

Georgia's Pre-K Program 2016-2017 Instructional Quality (IQ) Guide for the Montessori Learning Environment

Site Name: _____

Teacher Name: _____

Georgia's Pre-K Program features busy, active, well equipped classrooms where teachers work together to foster learning. The most powerful motivator for young children to learn is the natural joy that comes from learning and exploring the Georgia Pre-K Montessori classroom, where the learning environment is organized, prepared, and structured according to Montessori methods, and a warm and inviting classroom setting. Materials and activities are structured and changed to meet children's growing developmental needs and changing interests. Young children are active learners and need to touch, feel, experiment and create within their learning environment.

The Montessori classroom requires that children are exposed to a well-planned and structured environment which will meet their individual and cultural needs. The children are free to follow their own interests within this environment. The result is that children develop in a natural way and are highly motivated. Children develop self discipline and master basic skills, at their own pace, often able to move at a more accelerated rate. The teacher is trained in specific skills to support the materials for the curriculum and unique outcomes for each child. Teacher supplies are kept in a space that is not accessible to children. Teachers should separate teacher materials from the children's materials and areas. Space must be available to store hazardous materials out of children's reach.

The Montessori classroom has key essential elements. The first element is a 'Prepared Environment,' meaning that the physical appearance and arrangement of materials adhere to certain principles which focus on meeting the needs of the 'whole child.' It is the teacher's role to prepare and maintain the environment. These principles include:

- Freedom of movement and freedom of choice for the children
- Structure and order in the arrangement and sequence of the materials
- Materials that provide active learning experiences
- Vertical grouping (in the age ranges 3 to 6 years), with permission from Bright from the Start
- A closeness to nature and the natural world, with materials and activities that reflect the reality of life, not fantasy
- An atmosphere that is attractive, warm and inviting

For the purpose of this document, please use the following definitions:

Enough: all 22 children or the number of children enrolled

Some: enough for a small group of children (2 to 8 children)

Accessible: materials are located within the learning areas or in the classroom within easy reach of the children. Children can freely choose to use materials without asking for teacher permission or assistance.

Available: items are easily brought out for children's use for specific activities or to expand children's learning.

This guide is to be completed first by the lead teacher. This should be completed within the first thirty (30) school/business days of when teachers report and then signed, dated and submitted to the Director/Principal. Upon receipt of the completed IQ Guide, Directors/Principals may designate a second reviewer. The designated reviewer should complete the document while in the classroom, compare results and provide feedback to the teacher. Directors/Principals should sign off at the end regardless of who is designated as the reviewer. A completed copy of the *IQ Guide for the Learning Environment* should be placed with the *Grant Requirement Checklist*. This document was designed to be fluid and used throughout the school year to document changes. Although additional reviews are not required, Directors/Principals are encouraged to set a date for a second review. NOTE: A second or additional reviews can be required as deemed necessary by Bright from the Start staff.

Additional definitions and clarifications can be found in the *FAQ for the Learning Environment*. Although completion of this guide is required within the first 30 days and recommended for a second review, monitoring and feedback can be given as often as desired. This document is intended to be a working document and teachers can write specific items needed under each area and reviewer/director/principal can add dates when items are available/ordered/delivered or additional corrections are made.

Classroom Environment and Display				
<p>Research shows that when children are in an attractive and inviting environment they perform better and are happier. Seeing concrete reminders of their own work prompts children to recall and reflect on what they and their peers have accomplished. It also encourages children to expand their own ideas or the ideas of others and pursue those interests or projects on subsequent days. Classroom walls should be filled with visible print that is both attractive and meaningful. Classroom walls should include the children’s unique work and individual expression. The display of original child-initiated work versus bought and teacher-made or teacher-initiated items assists children with feeling a sense of ownership in the classroom.</p> <p>Teachers promote literacy development by creating an environment that actively involves children in meaningful literacy activities. Materials to promote literacy development include books, all types of writing materials, lists, charts, language activities, samples of writing efforts and center props. Materials to promote literacy development should be included in each of the classroom learning areas.</p>				
Date Completed:	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
The classroom is inviting, clean, organized, and visually appealing to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Items in the display are child-initiated, at children’s eye level, and displayed no longer than six weeks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photos of children and their families are available to the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dictations from children are included in the display.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photos and chart stories from recent activities are included in the display.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom rules are developed and posted at the children’s eye level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The classroom is safe and free from hazards.				
Comments				
Language and Literacy				
<p>The Montessori approach is a very hands-on and tactile experience for children preparing to read and write. Experiences in the Practical Life and Sensorial areas offer repeated experiences transferring, pouring, grasping, squeezing, and pinching that have strengthened small finger muscles in preparation for writing. Additional learning tools are used to focus on writing, such as metal insets, sandpaper letters and the moveable alphabet with the direct aim of improving muscle coordination. Language exercises take the child from the concrete, such as working with objects and matching them to the correct beginning sound, to the more abstract work of matching objects or pictures to words. A rich language area with unique materials, books and experiences such as story times, picture discussions, poetry, rhymes, questioning games and discussions involves the teacher as a language role model for the classroom.</p>				
Date Completed:	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Materials are labeled, organized and easily accessible to children.				
Furnishings:				
Personal Items to make the area cozy Examples: rug, lamp, pillows				

