**LEARNING CENTERS SUGGESTED MATERIALS[[1]](#footnote-1)**

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| **Art** |
| **Sample Skills and Concepts** | **Suggested Materials** |
| Some of the skills being developed through the art center include:* Fine motor control
* Eye-hand coordination
* Self-expression
* Pride and confidence
* Expressive skills in describing artwork
* Decision-making
* Imagination and creativity
* Cause and effect
 | * Modeling clay, play dough, tools
* Easels, clipboards
* Paint, brushes, sponges
* Pencils, crayons, markers, chalk
* Scissors, paste, glue
* Yarn, ribbon, string, pipe cleaners, glitter, collage material
* Colored paper, tissue paper, crepe paper, writing paper
* Wall paper scraps
* Fabric scraps, felt, lace
* Magazines, catalogues
* Smocks, aprons
* Drying rack
* Task cards for following directions to make open-ended art projects
* Books about art (colors, shapes, etc.), famous artists, and their work
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| **Blocks/Construction** |
| **Sample Skills and Concepts** | **Suggested Materials** |
| Some of the skills being developed through the block center include:* Gross and fine motor control
* Eye-hand coordination and sense of balance
* Cooperation
* Self-esteem and self-confidence
* Vocabulary and communication skills
* Comparative language, labeling
* Concepts of number, size, shape, length, height, weight, area
* Cause-effect relationships
 | * Wooden unit blocks, cardboard blocks, interlocking blocks
* Alphabet blocks, pattern blocks
* Bristle blocks, foam blocks
* Lincoln logs
* Boxes, planks and ramps
* Block play props (maps, vehicles, toy animals, people, materials from nature)
* Pictures of homes around the world
* Clipboard, paper for drawing/writing, graph paper for drawing and designing
* Floor plans, vinyl floor mats for designing neighborhoods and streets
* Books about architects, engineers and famous building projects
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| **Dramatic Play**  |
| **Sample Skills and Concepts** | **Suggested Materials** |
| Some of the skills being developed through the dramatic play center include:* Gross and fine motor control
* Visual discrimination
* Eye-hand coordination
* Expression of feelings and emotions
* Awareness of self, family, society
* Cooperation, sharing, taking turns
* Oral communication skills, vocabulary
* Creativity, imagination, abstract thinking
 | * Child-sized furniture that can be arranged to make environments such as a house, store, airport, stage, construction site, restaurant
* Multiethnic dolls and clothes
* Dress up clothes, uniforms, scarves, belts, hats (that can be sanitized after use), shoes, wallets, purses, suitcases
* Occupational props (doctor’s kit, fire hose, cash register, play money, tool belt, clipboard)
* Cooking supplies (measuring cups and spoons, bowls, utensils, pots and pans, dishes, muffin tins, cake pans, food containers, plastic food, empty food boxes, apron, dish towels)
* Recipe cards and cookbooks
* Cleaning supplies (broom, dust pan, duster, mop, ironing board/iron)
* Doll house, furniture and accessories
* Vase, flowers, baskets, fruit
* Telephone, cell phone, clock
* Full-length mirror
* Puppet theatre, puppets, story gloves
* Flannel board, flannel story props
* Art materials to create scenery
* Costumes, character tags, plays, audience cue cards
* Books, notepad, paper, pencils
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| **Literacy, Language and Writing** |
| **Sample Skills and Concepts** | **Suggested Materials** |
| Some of the skills being developed through the literacy, language, and writing center include:* Fine motor control and eye-hand coordination
* Visual and auditory discrimination
* Self-control, self-esteem and self-confidence
* Understanding of the importance of sounds and print in communication
* Vocabulary
* Sound memory
* Comprehension
* Listening skills
* Verbal expression
* Recalling, predicting, sequencing, storytelling
* Decision-making
* Sharing time and materials with others
 | * Fiction, nonfiction and poetry books of all sizes and genres
* Board books
* Texture/touch books
* Picture books without words
* Predictable books
* Concept books
* Traditional literature including fables, myths, legends, tales
* Historical fiction
* Chapter books
* Magazines and newspapers
* Audio-books (including ones that match English Learners’ languages)
* Books made by children
* Theme related books
* Newspapers and magazines
* Linguistically and culturally diverse books
* Stuffed animals/dolls/puppets associated with books
* Paper, tracing paper, envelopes, cards, postcards
* Pens, pencils, colored pencils, markers, crayons, highlighters, spacer sticks
* Chalkboards with chalk, white boards with markers, iPads, clipboards, pointers
* Manipulative letters, stamps, cards, letter and number cutters
* Flannel boards with pictures, letters, words, numbers, nursery rhyme felt pieces, Tell Again story cards
* Word bank cards-sight words, picture/word vocabulary cards
* Picture dictionary, word books, beginner dictionaries
* Sentence strips, story prompts, word search
* Games (matching letters, sounds, opposites, sequence, go-togethers)
* Bookmarks
* Listening center, tapes, CDs, headsets, books
