

THE KINDERGARTEN EXPERIENCE

SUGGESTED CLASSROOM MATERIALS LIST

WWW.THEKINDERGARTENEXPERIENCE.COM

developed by Alesi Group

SOCIO-DRAMATIC PLAY AREA



SOCIO-DRAMATIC PLAY AREA PROVIDES AUTHENTIC OPPORTUNITIES FOR CHILDREN TO:

- Collaboratively decide play schemes and roles
- Practice using complex language during pretend play
- Practice social conversations, strengthening appropriate social language & skills
- Tell or retell personal experiences or creative stories in a logical sequence with details
- Use nouns, verbs, and prepositions when engaging in play schemes
- Derive meaning of words based on how they are used in a sentence
- Write letters to represent sounds heard in words
- Produce and expand sentences in shared language activities

BASIC MATERIALS

- BASIC FURNISHINGS:** Child-sized stove, sink, refrigerator, hutch, small table with 2-4 chairs (one piece kitchen is not recommended)
- 1-2 32" open shelving for storing dishes, props, and accessories
- Additional furnishings (extras) such as washer/dryer, dresser, bed, living room furniture (ALL CAN BE REPURPOSED OR EVEN MADE OUT OF CARDBOARD BOXES)
- COOKING UTENSILS:** Pots/pans, eating utensils, dishes, bakeware, measuring cups, mixing spoons and cups
- FAMILIAR FOOD PROPS:** Collection of empty containers such as food boxes/containers, canned goods (if empty, be sure the edges aren't sharp) representative of children's ethnicities; realistic sized fruits and vegetables, glass gems (for pretend food preparation)
- TRYING ON ROLES PROPS:** Role playing costumes (scrubs, doctor's jacket, smocks/aprons, dresses, suits, fire fighter jacket, baker's hat, jewelry/accessories, array of shoes, purses, wallets, ties, sunglasses, etc.
- Full length unbreakable mirror
- Telephones (if using old cell phones, remove batteries), clocks, radio (cut cord), camera
- WRITING/READING MATERIALS:** Cookbooks, appropriate magazines, coupon and store circulars, home calendar, TO BUY/SHOPPING LIST pad, menus, post-it notes, note pads, pens/writing utensils
- RELATIONSHIP PROPS:** Baby dolls of varying ethnicities (at the very least, dolls representative of the children in the classroom), shelf to display dolls, cradle, baby accessories (bottle, bib, rattle, board books, blanket, etc.)

DEEPENING LEARNING OPPORTUNITIES

- KITCHEN TOOLS:** Placemats, pot holders, kitchen towels
- RELATIONSHIP PROP EXTRAS:** Blanket, stroller, baby bed, baby bath tub, high chair, baby carriers from various cultures
- HOME ENHANCEMENTS:** Vases, artificial flowers, pictures in frames, tablecloth, doilies,
- Fabrics or blankets
- CLEANING TOOLS:** Spray bottle, rag, mop, broom, dustpan
- Steering wheel & extra chairs (pretend to be in a vehicle)
- Playdough (chocolate/brown works great for making cookies)
- Stuffed animal (dog/cat) & pet accessories (bowls, food, leash, collar, food mat, toys, etc.)
- ROLE PLAYING:** Props for familiar scenes that might include playing pizzeria, grocery store, shoe store, coffee shop, nursery, etc.

Specific examples

Medical Office: band-aids, cotton balls, ace bandages, sports tape, make-shift examination table, doctor's kit with real tools, dolls, blankets, white shirts or doctor's coats, phone, appointment book, prescription pads, pens, magazines for waiting room, cash register for payments, etc.

Restaurant: cash register, menus, empty food containers, fancy table clothes and table dressings, order pads/receipts, chef's hat, etc. (consider restaurants children will have been in)

Grocery store: cash register, paper bags, empty food boxes/containers, aprons, coupons, store circulars for local grocery stores, toy shopping carts, sale signs, furniture/boxes for displays, etc.