Soft seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Area Materials:				
There are books for all children enrolled. Examples: Fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, cumulative, chain/circular, question and answer, class-made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books that reflect current topics are rotated in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books are displayed and organized forward facing so children can easily see the front covers of the books to make choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puzzle words, moveable alphabet (2 sets; each set red and blue), phonetic object box, phonogram lessons, masculine/feminine materials, and singular/plural materials, 3-part classification cards (10 sets), grammar materials for parts of speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miniature environment (farm or dollhouse with labels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening center with headphones, books and recorded stories (2 choices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing instruments of various sizes (3 types) Examples: pens, markers, chalk, crayons, pencils, colored pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary cards with words and pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sand tray to trace letters, sandpaper letters, chalk boards(plain, squared, and lined), metal insets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper (3 types) Examples: lined, unlined, journals, drawing paper, tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name cards of children in the classroom with picture and name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Practical Life				
The Practical Life area offers non-traditional classroom experiences that connect the child to the real world and provide a link between the school and home. Four primary areas provide these opportunities: Care of Self, Care of the Environment, Grace and Courtesy, and Control of Movement. Practical life experiences provide opportunities to: gain independence, refine coordination, enhance concentration, think sequentially, be attentive to detail, establish a sense of order and develop poise. As these skills are being learned, the intent is for children to gain a sense of pride, independence and self-discipline.				
	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Date Completed:				
Materials are labeled, organized and easily accessible to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area is large enough to accommodate several children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furnishings:				
Table and chairs for independent snack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic shelves for practical life materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Materials:				
Five different dressing frames are accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for various pouring activities are accessible (5 types; graduated from simple to complex).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for a variety of transferring exercises are accessible (hand, tong, tweezers, dropper, baster and/or funnel).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for polishing exercises are accessible (shoes, glass, brass, silver, wood and plants).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for food preparation (snack/cooking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for squeezing (big and little)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for washing (table/chair, dishes, and cloth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for sewing (2 types; graduated from simple to complex)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments				
Sensorial				
Sensorial materials are specifically designed to educate and refine the child's senses, each targeting an isolated sense as well as being self-correcting. The initial purpose is geared for moving from the concrete to abstract processes. This area involves manipulation of specifically designed didactic materials. The use of didactic materials such as red rods, the pink tower, the brown stair, and the knobbed cylinders not only stimulates a specific sense but also entails a degree of difficulty that provides necessary concentration to develop mathematical thinking.				
Date Completed:	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Materials are labeled, organized and easily accessible to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensorial materials are complete with all necessary components and are arranged on shelves in order of complexity (from top to bottom and left to right).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensorial area is large enough to accommodate several children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furnishings:				
Basic shelving for sensorial materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Materials:				
Knobbed and knobless cylinders, tall tower, long rods and broad stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Color tablets and thermic bottles or tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Touch boards and baric tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geometric cabinet with wooden insets and frames	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities involving the 5 senses (smelling bottles, tasting exercises, sound cylinders, touch tablets, sorting exercises)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Math				
The Montessori teacher utilizes hands-on materials to provide the child with a simple, clear understanding of the mathematical concept being taught; examples are: number rods, sandpaper numbers, number boards, number tiles, beads and games. Each exercise builds upon another, gradually guiding the child's mathematical mind from the concrete to the more abstract areas of numeration, place value, addition, subtraction, multiplication and fractions. At the Pre-K age, children move progressively toward the more abstract concepts, as appropriate for each child.				
Date Completed:	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Materials are labeled, organized and easily accessible to children. Materials are also complete with all necessary components and are arranged on shelves in order of complexity (top to bottom and left to right).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furnishings:				
Basic shelving to accommodate math materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Materials:				
One type of material for each of the following: counting, sorting, recognizing shapes, and hand/eye coordination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for measuring (weight, length and time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental materials (2 types) Examples: buttons, bottle tops, beans, dominoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Montessori math materials are accessible (large number rods/cards, sandpaper numerals, spindle boxes/spindles, cards and counters, golden bead material/cards, tens and teens boards/beads, short bead chains with corresponding colored bead squares and counters, short bead stair).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montessori materials for geometry (geometric solids and bases), constructive triangles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addition and subtraction strip board and chart, positive snake game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money recognition materials and clock with moveable parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Botany, Zoology, Science

Children are curious about the things that are in their world. In a Science area young children question, become scientists, and explore and learn about new materials. The Science Center allows children to examine things closely, compare and contrast, and draw conclusions about observations. The well equipped Science Center allows children to explore living and non-living things, but most importantly encourages them to learn about the biological and physical world.