* Hand mirror
* Book shelves, chairs, rocking chair, cozy floor covering and pillows
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| **Mathematics/Problem Solving**  |
| **Sample Skills and Concepts** | **Suggested Materials** |
| Some of the skills being developed through the mathematics center include:* Fine motor control
* Eye-hand coordination
* Sorting, matching, classifying, sequencing, patterning
* Counting, number combinations
* Self-control, perseverance, problem solving, confidence
* Asking questions, explaining solutions
 | * Pattern blocks and cards
* Objects to sort and count (buttons, keys, pasta, shells, paper clips, clothespins, beads)
* Number stencils, number stamps, number lines
* Subitizing dominoes
* Linking cubes and building toys
* Colored cubes and tiles
* Base ten blocks
* Geoboards, bands, peg boards, pegs
* Lacing boards, beads and string
* Sorting trays/bowls
* Tangrams, puzzles
* Tools for measuring (scale, rulers, measuring spoons, yardsticks, timer)
* Real and play money
* Calculators, cash register, adding machine
* Notepad, receipts, paper and pencils
* Math related books, songs, poems
* Math journal
* Vocabulary word cards
* Clipboard
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| **Music and Movement** |
| **Sample Skills and Concepts** | **Suggested Materials** |
| Some of the skills being developed through the music and movement center include:* Gross and fine motor control
* Rhythm, balance, spatial awareness
* Express feelings, emotions
* Self-concept
* Cooperation with others
* Vocabulary
* Listening and auditory discrimination
* Creative imagination
* Exploration, discovery
 | * Rhythm sticks, drums, bells, cymbals, shakers, maracas, sand blocks, chimes, triangles, finger cymbals
* Multicultural musical instruments
* Materials for creating instruments
* Guitar, recorders, song books
* Piano or keyboard, CD player
* Cassette recorder, cassettes, blank tapes, radio, microphones
* Linguistically and culturally diverse music selections
* Scarves, ballet shoes, hats, other dance props/costumes
* Exercise mats, tapes, videos, props
* Mirror
* Paper and pencils, clipboard
* Books about music and musicians
* Vocabulary word cards
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| **Science and Investigation** |
| **Sample Skills and Concepts** | **Suggested Materials** |
| Some of the skills being developed through the science and investigation center include:* Eye-hand coordination
* Fine motor control and balance
* Cooperation with others
* Pride in seeing experiment to completion
* Vocabulary and verbal expression
* Thinking, reasoning, observing, exploring, questioning, problem solving, discovering
* Persistence
* Self-control
* Cause and effect
* Creativity
 | * Scales, magnifying glasses, binoculars, measuring tools, thermometers and related books
* Content based material such as batteries, wires, bells and flashlight bulbs, magnets, and corresponding books (be careful of age appropriateness for safety concerns)
* Collections (rocks, shells, nests, insects) and corresponding books
* Discovery tubes, mirrors
* Science journals, writing utensils, clipboards, lab coat, goggles
* Simple machines (pulleys, gears, wheels)and corresponding books
* Woodworking supplies (bench, crab mallets, hammer, saw, screwdriver, clamp, drill, ruler, wood, pegs, and Styrofoam)
* Discovery sand/water table with lid
* Sand supplies (sand tables, sifters, funnels, shovels, pails, rakes, molds, measuring cups, spoons, and objects for sifting)
* Water supplies (pumps, eye droppers, food coloring, water wheel, bottles, tubing, pitchers,)
* Gardening tools, watering cans, seeds, bulbs, plants
* Other fillers for the discovery table
* Items of nature (feathers, bird nests sealed in plastic for safety, dried leaves, soil, seeds, non-poisonous berries, pods, sticks, pinecones, pebbles, rocks)
* Animal environments and animals
* Globe, maps
* Writing materials, clipboard, books about science and nature
* Vocabulary word cards
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| **Technology**  |
| **Sample Skills and Concepts** | **Suggested Materials** |
| Some of the skills being developed through the technology center include:* Fine motor control
* Eye-hand coordination
* Visual perception
* Responsibility
* Cooperation with others
* Persistence
* Vocabulary and linking words to pictures
* Cause and effect
* Following directions
 | * SMARTTable, SMARTBoard
* Digital books, tablets
* CD and MP3 players, headphones
* Computer, software, mouse, mouse pad, surge protector
* Projector and screen
* Digital camera, video camera
* Web design programs
* Educational video games that are interactive and developmentally appropriate
* Digital clock, watches
* Paper, pens, clipboard
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Source: [*Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy Birth to Age 8*](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf)by Maryland State Department of Education, 2015.  https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards\_042015\_1.pdf

1. A more extensive list is provided in an appendix of the MSDE Standards for Implementing Quality Early Childhood Education Programs [↑](#footnote-ref-1)