Post office: shoulder strap totes to carry mail, envelopes, cancelled stamps or seals, rubber stamps, circulars, junk mail, place for sorting mail, scale, boxes of different sizes, packing tape, bubble wrap for packing, cash register, writing pads

BLOCK & CONSTRUCTION AREA



BLOCK AREA PROVIDES AUTHENTIC OPPORTUNITIES FOR CHILDREN TO:

- Work collaboratively with others
- Practice articulating ideas and listening to the ideas of others
- Negotiate roles and practice social language
- Solve problems as they arise
- Draw plans and share with others
- Explain thinking orally, in pictures, recognizable words, labels, captions, or descriptors
- Create signs using sight words
- Practice using nouns, verbs, and prepositions to describe structures & buildings
- Tells personal experiences in logical sequence with detail
- Use small & large muscles when building
- Experiment with balance & stability
- Practice making predictions, observations and asking questions
- Develop an understanding of spatial relationships and shapes
- Represents messages with pictures and words in the form of signs
- Writes letters to represent sounds

BASIC MATERIALS

- 2-3 32" shelves & storage containers for blocks and accessories
- Wooden unit blocks come in different shapes and sizes such as triangles, squares, double unit blocks, cylinders and arches, etc. Min 2 sets (approx. 150 in 16-20 shapes/per set)
- All types of vehicles—cars, trucks, matchbox cars, trains, farm vehicles, etc.
- Traffic/road signs (set of 8-12)
- Floor road map or make roadways/maps with masking tape
- Small people representing various ethnic groups, ages, abilities
- Variety of animals—zoo, farm, domestic, native, jungle, ocean, etc.
- Ramps, boards, cardboard cylinders
- Small dollhouse furniture
- Books on construction, building, transportation, worldwide buildings/structures
- Clipboards
- Masking tape
- Post-its or index cards for sign making
- Writing tools

DEEPENING LEARNING OPPORTUNITIES

- Blueprints of buildings, photos of buildings (locally and all over the world)
- Graphing paper with pencils/pens to write
- Overhead projector with transparencies of pictures of all kinds of buildings/construction
- Train set with track and train cars
- Measuring tape
- Tile, carpet, wood flooring samples (varying sizes)
- Natural stones, pine cones, pretend trees, etc.
- Mirrors
- Platforms (to provide opportunities to build at different levels)
- Wooden doll house and accessories
- Level for building

LITERACY & PUBLISHING AREA



Literacy & Publishing Area offers opportunities for children to:

- Relates a personal experience or creative story in a logical sequence with details
- Asks and answers questions about unknown words
- Demonstrates knowledge of print conventions
- Collaboratively create and tell stories with one another
- Identify upper and lowercase letters of the alphabet
- Blends two or three spoken syllables to pronounce words
- Identifies elements of a story as well as identify beginning, middle, and ending of a story
- Take creative risks
- Writes letters to represent sounds heard in words
- Produce and expand sentences in shared language activities
- Writes a narrative with a main idea based on personal experience and supporting details with guidance, as needed
- Move through the process of book publishing—developing as story, writing, and illustrating

BASIC MATERIALS

- Smaller tables (for 4-6 children comfortably)
- 3-5 36" open shelf units to store materials accessible to children

Informational Text/Factual Books

- Real animals, facts about animals and plants, real life experiences—visiting the dentist, feelings, etc.
- Number, shape, color, alphabet books
- Nature and Science Books: five senses, human body, animal homes and lives, native books (about AZ), insects, physics, water, shadows, plants

Books of Varying Genres

- Fantasy: Pretend stories about people and animals
- Predictable, rhyming, song, etc.
- Project related books

Writing Support

- All types of writing utensils –pencils (black and colored), markers of varying sizes, pens
- Paper (variety- e.g. lined and unlined memo pads and legal pads, copy books, drawing and construction paper, stationary, envelopes notepads, notebooks, post-it notes, index cards (assorted sizes), stapled paper made into books

