

Shasta Head Start Child Development, Inc.
ITERS Classroom Materials Guide for Weekly Planning

A few materials from each interest area should be rotated weekly. This ensures children have a variety of experiences. Materials may not be rotated as frequently if children have a strong interest in the materials or additional materials are added to extend the experience. Provide duplicates of favorite toys to reduce conflict between children. Damaged materials must be removed from the classroom until they are repaired or replaced.

The Creative Curriculum for Infants, Toddlers & Twos, ITERS, and All About the ITERS books provided more information on the types of materials and experiences that are appropriate for each age group.

*Items with an asterisk must be accessible for children to reach and use for "much of the day". Use the following chart to determine "much of the day" for your class. Non-mobile infants must be provided access to materials through teacher-child interactions.

Hours in operation	4 hours	6 hours	8+ hours
Minutes required	30 minutes	45 minutes	60 minutes

Item #	Materials needed	# of items needed	# of items needed	# of items needed
		<i>Infants - Group of 6</i>	<i>Infants Group of 8</i>	<i>Toddlers Group of 8</i>
3 Provisions for relaxation/comfort*	Soft toys	12	16	16
5 Displays for children (colorful, child level)	Photos of children in the group, their families, pets, etc.	at least 1	at least 1	at least 1
	Children's art	at least 1	at least 1	at least 1
	Other pictures/posters	3-5	3-5	3-5
14 Using books*	total appropriate books	12	16	16
	Books in poor repair - torn cover/pages, unable to read	No more than 3	No more than 3	No more than 3
Wide selection -	races	at least 1	at least 1	at least 1
	ages	at least 1	at least 1	at least 1
	abilities	at least 1	at least 1	at least 1
	animals	at least 1	at least 1	at least 1
	familiar routines	at least 1	at least 1	at least 1
	familiar objects	at least 1	at least 1	at least 1
	Nature/Science	at least 1	at least 1	at least 1
15 Fine motor*	Varied materials that require different skills (push, pull, grasp, turn, etc.)	11	13	18
16 Active physical play	Variety of large muscle skills are promoted	7-9 skills	same	same
17 Art	Variety of materials offered	2-11 mos. - as appropriate 12-23 mos. - 3x per week	12-23 mos. - 3x per week	12-23 mos. - 3x per week 24-36 mos. - daily
18 Music/movement*	musical toys/instruments	10	10	10

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		<i>Infants Group of 6</i>	<i>Infants Group of 8</i>	<i>Toddlers Group of 8</i>
19 Blocks*	"set" of 10 blocks designed to use together (at least 2 inches & not interlocking)	2-3 sets of blocks (NA if all under 12 mos.)	2-3 sets of blocks (NA if all under 12 mos.)	2-3 sets of blocks
<i>Accessories -</i>	Transportation	5	5	5
	People	5	5	5
	Animals	5	5	5
20 Dramatic Play*	Dolls	3-5	3-5	2+
No more than two types of dramatic play materials can be missing and there must be more of the other types if 1 or 2 types are missing.	Soft Animals (included in Item 3)	3-5	3-5	2+
	Toy telephones	3-5	3-5	2+
	Pots/pans	3-5	3-5	2+
	Dress-up clothes	2-11mos - NA 12-36 mos. - 2+	2-11mos - NA 12-36 mos. - 2+	2+
	Child sized play furniture (sink, stove, shopping cart, doll stroller)	2-11mos - NA 12-36 mos. - 2+	2-11mos - NA 12-36 mos. - 2+	2+
	Play foods	2-11mos - NA 12-36 mos. - 2+	2-11mos - NA 12-36 mos. - 2+	2+
	Dishes/eating utensils	2-11mos - NA 12-36 mos. - 2+	2-11mos - NA 12-36 mos. - 2+	2+
	Doll furniture/accessories	2-11mos - NA 12-36 mos. - 2+	2-11mos - NA 12-36 mos. - 2+	2+
	Small play building/accessories	2-11mos - NA 12-36 mos. - 2+	2-11mos - NA 12-36 mos. - 2+	2+
	21 Sand/water play	variety of toys - scoop, pour, sizes	NA	NA
22 Nature/science	realistic pictures, books and/or toys	2+	2+	2+
	opportunities to experience nature indoor/outdoor	daily	daily	daily
23 Diversity (pictures, books, puzzles, dolls, puppets, music, people used w/ blocks)	Types of diversity	10 total	10 total	10 total
	races	2+	2+	2+
	cultures	2+	2+	2+
	ages	2+	2+	2+
	abilities	2+	2+	2+
	gender	2+	2+	2+
	Dolls of 3 races (includes baby dolls & people for block play)	3	3	3