

## CLASSROOM FURNITURE AND INSTRUCTIONAL MATERIALS

Furniture and Instructional Materials available in Pre-K for All classrooms should support staff and children in conducting daily learning activities.

### What You Need to Know

#### CLASSROOM FURNITURE

Pre-K for All classrooms at your site must be equipped with adequate furnishings to support Pre-K for All programming. Furniture in the classroom should support children's growing independence in meeting their routine care needs and in conducting their daily activities.

#### Required Furniture

Your pre-K classrooms must have adequate furniture to provide opportunities for children to work independently and with their peers in a variety of small and large groups.

The following furniture must be available in all Pre-K for All classrooms. Available furniture in the classrooms must meet the needs of the total number of enrolled students and the instructional staff supporting each class.

- Tables and chairs for meals/snacks and learning centers
  - Tables and chairs should be child-sized;
    - Chairs should allow for most children's feet to touch the floor while they are seated (seat height should be approximately 12")
    - Tables should be an appropriate height so that most children can rest their elbows on the top of the table (table height should be approximately 20")
- Cubbies for storage of children's personal items and creative work
  - If possible, students should have individual cubbies with their own hook, so that their personal belongings do not touch.
  - If possible, these cubbies should be within the pre-K classroom, so that children can access their belongings without leaving the teacher's supervision.
  - Cubbies should be secured with a hook or nail.
- Furnishings for whole group learning
  - Carpet for whole group meetings
  - An adult size chair for each instructional staff member (as classroom space allows)
  - Teacher's easel (as classroom space allows)
- Furnishings for relaxation
  - A clearly defined space with a substantial amount of softness to allow children to completely escape hard surfaces in order to relax or play quietly.
  - Individual cots or mats for rest or nap
    - Mats/cots should be stored in or near the room for easy access by staff. If mats are located in the classroom, it is easier to prepare for nap and to provide a smooth transition.
    - Mat/cots should be labeled with students' names.
- Storage shelves
  - Storage shelves should be set up to provide materials for centers including, but not limited to, block play, art, manipulatives and science.

- Storage shelves used by children should be easily accessible, neatly organized and labeled with developmentally appropriate words or pictures.
- Placement and arrangement of the storage shelves in the classroom should provide definition of space for learning centers.
  - When possible, the art and sensory centers should have an easy-to-clean floor, and be placed near a sink
- Furniture to facilitate play and learning during center time such as:
  - Furniture for sensory play (e.g. sand and water tables)
  - Display library bookcase and additional storage for books
  - Play kitchen set (including a small table and chairs) and furniture to display and store dramatic play props
  - Writing center
  - Painting easel
  - Computer station for developmentally appropriate activities
  - Block area

*If classroom space does not allow for the required furniture to be available to children, you should contact your DECE Field Office for guidance on how to best utilize the classroom space.*

#### Furniture Safety

It is important that classroom furniture is maintained, sturdy, and in good condition at all times.

- All furniture must be:
  - Finished with non-toxic surface coverings
  - Cleaned and sanitized after meals, activities, and as needed
  - At a height low enough that staff can see and monitor an entire classroom free of obstruction
  - Free of sharp edges that can cause a safety hazard for young children
  - Secured to safeguard against heavy furniture falling on students if you have large (height and length) book cases, shelves, space dividers, etc.

### **INSTRUCTIONAL MATERIALS**

You must provide adequate instructional materials to implement your pre-K curriculum and to enable children to select from a range of developmentally appropriate activities during center time. Materials must be plentiful enough to allow children to play cooperatively without competing over resources. Instructional materials must be complete, intact and in good condition for children's use. Children must have access to these materials for a substantial portion of the day as defined by the Early Childhood Environmental Rating Scale – Revised (2 hours, 7 minutes daily minimum for programs operating 6 hours and 20 minutes per day)

All instructional materials must:

1. Rotate throughout the year, according to individual and group skill levels, needs, and topics of interest or study
2. Reflect the diversity of families and the community
3. Support meaningful independent and cooperative play in learning centers and be developmentally appropriate for children in the 3-5 year old age group