Writing Support

- Many different types of blank books and/or ways to create their own published books
- Writing utensils- pens, pencils (writing and colored), crayons, chalk, and markers (broad, fine point, variety of colors
- Stapler, staples, and paper fasteners
- While You Were Out pads
- Scissors, glue and glue sticks, hole punchers, rulers, tape
- Binder clips/rings
- Envelopes of all sizes
- Pocket charts & sentence strips
- Stamps and stamp pads (alphabet stamps, word stamps, date stamps, office stamps-paid, sign here, etc)

DEEPENING LEARNING OPPORTUNITIES

Additional Language Materials

- Cubbies with children's names
- Interactive word wall
- Project related work: high frequency words, environmental print, etc.
- Flannel board and accessories
- Puppets, puppet theatre
- Listening area with recorded stories
- Alphabet games and puzzles
- Magnetic boards (three per classroom, magnetic letters (upper- and lowercase)
- Word games
- Language games (i.e. story cubes/stones)
- Audio recording device to record children's stories

ART AREA



The Art Area Offers Opportunities for Children to:

- Express thinking creatively
- Explore non-verbal ways to express thoughts, emotions and ideas
- Create collaboratively with others
- Engage in creative risk-taking
- Take pride in creative self-expression
- Learn that messages can be represented in pictures
- Describe their exploration of varied art mediums
- Support fine motor development necessary for writing
- Develop a sense of aesthetics



BASIC MATERIALS

- Smaller tables (for 4-6 children comfortably)
- 1-2 36" open shelf units to store materials accessible to children
- Large and small crayons (assorted colors including skin tones)
- Variety of pens, pencils, colored pencils/sharpeners
- Thick and thin washable markers (large assortment)
- Chalk (white and colored), erasers
- Paper: an array of sizes and colors, lined and blank, newsprint, construction, tissue paper, white printer paper, drawing, fingerpaint, easel, construction paper
- Dry erase boards/markers
- Painting easel, fresh paint, clean brushes with available paper that's easily accessible to children.
- Watercolor paints
- Variety of paint utensils: paint brushes (long easel, "chubby", and watercolor), rollers, squeeze and spray bottles, sponges, Q-tips, paint scrapers
- Smocks/paint shirts
- Paints accessible to children
- Glue/paste, glue sticks
- Playdough (ready-made and homemade)
- Pipe Cleaners/Chenille Stems
- Scissors (varying abilities, left & right handed)
- Staplers
- Paper punches
- Tape (various types), tape holder
- Playdough accessories (craft sticks, blunt knives, scissors, pipe cleaners, hammers, rolling pins, sculpting tools, pizza cutters), garlic press, potato masher



MATERIALS TO ENHANCE LEARNING OPPORTUNITIES

- Real art materials—acrylic paints, chalk pastels, real watercolors
- Paper scraps, magazines, cards, wrapping paper, ribbon, wallpaper, lace, greeting cards, catalogs
- Cardboard tubes, boxes, rolls for construction
- Felt/fabric remnants (assorted sizes and colors)
- Yarn/string (assorted colors)
- Cotton balls, pompoms
- Glitter, buttons, sequins, gems, packing pieces
- Natural objects (leaves, seeds, twigs, feathers, shells)
- Art tissue
- Recycled items- e.g margarine tubs, cartons, plastic bottles, cans, boxes, toilet paper rolls, catalogs, magazines
- Wood for gluing/construction
- Crafting wire & wiring tools

MATH AREA



The Math Area offers opportunities for children to:

- Work collaboratively with others
- Practice developing prosocial skills
- Demonstrate initiative
- Practice listening and speaking when sharing ideas, reflecting, offering solutions to problems
- Represent thinking in pictures and words
- Explore patterns in language, numbers, events, in their world
- Develop an understanding of one-to-one correspondence
- Investigate quantity using manipulatives and tools
- Practice composing & decomposing numbers
- Explore standard and non-standard measurement
- Sort, group & classify according to attributes
- Develop mathematical vocabulary
- Measure, compare, count and record observations
- Writes letters to represents sounds heard in words (in Math Journals)

