**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 |

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)