

## Resource and Inventory List - School Age

Name of Program: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Completed By: \_\_\_\_\_

Group: \_\_\_\_\_

	Have	Need	Next Steps/Comments
<b>Physical Environment</b>			
Tables *			
Chairs *			
Open shelves (labelled)			
Couches or cozy furniture (e.g. bean bags, body pillow, pet bed)			
Carpets/Area rugs			
Cushions/Blankets			
Cubbies or area to store items			
<i>* (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.)</i>			
	Have	Need	Next Steps/Comments
<b>Language *</b>			
Longer books			
Chapter books			
Non-fiction (nature)			
Magazines (educational)			
Dictionaries			
Encyclopedias			
Road maps and atlas of the world			
Language games (Picture Lotto, Pictionary Jr., Scrabble, Boggle)			
<i>* (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)</i>			
	Have	Need	Next Steps/Comments
<b>Mathematics</b>			
Rulers/Meters			
Tape measures			
Number lines			
Unit rods and cubes			
Parquetry blocks (blocks that arrange in a geometric pattern)			
Geo boards			
Math cards			
Calculators			
Math computer software			
Math games (Chess, Checkers, Dominos, Snakes & Ladders, Monopoly, Sudoku)			
Balance and weights			
Recipe books and cooking experiences			
	Have	Need	Next steps/Comments
<b>Science &amp; Technology</b>			
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 (e.g. nature matching cards, x-rays, kaleidoscopes, magnets with objects to experiment, using 5 senses, cooking experiences)			
Nature/Science tools (e.g. test tubes with eye droppers, microscope, magnifying glass, magnets, pendulums)			
	<b>Have</b>	<b>Need</b>	<b>Next Steps/Comments</b>
<b>Science &amp; Technology (Continued)</b>			
Sand table			
Sand table accessories *(Accessories to include: shovels, scoops, rakes, buckets, pails, molds, loose parts, re-purposed items)			
Water table * (Activities should include dolls for washing, floating toys and pouring)			
Water table Accessories *(Accessories to include: funnels plastic tubes, trowels, sifters, pipes, loose parts, natural loose parts)			
Carpentry tools			
Blocks of various shapes and sizes* (Blocks to include: large and small wooden, cardboard, and homemade. They need to be stackable, not interlocking.)			
Block accessories *(Accessories to include: people, transportation items, animals, architecture, loose parts, carboard tubing)			
Cardboard			
Plastic			
2D & 3D			
Foam			
	<b>Have</b>	<b>Need</b>	<b>Next steps/Comments</b>
<b>The Arts</b>			
<b>Arts and Crafts</b>			
Printing/Drawing tools (Pencils, pens, markers, crayons, chalk, pastel, charcoal)			
Paint (Tempera, water, finger, sponge, acrylic)			
Easel/Chalkboard			
Playdough/Clay and accessories (see fine motor section)			
Tools (safe scissors, staplers, hole punches, tape dispensers)			
Materials for collage (e.g. regular and natural loose parts, white glue, glue sticks, liquid glue, decorative tape, beautiful junk, popsicle sticks, tongue depressors)			
Beads (Jewelry making, stringing, wire, yarn, plastic string, pipe cleaners)			
<b>Drama/Theatre</b>			
Dress-up clothes (Clothes for both men/boys and women/girls and fashion accessories)			
Costumes (Various work roles to suit any gender)			
Props (To include dolls, child size furniture, kitchen utensils, housekeeping, work, fantasy, leisure, telephones, mirrors, loose parts, natural loose parts, ethnic play food)			
Puppets (including puppets and dolls inclusive of various ethnic backgrounds)			

<b>Music and Movement</b>			
CD/Record player/iPad/iPod			
Musical instruments (homemade or commercially produced)			
Variety of CDs (e.g. classical, popular, jazz, reggae, songs in different languages, cultural hymns and songs)			
Music and movement props (Scarves, ribbons, balls, parachute, rhythm sticks)			
<b>Health and Physical Activity</b>			
Gross motor (Basketball hoop, balls, bats, jump ropes, balance beams, parachutes, bikes, hula hoops, tree stumps, logs, re-purposed items)			
<b>Fine Motor</b>			
Scissors (right and left-handed scissors)			
Hole punch/Staplers			
Clay with a variety of accessories (e.g. scissors, wire, clack tools, popsicle sticks)			
Paint & brushes (Fine and large paint brushes)			
Lincoln Logs, Lego, Kinects, magnetic blocks			
Lacing games, knitting, crocheting			
Peg boards			
Metal loose parts (e.g. nuts and bolts, washers)			
Puzzles (e.g. knobbed puzzle pieces, large puzzle pieces, small jigsaw puzzle 50-100 pieces, large jigsaw puzzle 330+ pieces)			
Additional Comments:			
_____			
_____			
			<b>Comments</b>
<b>Additional Supports</b>			
Tools for program marketing and promotion (newsletters, parent communication, e-blast, himama)			
Scheduling (staff, time, supply staff, program)			
Transition (children and staff)			
Curriculum Criteria (observations, documentation)			
Additional Supports or requests (If so, please specify)			

Additional questions for consideration when reviewing the early learning program being provided from a child development perspective

Is there evidence that program activities are available which:

- promote and foster children's independence?

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- support the development of children's thinking and reasoning skills?

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- build on and promote children's self-esteem?

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- promote children's ability to self-regulate

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Program Contact Person

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Completed by

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Date completed