



Resource and Inventory List – Preschoolers

Name of Program: _____

Date Completed: _____

Completed By: _____

Group: _____

Materials in these areas should be included with respect to Diversity, Equity and Inclusion (DEI)			
Physical Environment	Have	Need	Next Steps/Comments
Tables *			
Chairs *			
Open Shelves (Labelled with pictures and printed word)			
Couches or Cozy Furniture (ex: bean bags, body pillow, pet bed)			
Carpets /Area Rugs			
Cushions/ Blankets/Sleeping bags			
Cubbies or area to store items			
Single Person Tent or Cube Structure			
<p>* (Tables and chairs should be the appropriate size according to the children. They should be able to touch their feet on the floor, and elbows should rest on the table.)</p>			

*Language - Wide Selection of	Have	Need	Next Steps/Comments
Fantasy			
Nature/Science			
Factual			
Race/Culture			
People			
Abilities			
Animals			
Recorded Stories (read along)			
Props for Storytelling			
<p>* (Books should be diverse to include races, ages, abilities, animals, familiar experiences, and information based on facts and can be included in any area of interest not exclusive to book area.)</p>			

Numeracy	Have	Need	Next Steps/Comments
Counting e.g. (Teddy bear counters, Pegboards with Numbers, Beads and bead patterns, money in cash register, loose parts for counting)			
Measuring e.g. (measuring cups, balance scale, rulers, thermometers, height charts, twine)			
Comparing quantities e.g. (cubes, nesting cups, chart or graph activities, dominoes, playing cards, abacus, containers to fill and dump)			
Recognizing shapes e.g. puzzles, geoboards, unit blocks, parquetry blocks (blocks that arrange in a geometric pattern), magnetic shapes)			
Becoming familiar with written numbers e.g. (number puzzles, play telephones, clocks, number lacing cards, number lotto)			

Science & Technology	Have	Need	Next Steps/Comments
Collection of natural objects and loose parts (e.g. rocks, insects, seed pods driftwood, twigs, pinecones, shells)			
Living things (e.g. house plants, gardens, pets)			
Nature/Science, pictures, games or toys that represent nature realistically (e.g. nature matching cards, x-rays, kaleidoscopes, magnets with objects to experiment, clipboards and paper)			
Nature/Science Activities (e.g. cooking and simple experiments, nature scavenger hunts)			
Water Table* *(Activities should include dolls for washing, floating and pouring)			
Water table Accessories *(Accessories to include: funnels plastic tubes, trowels, sifters, pipes, loose parts, natural loose parts)			

Science & Technology (cont'd)	Have	Need	Next Steps/Comments
Sand Table *			
Sand Table Accessories *(Accessories to include: shovels, scoops, rakes, buckets, pails, molds, loose parts, re-purposed items)			

Blocks and Construction**	Have	Need	Next Steps/Comments
Carpentry Tools			
Unit blocks (wooden or plastic in various shapes)			
Large hollow blocks (cardboard, wooden or plastic)			
Homemade blocks (food boxes and plastic containers)			
* (Blocks to include: large and small wooden, cardboard, and homemade. They need to be stackable, not interlocking.)			
Accessories * (Accessories to include: people, transportation items, animals, architecture, loose parts or adding accessories according to children's interests e.g. dinosaurs)			

The Arts	Have	Need	Next Steps/Comments
Creative Materials			
Printing/Drawing Tools (Pencils, paper, markers, crayons, chalk, pastels, dry-erase boards, card stock, various sizes of paper)			
Paint (Tempura, water, finger, sponge, variety of paint brushes and tools)			

The Arts (cont'd)	Have	Need	Next Steps/Comments
Easel/chalkboard			
3-D Materials (playdough, plasticine, clay, clay accessories, wood gluing)			
Materials for collage (beautiful junk, regular and natural loose parts, white glue, glue sticks, liquid glue, decorative tape)			
Tools (safe scissors, staplers, hole punches, tape dispensers)			
<i>Dramatic and Imaginative Play</i>			
Dress-up Clothes (variety of clothing and fashion accessories)			
Costumes			
Props (To include diverse dolls, child sized furniture, kitchen utensils, housekeeping, work, fantasy, mirrors, loose parts, natural loose parts, play food, food boxes and containers, soft animals)			
Culturally Diverse Puppets and/or Dolls			
<i>Music and Movement</i>			
CD/Record Player iPad/iPod			
Musical Instruments (homemade or commercially produced)			
Variety of CD's (ex: classical, sing alongs, soft music, songs in different languages, songs in fast or slow rhythm and music from around the world)			
Creative Movement Props (Scarves, ribbons, balls, parachute, rhythm sticks)			

Health and Physical Activity	Have	Need	Next Steps/Comments
Gross Motor (basketball hoop, balls, bats, jump ropes, balance beams parachutes, bikes, hula hoops, tree stumps, logs, re-purposed item)			
Fine Motor			
Manipulatives (Lacing Games, locks and latches, gears, button or zipper toys, train tracks, peg boards)			
Puzzles (assorted large knob, small knob, no knob dependent on development, floor puzzles, jigsaw puzzles)			
Small building toys (Lincoln Logs, Lego/Duplo, Magnetic blocks)			

Transition Tools, Sensory Items and Visual Supports	Have	Need	Next Steps/Comments
Visual Timer (i.e. sand timer or other visual timer)			
Visual Schedules – flow of the day, first – then visuals			
Routine Strips – getting dressed for outdoor play, using the bathroom, etc.			
Fidget toys - clicker toys, magnetic toys, pop it toys, ensuring items are of all shapes and sizes			
Sensory and Self-Regulation items - sensory brushes, breathing ball, sensory/bubble tubes, vibrating toys, cause and affect toys, tactile items (sequins/sandpaper/bubble wrap), items that can be squeezed			
Gross Motor Self-Regulating items such as wobble boards, balancing items, or spinner seats			

Additional Supports

Tools for program marketing and promotion (newsletters, parent communication strategies, e-blast, digital communication platforms)	
Scheduling (staff, time, supply staff, program)	
Transition (children and staff)	
Curriculum Criteria (observations and documentation)	
Additional Supports or requests (If so, please specify)	

Further Reflection: Is there evidence that program activities are available which:

Promote and foster children's independence?	
Support the development of children's thinking and reasoning skills?	
Build on and promote children's self-esteem?	
Promote children's ability to self-regulate?	