety goggles</td>
<td>At least 2</td>
</tr>
<tr>
<td>☐ Craft sticks</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>☐ Pipe cleaners</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>☐ Wire</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>☐ Dowels</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>☐ Paper clips, brads, stapler and staples, masking tape, transparent tape, rubber bands</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>☐ Bins or plastic tubs for storing art materials</td>
<td>6 to 8</td>
</tr>
<tr>
<td>☐ Children’s books about art and artists</td>
<td></td>
</tr>
<tr>
<td>Library—Basic (See <em>The Creative Curriculum® for Preschool, 6th Edition; Volume 2, pages 117–123</em>)</td>
<td></td>
</tr>
<tr>
<td>☐ Area rug (especially if used for meetings)</td>
<td>Sufficient to cover area</td>
</tr>
<tr>
<td>☐ Furnishings to make the space comfortable and attractive (e.g., loveseat, large pillows, beanbag chairs, child-size rocker, stuffed animals, dolls)</td>
<td>3 or more items</td>
</tr>
<tr>
<td>☐ Cassette player, CD player, or digital media player with headphones</td>
<td>1 player with at least 2 headphones</td>
</tr>
<tr>
<td>☐ Story tapes, CDs, or digital media</td>
<td>15–20</td>
</tr>
<tr>
<td>☐ Bookshelf to display books facing out</td>
<td>1</td>
</tr>
<tr>
<td>☐ Small table and chairs for writing</td>
<td>1 table, at least 2 chairs</td>
</tr>
<tr>
<td>☐ Shelf for writing materials</td>
<td>1</td>
</tr>
<tr>
<td>Materials to write on such as:</td>
<td></td>
</tr>
<tr>
<td>☐ Assorted lined and unlined paper, card stock, envelopes, stationery, index cards</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>☐ Chalkboards</td>
<td>6 to 8</td>
</tr>
<tr>
<td>☐ Whiteboards</td>
<td>6 to 8</td>
</tr>
<tr>
<td>☐ Magic slates</td>
<td>4 to 6</td>
</tr>
</tbody>
</table>
## Setting Up a Classroom for 20 Preschool Children, continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials to write with such as:</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Standard and large pencils</td>
<td>10 to 12 packs</td>
</tr>
<tr>
<td>❏ Water-based markers (thick and thin, variety of colors)</td>
<td>10 to 12 sets; ongoing supply</td>
</tr>
<tr>
<td>❏ Colored and white chalk</td>
<td>10 to 12 packs</td>
</tr>
<tr>
<td><strong>Letter and word manipulatives such as:</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Alphabet, word, or numeral cards</td>
<td>4 to 6 sets</td>
</tr>
<tr>
<td>❏ Alphabet stamps and ink pads</td>
<td>2 sets</td>
</tr>
<tr>
<td>❏ Name cards</td>
<td>1 set</td>
</tr>
<tr>
<td>❏ Letter tiles</td>
<td>1 set</td>
</tr>
<tr>
<td>❏ Children's books (story books, nursery rhymes, informational, predictable, alphabet, and number books) showing various cultures and backgrounds</td>
<td>100 in collection with at least 25 books displayed regularly</td>
</tr>
<tr>
<td>❏ Story-related retelling props (e.g., flannel board and stories, magnetic board, costumes for dramatization)</td>
<td>10 to 20</td>
</tr>
<tr>
<td>❏ Hand puppets</td>
<td>1 to 2 sets</td>
</tr>
<tr>
<td>❏ Tape, glue stick, paste, paper, scissors, paper clips, construction paper, index cards, stationery and envelopes</td>
<td>As appropriate for group and children's writing and book-repair activities</td>
</tr>
<tr>
<td><strong>Library—Optional Enhancements</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Big books</td>
<td>15 to 20</td>
</tr>
<tr>
<td>❏ Big book stand</td>
<td>1</td>
</tr>
<tr>
<td>❏ Design stencils</td>
<td>2 sets</td>
</tr>
<tr>
<td>❏ Puppet theater</td>
<td>1</td>
</tr>
<tr>
<td><strong>Discovery (See The Creative Curriculum® for Preschool, 6th Edition; Volume 2, pages 146–152)</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Shelf to hold displays, collections, and discovery materials</td>