	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Date Completed:				

Materials are labeled, organized and easily accessible to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Furnishings:

Basic shelving to house science materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Basic Materials:

Montessori materials are on the shelves for sink/float, magnetic/non-magnetic, living/non-living, and vertebrate/invertebrate lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Botany cabinet and contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Collections for natural items are accessible for sorting, matching, grouping, classifying and comparison work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Something living for children to care for and observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Montessori puzzles showing "parts of" fish, bird, flower, tree, frog, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Cards for parts of plant, leaf and flower; cards for external parts of fish, amphibian, reptile, bird, and mammal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

Geography, Cultural Lesson, History, Social Studies

The Montessori classroom invites children to fulfill their natural curiosity to learn about their world. Cultural Studies generally encompass: Geography, History, Biology, Art and Music (Biology, Art and Music have been identified in other areas). Geography in the Montessori classroom is the introduction to our place in the world: land, air, water, land and water forms, globes and maps, the seven continents, flags, layers of the earth, our solar system and an overall respect for different cultures and people. History concepts are taught through the use of a daily calendar, simple time lines and celebrations.

	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Date Completed:				

Materials are labeled, organized and easily accessible to children. Materials are arranged on shelves in order of complexity (top to bottom and left to right).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Furnishings:

Basic shelving for geography materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Basic Materials:				
Land and water forms with cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The flag of the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The flags of North America and holder are in classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Globes (sandpaper, colored, and political)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puzzle maps/labels and control maps (North America, South America, and the seven continents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional flags are accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional geography maps are available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seven continent folder containing pictures of habitats, climate, animals, dress, terrain, food, transportation, etc. is accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Montessori puzzle maps and control maps are accessible (minimum of 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Art

The purpose of art in the preschool classroom is to allow children to explore artistic media and to provide a vehicle for creating expression of each individual child. As young children begin to experiment with different media, they begin to understand their world and how to control the tools they use. Young children are very creative and enjoy using art materials to express their ideas. In the preschool years the process of creating is more important than the product the children develop. The Art Center should be a safe, comfortable area supplied to allow the freedom of creative expression with materials and teachers who support these endeavors.

	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Date Completed:				

Materials are labeled, organized and easily accessible to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Furnishings:				
Table and chairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drying space or rack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelving for housing art materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Basic Materials:				
Crayons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Markers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper of different sizes, colors, textures (3 different types) Examples: construction, tissue, white, manila, newsprint, foil, news, wax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scissors (appropriately sized) enough for a small group of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collage materials are available at various times throughout the year reflecting seasonal or cultural topics of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glue (enough for a small group of children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fresh Paint (powdered/solid tempera, watercolors or finger paint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paint brushes appropriately sized (one for each color of paint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Painting smocks or cover-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for three-dimensional creations (variety) and tools to help cut/shape (clay, play dough, salt dough, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Music

Music provides an opportunity to reinforce other areas of the curriculum, such as reading readiness, dramatic play, math development and gross motor development. Children develop musical skills by singing, playing rhythm instruments, moving to music, listening to music and being creative with music. A classroom environment should be established where children can experiment with sounds while creating their own music.

<i>Date Completed:</i>	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Music player (separate from the listening center)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musical props (2 types/20 each) Examples: scarves, ribbons, bean bags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musical instruments (various types of instruments; at least 20 total)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age-appropriate music (3 types) Examples: classical, children's, jazz, nature sounds, multicultural, dance, foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Physical Development				
Gross motor activities develop the large muscles of the body and enable children to develop mastery of body movements. As children develop mastery over their bodies, their self-esteem increases. Early experiences with gross motor activities lay a foundation for a lifetime commitment to physical fitness. In order to develop their large muscles, children need daily access to balls, jump ropes, wagons to pull, slides, and a climbing apparatus. Other activities like marching, running, jumping, bending and dancing also contribute to the development of the whole body. The outdoor play area provides a space for children to run and play.				
<i>Date Completed:</i>	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Age-appropriate mobile equipment (3 types) Examples: balls, hoops, parachute, wagons, tricycles, scooters, plastic bats, catching games/gloves, cones for obstacle course Note: Helmets required when riding vehicles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses stationary equipment daily, weather permitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

1st Review

Date: ____/____/____

Teacher Signature: _____

Director/Principal Signature: _____

Date: ____/____/____

2nd Review (if applicable)

Teacher Signature: _____

Date: ____/____/____

Director/Principal Signature: _____

Date: ____/____/____