

ITERS-3 Materials Checklist

<p>Item 14. Encouraging children’s use of books</p> <p>3.1 More than 5 books accessible</p> <p>3.2 Books include some fiction and some factual information</p> <p>5.1 More than 10 books accessible</p> <p>7.1 More than 20 books accessible</p> <p>7.3 Signs that accessible books are rotated</p>
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<p>Item 15. Fine motor</p> <p>3.1 At least 5 different choices accessible</p> <p>5.1 At least 10 different choices accessible</p> <p>7.1 More than 10 different choices accessible</p>	
<p>Examples of appropriate fine motor materials:</p>	
<p><i>For infants</i></p> <ul style="list-style-type: none">○ grasping toys○ busy boxes○ nested cups○ containers to fill and dump○ textured toys○ cradle gyms	<p><i>For toddlers and older children</i></p> <ul style="list-style-type: none">○ shape sorting games○ large stringing beads○ big pegs with peg boards○ simple puzzles○ pop beads○ stacking rings○ nesting toys○ medium or large interlocking blocks

<p>Item 16. Art</p> <p>3.1 At least 1 drawing material accessible to children at least 24 months of age</p> <p>5.1 At least 1 drawing material accessible to children at least 24 months of age throughout the observation</p>
<p>Examples of appropriate art materials:</p> <ul style="list-style-type: none">○ crayons○ watercolor markers○ brush and finger paints○ play dough○ collage materials of different textures

<p>Item 17. Music and movement</p> <p>3.1 At least 3 age-appropriate music materials accessible</p> <p>5.1 At least 10 music materials accessible</p> <p>7.1 Age-appropriate music instruments are accessible throughout the observation to children two years and older</p>	
<p>Examples of materials:</p>	
<p>Music materials:</p> <ul style="list-style-type: none">○ any toy that makes noise○ rattles○ blocks with bells in them○ busy boxes	<p>Music instruments:</p> <ul style="list-style-type: none">○ drums○ xylophones○ triangles○ maracas

<ul style="list-style-type: none"> ○ push toys that pop 	<ul style="list-style-type: none"> ○ wrist bells ○ castanets ○ cymbals
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<p>Item 18. Blocks</p> <p>3.1 Some blocks accessible</p> <p>3.2 At least 5 accessories for blocks accessible for children 24 months and older</p> <p>5.1 Enough blocks are accessible for each age group</p> <p>7.2 Large hollow blocks are accessible for older toddlers/twos</p>	
<p>Types of blocks:</p> <ul style="list-style-type: none"> ○ soft blocks ○ lightweight blocks of various sizes, shapes, colors ○ large cardboard blocks ○ unit blocks ○ small blocks with most sides less than 2 inches, such as table blocks or alphabet blocks 	<p>Types of accessories (not required for children under 2):</p> <ul style="list-style-type: none"> ○ small people ○ vehicles ○ animals ○ other accessories to enhance block play, such as road signs, fences, trees, small buildings, etc.

<p>Item 19. Dramatic Play</p> <p>3.1 At least 4 age-appropriate toys accessible, including dolls and soft animals</p> <p>3.2 Materials represent what children experience in everyday life</p> <p>5.1 Many and varied appropriate materials accessible throughout the observation</p> <p>Some appropriate dress-ups accessible for toddler and twos</p> <p>7.1 At least 4 dramatic play examples accessible that clearly represent diversity</p> <p>7.2 Materials provided for toddlers and twos to use outdoors or in another large area</p>	
<p>Examples of materials:</p>	
<p><i>For infants</i></p> <ul style="list-style-type: none"> ○ soft dolls ○ soft animals ○ pots and pans ○ toy telephones ○ small people figures ○ toy foods ○ toy animal figures ○ toy vehicles ○ hats ○ purses 	<p><i>For toddlers and twos</i></p> <ul style="list-style-type: none"> ○ simple dress-up clothes ○ child-sized house furniture ○ cooking/eating equipment (e.g. pots and pans, dishes, cups, play foods) ○ dolls ○ doll furnishings ○ soft animals ○ small play buildings with accessories ○ toy telephones ○ small people figures ○ toy animal figures ○ toy vehicles

<p>Item 20. Nature/science</p> <p>3.1 Some appropriate pictures, books, or toys that represent nature realistically are accessible</p> <p>5.2 Some easily experienced living plants or animals observed <i>indoors</i></p>

5.4 Some sand and/or water play accessible for children 24 months and older, indoors or outdoors, during the observation

Item 21. Math/number

3.1 Some appropriate math/number play materials that show size, shape, or number are accessible

5.1 Many appropriate math/number materials are accessible throughout the observation

Examples of materials:

<i>For infants</i>	<i>For toddlers</i>	<i>For twos</i>
<ul style="list-style-type: none"> ○ number picture books ○ grasping toys or rattles of different shapes ○ busy boxes with numbers or shapes ○ nesting cups ○ stacking rings 	<ul style="list-style-type: none"> ○ number picture books ○ busy boxes with numbers or shapes ○ nesting cups ○ easy shape puzzles ○ easy shape sorters ○ cash registers and toy telephones with numbers on keys ○ number blocks ○ materials that show both a numeral and the corresponding number of objects ○ stacking rings ○ activity boxes with different shapes to push 	<ul style="list-style-type: none"> ○ number picture books ○ big pegs with number boards ○ nesting cups ○ easy shape puzzles and shape sorters ○ cash registers with numbers on keys ○ toy telephones ○ number blocks ○ materials that show both a numeral and the corresponding number of objects ○ stacking rings ○ activity boxes with different shapes to insert ○ set of blocks with various shapes and sizes ○ simple number puzzles ○ large safe tape measures

Item 23. Promoting acceptance of diversity

3.1 At least 3 examples of racial/cultural diversity in materials are easily observable to the children

3.3 Dolls representing at least 3 races accessible

5.1 At least 10 positive examples of diversity are easily visible, with at least one examples in each of the following: books, displayed pictures, and accessible play materials

5.2 Classroom materials include at least 4 of the 5 types of diversity: race, culture, age, ability, and nontraditional gender roles

Examples of diversity in materials:

- images in books
- easily visible pictures in the display
- music played from a variety of cultures
- foods or dress-ups representing varied cultures

Item 24. Gross Motor

3.3 Some appropriate materials and equipment, in good repair, used during the observation, and none is extremely dangerous

5.3 There are enough appropriate gross motor materials and equipment accessible (stationary or portable) to allow children to be active and involved

7.4 Materials/equipment (portable and stationary) accessible during the observation stimulate a variety of developmentally appropriate large-muscle skills

Examples of appropriate materials and equipment

For infants

- outdoor pad or blanket
- crib gym for younger infants
- push toys
- grasping toys to reach for or shake
- balls
- ramps for crawling

For toddlers and twos

- riding toys without pedals
- small riding toys with pedals
- large push-pull wheeled toys
- balls and beanbags
- age-appropriate climbing equipment
- slide
- cushions or rugs for tumbling
- tunnels
- large cardboard boxes
- low balance beam and small tricycles for twos