Basic Materials

- Smaller table (for 4-6 children comfortably)
- 1-2 36" open shelf units to store materials accessible to children
- Small wooden blocks/1-inch wooden cubes
- Number books: counting, patterns, sorting, etc.
- Math Journals
- Interlocking blocks (AKA Legos)
- Magnetic shapes
- 10 Frames
- Different complexities: variety of pieces (5-100), interlocking, sequence puzzles, floor puzzles
- Scales, balances and weights
- Cloth tape measures, rulers, measuring tapes
- 1-Inch cubes
- Pattern cards to match with pattern blocks
- Parquetry blocks
- Dice & dice games
- Small objects to count—beans, counters, keys, buttons, natural items like stones/rocks, leaves, etc., colored beads, etc.
- Attribute beads and activity cards
- Counting links
- Rekenreks
- Short path, long path games, circular path games
- Games or puzzles where quantities of objects are matched to written numbers
- Magnetic numbers
- Number puzzles
- Playing cards
- Dominos
- Geoboards
- 3 Dimensional shapes

Materials to Enhance Learning Opportunities

- Real opportunities to use/record numbers: thermometer, height chart, tape measures, setting the table for snack, etc.
- Tasks that include 1-2 children taking polls/surveying children
- Charting, graphing meaningful information
- Materials that encourage children to extend patterns identified in the natural world (graphing paper, fabrics, sea shells, leaves, etc.)

TINKERING/TAKE APART AREA



A high interest area, the Take Apart Area is where children disassemble small appliances. This deconstruction process not only supports fine motor development but is a powerful experience that supports the development of persistence, self-regulation and executive function skills. The complex process of taking a small appliance apart requires a great deal of skill, effort and intentionality. The opportunities for language development and mathematical exploration is great as children work collaboratively in their approach and as they deconstruct they are left with many loose parts that can be sorted, grouped and categorized. Over time, this collection of parts can lead to the endeavor of creating and constructing something new—an example of innovation in kindergarten.

The Tinkering/Take Apart Area offers opportunities for children to practice/engage in the following skills:

- Eye-hand coordination
- Dexterity/fine motor development
- Problem-solving
- Role-playing
- Creative thinking
- Imagination
- Matching, classification, sorting
- Comparing, measuring
- Conceptualization
- Respect for tools

MATERIALS

- Bench, bin to hold materials/shelf to store materials
- Small appliances (toaster, vcr, dvd player, radio.....**clip the power cord before taking apart**). **Avoid tvs and monitors**
- Real tools like screwdrivers-flathead & phillips, hand drill, C-clamps, vice, hammer, saws, level (not plastic tools)
- Safety goggles/glasses
- Books about tools, construction pictures, related magazines
- Containers for sorting pieces removed
- Measuring tapes and rulers
- Pencils & clipboards for documentation
- Wood glue
- Sand paper or sanding blocks
- Pegboard with hooks or a way to organize tools
- Collection of nails with large heads, screws, etc.
- Work gloves
- Soft woods—white pine, cedar, fir, and redwood are best
- Extras: dowels, rug pieces, yarn, fabric, tongue depressors, bottle caps/lids, etc.

