

MATERIALS & PLAY PROMPTS ACROSS INTEREST AREAS

Dramatic Play

Materials:

(The Creative Curriculum Volume 2 pages 37-41)

- Homelike furniture: small table and chairs; child-size refrigerator, stove, sink, small couch, full-length mirror, doll bed, high chair, doll carriage/stroller, child-size cleaning set (broom, mop, dustpan, etc.)
- Pots, pans, dishes, and cooking utensils
- Plastic food; empty food boxes common to different cultures, representing nutritious foods
- Dress-up clothes for all genders that represent different occupations and cultures (e.g., hats, shoes, boas, jewelry, uniforms, fabrics)
- Storage units or stands for dress-up clothes 1 to 2
- Dolls representing different ethnic groups with clothes and blankets
- Telephones
- Calendars, memo pads, address book, phone book, pencils, cookbooks, message board and marker
- Materials to add homelike touches (e.g., curtains, tablecloth, photographs, small rug, plants)
- 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); hair salon: appointment book, empty shampoo bottles, spray bottles, plastic scissors, pretend clippers, smock, towels, hair dryer, pictures of different hairstyles.)

Adult Play Prompt Examples:

Comparing: Who else wears these? How does a baby eat differently from you?

Explaining: What can you tell me about...(that/those gloves, dress, jacket, clothing, etc.)?

Telling: I wonder what is cooking...

Planning: What do you need to cook that? What ingredients do you need? Where could you get those?

Imagining: Who all is coming to dinner? How much should you make?

Self-Talk: "I'm going to wear this vest & hard hat! Now I am a construction worker" "I'm a caregiver. Uh-oh, my baby is crying!"

Use Advanced Language: community, stethoscope, menu, brilliant, safe, helpful, chef, thermometer, whisk, infant, pliers, barber shop, post office.

Encouragement and Affirmation: "I saw you pretending to _____." "I like how you are _____."

*Imitate child – sit down at the table and pretend to eat with them or care for the other baby doll in the area. Silently following the child's lead can also be a powerful prompt.

BLOCKS

Materials:

(The Creative Curriculum Volume 2 pages 7-13)

- Area rug (low pile) to cover area
- Shelves to hold full unit block set and props in bins
- Full unit block set

At least one other type of block:

- Hollow block set
- Brick cardboard blocks
- Foam blocks
- Large plastic blocks 1 set
- PVC pipes and connectors

Props from 3 or more categories:

- People props (multi-ethnic family and community sets)
- Traffic signs
- Farm animals, zoo animals, pets
- Small transportation vehicles (cars, trucks, buses, boats)
- Wooden train set with trains
- Paper, markers
- Children's picture books related to construction, buildings, or other types of block area play
- Dollhouse with furniture
- 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)

Adult Play Prompt Examples:

Comparing: Which is the tallest tower?

Explaining: How do you know that?

Predicting: What do you think will happen when you add that block?

Planning: Where is your road going? What do you need to make that?

Telling: I wonder what are you building...

Experimenting: How could you balance that block on top?

Imagining: Is anyone going with you? What will you do when you get there?

Self-Talk: "I have a lot of blocks. I am stacking them so high!" "I'm putting this car on the road. I am going to drive to the store."

Use Advanced Language: structure, high, knocked over, square, short, low, circle, pyramid, unstable, cylinder, tall, spilled

Encouragement and Affirmation: "Wow! Your tower is as tall as you!" "I like that when it fell over you started again!"

Toys & Games

Materials:

(The Creative Curriculum Volume 2 pages 59-65)

- Shelves to hold toys and games (Bins/plastic tubs/baskets for storing toys)
- Puzzles (with and without knobs; wooden, rubber, and cardboard; jumbo and regular size) varying 5- to 30-piece puzzles

Self-correcting toys such as:

- Self-help skill frames: buttoning, zipping, tying, snapping
- Graduated rings that stack on a cone
- Nesting boxes and cups
- Three-dimensional shape sorters

Open-ended toys such as:

- Lego® bricks, figurines, and props
- Colored wooden or plastic cubes
- Parquetry blocks (geometric pattern blocks)
- Interlocking links and cubes
- Beads and sewing cards with yarn or string
- Pegs and pegboards
- Felt board and felt shapes, numbers, letters
- Tangrams
- Geoboards
- Collectibles (e.g., keys, bottle caps, buttons, nuts and bolts, erasers)
- Cooperative games (e.g., lotto and other concentration games, card games, board games)
- Literacy-related toys and games (e.g., magnetic letters and board, matching and sorting alphabet games, puzzles, rhyming games, alphabet beads)

Adult Play Prompt Examples:

Comparing: Why are they the same/different? How could you sort these?