<td>1 to 2</td>
</tr>
<tr>
<td><strong>Basic tools such as:</strong></td>
<td></td>
</tr>
<tr>
<td>❏ Magnifying glasses</td>
<td>4 to 6</td>
</tr>
<tr>
<td>❏ Balance scales</td>
<td>2</td>
</tr>
<tr>
<td>❏ Tweezers</td>
<td>4 to 6</td>
</tr>
<tr>
<td>❏ Tongs</td>
<td>4 to 6</td>
</tr>
<tr>
<td>❏ Tongs</td>
<td>4 to 6</td>
</tr>
<tr>
<td>❏ Eyedroppers</td>
<td>4 to 6</td>
</tr>
<tr>
<td>❏ Containers for sorting, classifying, mixing, and measuring</td>
<td>6 to 8</td>
</tr>
<tr>
<td>❏ Funnels</td>
<td>2 to 4</td>
</tr>
<tr>
<td>❏ Sieves</td>
<td>2 to 4</td>
</tr>
</tbody>
</table>
Setting Up a Classroom for 20 Preschool Children, continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials to explore life science such as:</strong></td>
<td></td>
</tr>
<tr>
<td>§ Stethoscopes</td>
<td>2</td>
</tr>
<tr>
<td>§ Animals and their houses (e.g., fish and aquarium, rabbit and cage, ants and farm)</td>
<td>1 to 2</td>
</tr>
<tr>
<td>§ X-rays of bones or teeth</td>
<td>1 to 2</td>
</tr>
<tr>
<td>§ Plants, seeds, bulbs, and soil</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td><strong>Physical science materials such as:</strong></td>
<td></td>
</tr>
<tr>
<td>§ Magnets of all shapes and sizes</td>
<td>4 to 6</td>
</tr>
<tr>
<td>§ Metal and nonmetal objects for exploration with magnets</td>
<td>Assorted collections</td>
</tr>
<tr>
<td>§ Mirrors of different shapes and sizes</td>
<td>4 to 6</td>
</tr>
<tr>
<td>§ Pulleys, gears, and wheels</td>
<td>2 to 4 each</td>
</tr>
<tr>
<td>§ Lenses</td>
<td>4 to 6 varied lengths</td>
</tr>
<tr>
<td>§ Balls of various sizes, densities, weights, and surface materials</td>
<td>4 to 6 assorted types</td>
</tr>
<tr>
<td>§ Prisms or “sun catchers”</td>
<td>2 to 4</td>
</tr>
<tr>
<td>§ “Discovery bottles” filled with different liquids and floating objects</td>
<td>2 to 4</td>
</tr>
<tr>
<td>§ Kaleidoscopes</td>
<td>2 to 4</td>
</tr>
<tr>
<td>§ Thermometers</td>
<td>2</td>
</tr>
<tr>
<td>§ Flashlights</td>
<td>2 to 4</td>
</tr>
<tr>
<td>§ Broken mechanical objects or small appliances to take apart</td>
<td>1 or 2 at a time</td>
</tr>
<tr>
<td><strong>Earth science materials such as:</strong></td>
<td></td>
</tr>
<tr>
<td>§ Rocks and soil</td>
<td>Assorted collections</td>
</tr>
<tr>
<td>§ Shells</td>
<td>Assorted collections</td>
</tr>
<tr>
<td>§ Clear plastic tubing</td>
<td>2 to 4</td>
</tr>
<tr>
<td>§ Straws</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>§ Sand, clay, and water</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>§ Materials for sensory tubs or tables</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>§ Bins, plastic tubs, or trays for storing discovery materials</td>
<td>8 to 10</td>
</tr>
<tr>
<td>§ Books, magazines, and posters related to discovery displays</td>
<td>4 to 6</td>
</tr>
<tr>
<td>§ Pens, markers, paper</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>§ Children’s books about scientific concepts related to current displays</td>
<td>As appropriate</td>
</tr>
</tbody>
</table>
## Setting Up a Classroom for 20 Preschool Children, continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sand and Water</strong> (See <em>The Creative Curriculum® for Preschool, 6th Edition; Volume 2</em>, pages 169–174)</td>
<td></td>
</tr>
<tr>
<td>- Sand table with cover</td>
<td>1</td>
</tr>
<tr>
<td>- Water table with cover</td>
<td>1</td>
</tr>
<tr>
<td>- Plastic smocks</td>
<td>6 to 8</td>
</tr>
<tr>
<td>- Individual plastic tubs in lieu of sand and water tables</td>
<td>4 to 6</td>
</tr>
<tr>
<td>- Sterilized sand or sand substitute</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td><strong>Props for sand play such as:</strong></td>
<td></td>
</tr>
<tr>
<td>- Scoops and hand shovels</td>
<td>4 to 6</td>
</tr>
<tr>
<td>- Buckets and other containers</td>
<td>2 to 4</td>