SUGGESTIONS:

- Limit the number of children using this space to 2-3 children
- Be the model: show them how to use the tools and materials safely
- Organize the space well—peg boards and hooks with silhouettes/outlines of tools work great
- Define the space well by setting it apart from other areas
- Encourage language and capturing their process
- Explicitly define the words deconstruct and destruct, the goal being the latter

SCIENCE & DISCOVERY AREA



The Science & Discovery Area offers opportunities for children to:

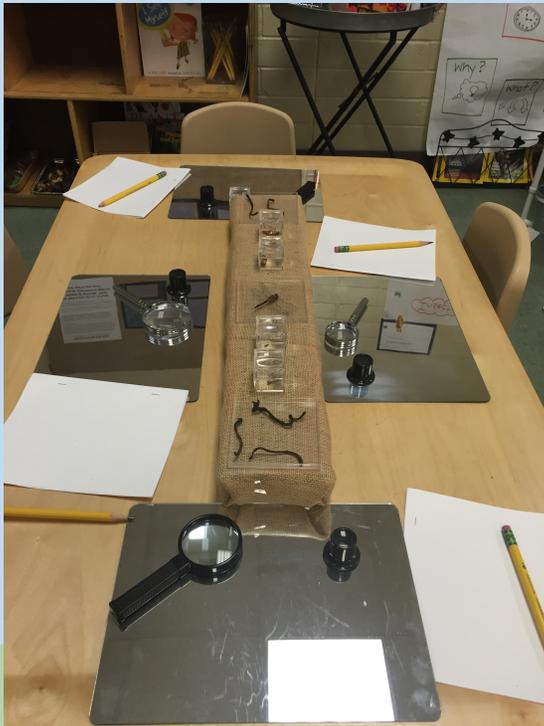
- Practice expressing thinking and problem solving
- Practice perseverance
- Participate by listening, questioning, discussing to clarify and understand
- Practice deriving meaning of words
- Explore the scientific process through guided instruction
- Articulate discoveries, ideas, and perspectives
- Measure, compare, count, and record observations
- Write, draw, or dictate opinions and discoveries, using pictures, letters, recognizable words, labels, captions or descriptors
- Use a graphic organizer showing multiple meaning of a word
- Ask questions, listen and respond to ideas and perspectives of others
- Increase content specific vocabulary
- Use problem solving skills: questioning, planning, predicting, constructing, observing communicating)

BASIC MATERIALS

- Smaller table (for 4-6 children comfortably)
- 1-2 36" open shelf units to store materials accessible to children
- Nature Science Books (factual-animals, plants, birds, fish, human body, seasons, weather, environment)
- Science magazines (Ranger Rick Jr., National Geographic Little Kids)
- Nature/science floor puzzles
- Science Journals
- Various types of magnets with iron/metal and non iron/metal items
- Magnifying glasses (high quality)
- Microscopes with clear and prepared slides
- Bug viewers
- Sink and float items
- Pulleys/levers
- Prisms, plastic translucent color paddles, kaleidoscopes, colored glasses
- Writing materials (to capture ideas/labeling and record observations)
- Balance scale
- Tape measure
- Mirrors

MATERIALS TO ENHANCE LEARNING OPPORTUNITIES

- Natural Objects—Native items are best Flowers (fresh and dried), leaves, seashells, rocks, pine cones, acorns, bird nests, feathers (variety, large quill), fossils, bones, woods, twigs, branches, drift wood, weeds, seed pods, insects, seeds, gourds packets
- Classroom pet
- Classroom plants, flowers, terrariums
- Worm composting
- Children maintained garden
- Birdhouse, feeders visible from window
- Flashlights



WHOLE GROUP AREA



The Whole Group Area offers opportunities for children to:

- Engage as an integral member of the classroom community
- Show and share interest, concern, and care for others through thoughtful engagement as a community member
- Practice listening, speaking, conversing, questioning, and discussing to clarify and understand
- Listens and responds to stories, poems and nonfiction
- Discuss classroom happenings and engage in collaborative problem-solving as needed
- Explore sounds, rhythms and language structures through music and songs
- Engage in movement and dance
- Orally produce rhyming words in responses to spoken words
- Listen and engage in read-alouds and make predictions based on title, cover, illustrations, and text