Explaining: How do you know that/figure that out? What are you going to do next?

Predicting: What happens when we add these?

Planning: Can you think of another way? I see a picture on the box, how could this help us?

Telling: Which ones are the same? I wonder how you can tell where that puzzle piece goes...

Experimenting: What could you do with these?

Self-Talk: "I am looking for a piece with orange on it. Here it is. I'm going to connect these pieces."

"Let's see what shapes are in this bin. I see a triangle and a square."

Use Advanced Language: connect, addition, cue, amount, divide, cone, narrow, wide, compare/match, sort, difference

Encouragement and Affirmation: "You tried again when the piece didn't fit. You are persistent!"

"You worked hard and finished this puzzle!"

ART

Materials:

(The Creative Curriculum Volume 2 pages 81-94)

- Shelves to hold art materials in labeled containers
- Easel with paint wells
- Drying rack
- Smocks

- Materials to **paint on** (e.g., manila and assorted colored paper, foil, cardboard, newspaper, butcher paper, wallpaper) Sufficient supply for 8–10 children every day
- Materials to **paint with** (e.g., Liquid tempera paint, Finger paint, Watercolors, Paintbrushes, Sponges—both plain and assorted shapes)

- Materials to **draw on** (e.g., Assorted paper, card stock, Chalkboards/dry erase boards)
- Materials to **draw with** (e.g., Standard and large crayons, Water-based markers, Colored chalk)

- Materials for **cutting and pasting** (e.g., Child-size scissors - squeezable and left-handed, Glue, glue sticks/paste, tape – various colors, Collage materials—fabric, buttons, feathers, yarn, ribbon, acorns, bottle caps, etc.)

- Materials for **molding** (e.g., Nonhardening and water-based modeling clay, Play dough, Putty, Clay hammers and rolling pins, Cookie cutters)

- Materials for **three-dimensional constructions** (e.g., Soft wood and assorted objects for woodworking - nails, knobs, wooden wheels, leather scraps, Real woodworking tools - child-size hammers, saws, hand drills, Safety goggles, Craft sticks, Pipe cleaners, Wire, Dowels, Paper clips, brads, stapler and staples, masking tape, transparent tape, rubber bands)

- Children’s books about art and artists

Adult Prompt Examples:

Comparing: What does this picture remind you of?

Explaining: I wonder how you came up with that...

Predicting: What do you think will happen when you mix those colors?

Planning: How do we protect our clothes when we work with _____? What are you going to paint/draw/make?

Telling: Tell me about your picture. What are you drawing/making?

Self-Talk: “I love to paint. I am painting a blue horse with my paintbrush.”
“We have glue. I am gluing the dots to my paper”

Use Advanced Language: create, combine, curvy, swirling, artistic, easel, movement, scissors, texture, pattern, smooth/rough, attach/connect, shadow

Encouragement and Affirmation: “You are so creative! I like how you _____.”
“I am so proud of you! You kept cutting even though it felt challenging!”

Literacy - Library & Writing

Materials:

(The Creative Curriculum Volume 2 pages 117-123)

- Area rug
- Furnishings to make the space comfortable (e.g., loveseat, large pillows, beanbag chairs, child-size rocker, stuffed animals, dolls)
- Media player with headphones and digital media
- Bookshelf to display books facing out
- Children's books (story books, nursery rhymes, informational, predictable, alphabet, and number books) showing various cultures and backgrounds at least 25 books displayed
- Story-related retelling props (e.g., flannel board and stories, magnetic board)
- Hand puppets
- Big books
- Small table and chairs for writing
- Shelf for writing materials
- Materials to write *on* (e.g., assorted lined and unlined paper, card stock, envelopes, stationery, index cards, Chalkboards/Whiteboards/Magic slates)
- Materials to write *with* (e.g., Standard and large pencils, Water-based markers - thick and thin, variety of colors, Colored and white chalk)
- Letter and word manipulatives (e.g., Alphabet, word, or numeral cards, Alphabet stamps and ink pads, Name cards, Letter tiles)
- Tape, glue stick, paste, paper, scissors, paper clips, construction paper, index cards, stationery and envelopes
- Design stencils

Adult Prompt Examples:

Comparing: Who does this character remind you of?