</tr>
<tr>
<td>- Measuring cups and spoons</td>
<td>2 to 4</td>
</tr>
<tr>
<td>- Molds</td>
<td>1 to 2 sets</td>
</tr>
<tr>
<td>- Sieves</td>
<td>2 to 4</td>
</tr>
<tr>
<td>- Funnels</td>
<td>2 to 4</td>
</tr>
<tr>
<td><strong>Props for water play such as plastic buckets, measuring cups, measuring spoons, basters, funnels, squirt bottles, strainer, water wheel, eye droppers, whisks, egg beaters</strong></td>
<td></td>
</tr>
<tr>
<td>- Measuring cups</td>
<td>2 to 4</td>
</tr>
<tr>
<td>- Buckets and other containers</td>
<td>2 to 4</td>
</tr>
<tr>
<td>- Funnel</td>
<td>2 to 4</td>
</tr>
<tr>
<td>- Squirt bottle and baster</td>
<td>4 to 6</td>
</tr>
<tr>
<td>- Water wheel</td>
<td>1 to 2</td>
</tr>
<tr>
<td>- Whisk and egg beater</td>
<td>2 to 4</td>
</tr>
<tr>
<td><strong>Bins or plastic tubs for storing props and collectibles</strong></td>
<td>2 to 3</td>
</tr>
<tr>
<td><strong>Child-size cleaning set (mop, sponges, broom, dustpan)</strong></td>
<td>1 each</td>
</tr>
<tr>
<td><strong>Children’s books about topics related to children’s play in this area</strong></td>
<td>As appropriate</td>
</tr>
<tr>
<td><strong>Music and Movement—Basic</strong> (See <em>The Creative Curriculum® for Preschool, 6th Edition; Volume 2</em>, pages 191–192)</td>
<td></td>
</tr>
<tr>
<td>- Shelf, table, or other furniture for storing musical instruments, tapes, and CDs</td>
<td>1</td>
</tr>
<tr>
<td>- Easy to operate tape recorder, CD player, and/or digital media player</td>
<td>1 to 2</td>
</tr>
</tbody>
</table>
| - CDs, cassette tapes, digital media, and/or albums (children’s, international, classical, country and western, folk, jazz, rock, bluegrass, reggae, ragtime, other types of music) | 20 or more
## Setting Up a Classroom for 20 Preschool Children, continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythm instruments such as sticks, sand blocks, triangle, drum, cymbals, tambourine, maracas, tone block, xylophone</td>
<td>3 or more types</td>
</tr>
<tr>
<td>Dance and movement props (e.g., streamers, scarves, fabric remnants, feathers, pom-poms)</td>
<td>3 or more types</td>
</tr>
<tr>
<td>Tumbling mats</td>
<td>Sufficient to cover floor space for small group of children</td>
</tr>
</tbody>
</table>

### Cooking—Basic (See *The Creative Curriculum*® for Preschool, 6th Edition; Volume 2, pages 211–216)

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelf for storing cooking materials</td>
<td>1 to 2</td>
</tr>
<tr>
<td>Large pegboard for storing utensils, measuring cups</td>
<td>1</td>
</tr>
<tr>
<td>Plastic or metal bowls, liquid and dry measuring cups, measuring spoons</td>
<td>1 set each</td>
</tr>
<tr>
<td>Place mats, dishes, flatware</td>
<td>20 or more</td>
</tr>
<tr>
<td>Funnel, whisk, eggbeater, peelers, cookie cutters, large spoons, can opener, small pitchers</td>
<td>1 each</td>
</tr>
<tr>
<td>Wooden spoons, tongs, spatulas</td>
<td>2 to 3 each</td>
</tr>
<tr>
<td>Aprons, pot holders, dish towels, sponges, trivets</td>
<td>3 to 4</td>
</tr>
<tr>
<td>Pots, pans, cookie sheets, baking tins</td>
<td>4 to 6</td>
</tr>
<tr>
<td>Cutting board, knives</td>
<td>2 to 4</td>
</tr>
<tr>
<td>Sifter, grater, colander</td>
<td>2</td>
</tr>
<tr>
<td>Laminated recipe cards with pictures and words</td>
<td>4–6 sets, increase throughout the year</td>
</tr>
<tr>
<td>Cooking ingredients and supplies such as foil, wax paper, zipper-type bags</td>
<td>Ongoing supply, based on recipes selected</td>
</tr>
</tbody>
</table>

### Cooking—Optional Enhancements

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooling rack</td>
<td>1</td>
</tr>
<tr>
<td>Small appliances (e.g., electric frying pan, toaster oven, griddle, blender, juicer)</td>
<td>As determined by staff</td>
</tr>
</tbody>
</table>