BASIC MATERIALS

- Circle rug recommended
- Chart paper & stand
- Big book stand
- Big books
- Engaging read-alouds
- Pointers
- Flexible seating options
- Large Area Rug (preferably circle/space where children can sit in a circle)
- Picture schedule
- Authentic calendar
- Job chart (every child has a job)
- Big book stand (+ pointers)

MATERIALS TO ENHANCE LEARNING OPPORTUNITIES

- Anchor charts
- Shared writing
- Daily morning message
- Dictated stories
- Experiential charts
- Stories written by children

WATER & SAND AREA



The Water & Sand Area offers opportunities for children to:

Sand and water exploration is a multi-sensory experience that can provide incredible opportunities for children to grasp an array of mathematical and scientific concepts, as well as the opportunity to practice engaging in complex language. When teachers integrate the use of sand and water exploration in thoughtful and intentional ways, it increases the likelihood that sustained learning will occur.

Both math and science involve thinking—critical thinking. When children explore the properties of water, it encourages children to pose and solve problems. With intentional support of a teacher, they are able to build authentic connections between ideas and concepts associated with equivalences of lengths, weight and volume. Sand and water exploration not only support the development of specific cognitive skills, but the sensory experience of sand and water can be very calming for many children. For those who might need extra support in developing age-appropriate self-regulation skills, it serves as an opportune time for teachers to authentically connect with a child while modeling and supporting appropriate social actions and interactions.



BASIC MATERIALS

- Water/Sand table with lid or a cement mixing bin, medium sized storage containers will also work although emptying isn't as easy
- Bins, containers to organize materials, shelf/space to display materials
- Aprons/smocks
- Measuring cups & spoons, variety of containers/pails/buckets, bottles, jars (assorted sized and shapes)
- Shovels, all types of scoops/scooping tools
- Items for sinking/floating
- Broom, dustpan, mop for cleanup
- Towels available for clean up
- Kitchen utensils—slotted spoons, regular spoons, egg beaters, tongs, pots, pans, muffin tins, whisks

MATERIALS TO ENHANCE LEARNING OPPORTUNITIES

- Sand, bird seed, water beads, soil, play pellets, etc.
- Pumps, siphons, sand/waterwheels
- Funnels, plastic tubing/pipes
- Nature items such as shells, pieces of wood, rocks, findings from outdoors
- Sponges, small water droppers, spray bottles, turkey basters, egg beaters
- Trowels, rakes, sand scrapers, sifters
- Props for dramatic play experiences—cars, diggers, boats, airplanes, people, blocks of varying sizes, tiles, small trees, etc.
- Array of magnets



THE SAFE PLACE



The Safe Place, coined by Dr. Becky Bailey, is a place of comfort for children when they are experiencing big emotions—sadness, frustration, anxiety, irritation, etc. It is a self-chosen area and not to be used as a place for isolation and/or punishment (i.e. time-out). Included in this space are items that support children's growing ability to self-regulate. When a child retreats to this area, it alerts the teacher that he/she might need adult support. Approaching the child in a lovingly responsive manner provides the emotional support a child needs to begin to identify the emotions he/she is feeling. It is only then that a child can learn what to do with what they are feeling. This becomes an opportune time to help children learn to regulate emotions including strategies for returning to a calm state of mind by breathing deeply, learning socially appropriate language for expressing wants and needs, and learning to develop lifelong relationship-based skills like conflict-resolution and negotiation.



BASIC MATERIALS

- Cozy, defined space
- Soft cushions, bean bag, or soft chair, designated area under a table, in a large box
- Books that provide comfort, connection, expressions of love
- Stuffed animals
- Puzzles (helps with creating a calm state, and promotes internal organization)
- Pictorial charts that provide visual cues for deep breathing
- Photo albums/picture displays of the children expressing empathy, caring for others, working collaboratively, etc.
- Photos of family members, particularly for children who are adjusting to being away from home and/or find comfort in family members
- Squishy balls or other fidget toys
- Paper & crayons/colored pencils
- Headphones & audio player with instrumental, soothing music