Explaining: I wonder how _____ is feeling... Have you ever felt that way? When?

Predicting: What do you think will happen next?

Planning: The hen has flour, water, a bowl and whisk. What will they need to bake the dough?

Telling: Tell me about the problem _____ is having. Tell me the story you wrote!

Self-Talk: "I heard a rhyme! Cat. Bat."

"I love how the illustrator created this scenery."

Identify Advanced Language: look for novel words in the text to highlight, ask what they think the word(s) might mean and what clues the story gives you to figure out the meaning.

Encouragement and Affirmation: "You used clues in picture to predict what will happen."

"I love how you are reading with friends."

Sensory/Sand & Water

<p>Materials: (The Creative Curriculum Volume 2 pages 169-174)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sand/Water table with cover <input type="checkbox"/> Plastic smocks <input type="checkbox"/> Sterilized sand or sand substitute <input type="checkbox"/> Scoops and hand shovels <input type="checkbox"/> Buckets and other containers <input type="checkbox"/> Measuring cups and spoons <input type="checkbox"/> Molds, Sieves, and Funnel 	<ul style="list-style-type: none"> <input type="checkbox"/> Squirt bottles and basters <input type="checkbox"/> Eye droppers <input type="checkbox"/> Water wheel <input type="checkbox"/> Whisk and egg beater <input type="checkbox"/> Strainer <input type="checkbox"/> Child-size cleaning set (mop, sponges, broom, dustpan) <input type="checkbox"/> Children’s books about topics related to children’s play in this area
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Science/Discovery

<p>Materials: (The Creative Curriculum Volume 2 pages 146- 152)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shelf and bins/containers <input type="checkbox"/> Magnifying glasses <input type="checkbox"/> Balance scales <input type="checkbox"/> Tweezers and Tongs <input type="checkbox"/> Eyedroppers <input type="checkbox"/> Containers for sorting, classifying, mixing, and measuring <input type="checkbox"/> Stethoscopes <input type="checkbox"/> Animals and their houses (e.g., fish and aquarium, rabbit and cage, ants and farm) <input type="checkbox"/> X-rays of bones or teeth <input type="checkbox"/> Plants, seeds, bulbs, and soil <input type="checkbox"/> Magnets of all shapes and sizes, Metal and nonmetal objects for exploration <input type="checkbox"/> Mirrors of different shapes and sizes <input type="checkbox"/> Pulleys, gears, and wheels 	<ul style="list-style-type: none"> <input type="checkbox"/> Balls of various sizes, densities, weights, and surface materials <input type="checkbox"/> Kaleidoscopes, Prisms or “sun catchers” <input type="checkbox"/> “Discovery bottles” filled with different liquids and floating objects <input type="checkbox"/> Thermometer <input type="checkbox"/> Flashlights <input type="checkbox"/> Broken mechanical objects or small appliances to take apart <input type="checkbox"/> Rocks and soil <input type="checkbox"/> Shells- assorted <input type="checkbox"/> Clear plastic tubing, straws <input type="checkbox"/> Sand, clay, and water <input type="checkbox"/> Books, magazines, and posters related to discovery displays <input type="checkbox"/> Pens, markers, paper <input type="checkbox"/> Children’s books about scientific concepts related to current displays
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Adult Play Prompt Examples:

Comparing: What does that feel like? What are other items that feel like this? Which one is heavier? How do you know?

Explaining: Why do you think that happened? What have you discovered?

Predicting: What do you think will happen when _____?

Planning: How could we can fill this container? What other tools we could use to fill the container?

Telling: I am going to count how many scoops it takes to fill this container. I wonder who can help me count...

Experimenting: How can you find out which container holds more?

Self-Talk: “I am filling this cup with sand and now I am pouring it into the bucket.”

“I am going to take this pipette and drop water into this tube.”

Use Advanced Language: squeeze, sift, strain, colander, funnel, grainy, soft, contain, scoops, pour/sprinkle, wet/dry, slimy, squishy, explore, discover, hypothesis/guess

Encouragement and Affirmation: “That was a great idea! You discovered _____.” “Scientists work together! Thank you for taking turns with _____.”