### Technology—Basic (See *The Creative Curriculum*® for Preschool, 6th Edition; Volume 2, pages 237–243)

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelf for storing technology materials</td>
<td>1</td>
</tr>
<tr>
<td>Computer stand or child-size table with 2 chairs</td>
<td>1 to 2</td>
</tr>
<tr>
<td>Computer with monitor, keyboard, mouse, speakers, or tablet</td>
<td>1 to 2</td>
</tr>
<tr>
<td>Printer</td>
<td>1</td>
</tr>
<tr>
<td>Media storage containers</td>
<td>2 to 3</td>
</tr>
<tr>
<td>CDs, DVDs, and flash drives</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>Software</td>
<td>10-12 programs</td>
</tr>
<tr>
<td>Paper for printing</td>
<td>Ongoing supply</td>
</tr>
</tbody>
</table>
### Setting Up a Classroom for 20 Preschool Children, continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computers—Optional Enhancements</strong></td>
<td></td>
</tr>
<tr>
<td>• Scanner</td>
<td>1</td>
</tr>
<tr>
<td>• Computer camera</td>
<td>1</td>
</tr>
<tr>
<td>• Computer microscope</td>
<td>1</td>
</tr>
<tr>
<td>• Adaptive devices for children with disabilities</td>
<td>As appropriate for child or children</td>
</tr>
<tr>
<td><strong>Outdoors (See <em>The Creative Curriculum® for Preschool, 6th Edition: Volume 2, pages 259–271</em>)</strong></td>
<td></td>
</tr>
<tr>
<td>Equipment for climbing, swinging, sliding, and</td>
<td></td>
</tr>
<tr>
<td>balancing, and riding wheeled toys such as:</td>
<td></td>
</tr>
<tr>
<td>• Balance beam or climbing tunnel</td>
<td>1</td>
</tr>
<tr>
<td>• Slide</td>
<td>1</td>
</tr>
<tr>
<td>• Climber (may include ramp, platform, slide,</td>
<td>1</td>
</tr>
<tr>
<td>bridge, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Swings</td>
<td>1 set</td>
</tr>
<tr>
<td>• Tricycles</td>
<td>4 to 6</td>
</tr>
<tr>
<td>• Helmets</td>
<td>8 to 12</td>
</tr>
<tr>
<td>• Wagons</td>
<td>2 to 4</td>
</tr>
<tr>
<td>Materials for activities such as running,</td>
<td></td>
</tr>
<tr>
<td>catching and throwing, kicking, and jumping such</td>
<td></td>
</tr>
<tr>
<td>as:</td>
<td></td>
</tr>
<tr>
<td>• Balls (assorted sizes)</td>
<td>6 to 8</td>
</tr>
<tr>
<td>• Hoops</td>
<td>6 to 8</td>
</tr>
<tr>
<td>• Jump ropes</td>
<td>3 to 6</td>
</tr>
<tr>
<td>• Basketball goal</td>
<td>1 to 2</td>
</tr>
<tr>
<td>• Bean bag toss and bean bags</td>
<td>1 set</td>
</tr>
<tr>
<td>Materials for nature explorations such as:</td>
<td></td>
</tr>
<tr>
<td>• Shovels, rakes, hoes with short handles</td>
<td>4 to 6 each</td>
</tr>
<tr>
<td>• Child-size garden gloves</td>
<td>4 to 6 pairs</td>
</tr>
<tr>
<td>• Seeds or plants</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>• Watering cans</td>
<td>4 to 6</td>
</tr>
<tr>
<td>• Potting soil</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>• Magnifying glasses</td>
<td>4 to 6</td>
</tr>
<tr>
<td>• Bug box, bird feeder</td>
<td>2 to 4</td>
</tr>
<tr>
<td>• Buckets, mixing bowls, pails with handles,</td>
<td>4 to 6 each</td>
</tr>
<tr>
<td>funnels, sifters</td>
<td></td>
</tr>
<tr>
<td>• Large paintbrushes</td>
<td>4 to 6 each</td>
</tr>
</tbody>
</table>
## Setting Up a Classroom for 20 Preschool Children, continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials for creative experiences such as:</td>
<td></td>
</tr>
<tr>
<td>- Outdoor easel</td>
<td>1 to 2</td>
</tr>
<tr>
<td>- Paint cups and paintbrushes</td>
<td>1 to 2 sets</td>
</tr>
<tr>
<td>- Sidewalk chalk</td>
<td>Ongoing supply</td>
</tr>
<tr>
<td>- PVC pipes and other loose parts for construction</td>
<td></td>
</tr>
<tr>
<td>- Movement and dance props: ribbons, scarves, streamers</td>
<td>1 per child</td>
</tr>
<tr>
<td>- Dramatic play props: road signs, traffic cones, and props to transform wheeled toys into ambulances, fire trucks, mail trucks</td>
<td>Several of each</td>
</tr>
<tr>
<td>- Large parachute</td>
<td>1</td>
</tr>
</tbody>
</table>