You are required to provide at minimum the following instructional materials for each classroom:

- A wide selection and quantity of books, including:
  - Books with songs, poetry, and/or rhymes
  - Books that represent various cultures and languages spoken by families
  - Books that show people with different abilities
  - Fiction and informational texts to support current topics of exploration and discussion
- Early literacy materials, including:
  - Puppets and/or a magnetic/flannel story board
  - Magnets(e.g. symbols including upper and lower case letters, numbers, and mathematic symbols and magnetic write and wipe boards)
  - Writing materials (e.g. letter stamps and washable stamp pads, child-size pencils, crayons, washable markers, paper)
- Manipulative materials, including:
  - Small building toys (e.g. bristle blocks, magnetic blocks, interlocking cubes/blocks, Lincoln logs)
  - Toys that promote fine motor development (e.g. beads and strings of different sizes, toys that snap or link together, pegs with peg boards, tangram puzzle shapes)
  - Toys allowing children to make comparisons related to attributes such as size, shape and color (e.g. attribute blocks, pattern games, geoboards, sets of objects with varying characteristics, color paddles)
  - Toys to support children’s exploration of quantity, measurement, and numerals (e.g. counting games, abacus, balance scale, tape measure, play money)
  - Puzzles with varying levels of difficulty
- Art materials, including:
  - Crayons, washable markers
  - Paint materials (e.g. tempera paint, brushes, “dot art” painters, finger paint)
  - Paper (various sizes, colors, textures)
  - Collage materials (e.g. yarn, fabric, cotton balls, sequins, foam shapes, glitter, etc.)
  - Child safe scissors
  - Glue and/or paste
  - Play dough or clay
  - A drying arrangement
- Music and movement materials, including:
  - CD player (preferably with MP3 output)
  - Music CDs and books on CDs
  - Child-sized instruments
  - Headsets
- Blocks and accessories, including:
  - Classroom set of hardwood unit blocks
  - Vehicles, traffic signs, buildings
  - Play people and animals
- Dramatic play materials, including:
  - Dress up clothing (e.g. clothing for various careers, clothing representing various cultures, and clothing for fantasy play)
  - Toys to support children’s exploration of careers and community helpers (e.g. doctor’s office kit, tool kit, classroom mailbox, cash register)

- Toys to explore housekeeping (e.g. materials for play food, dishes and utensils, housecleaning set, dolls and doll clothing, toy phone, mirror)
- Nature/science materials, including:
  - Collections of natural objects (e.g. sets of leaves, rocks, seashells)
  - Sand/water toys (e.g. scoops, funnels and containers of different sizes/shapes, objects that sink and float, sponges, shovels, rakes, sifters, sand/water wheels)
  - Toys to support children’s scientific observations (e.g. magnifying glasses, magnets, color mixers, simple microscope)
  - Nature games, toys, and books
  - Living things, if appropriate for your setting (e.g. plants, a class pet, window bird feeder)
  - Wood working area with child size and safe tools

Materials should be listed in your Budget Detail and approved by DECE.

#### **TECHNOLOGY TOOLS**

When used intentionally and in a developmentally appropriate manner, technology can enhance children’s learning experiences. Technology may be used to extend children’s knowledge of curricular content through interactive activities.

- Technology in the pre-K classroom must support children’s hands-on learning and creative expression. Consider the strengths, preferences, experiences, linguistic diversity, and needs of your pre-K students when selecting a technology tool or interactive media activity to include in your classroom.
- Technology must be used in pre-K classrooms to support social interactions between children, their peers and teachers. Students should not be isolated from peers or teachers while using technology or interactive media.
- Technology tools allowed in the classroom include:
  - Computers
  - Tablets
  - Interactive whiteboards
  - Mobile devices
  - Cameras and recording devices (parent consent is required in advance of photographing or recording a pre-K student for any reason)
- Total screen time for any pre-K student may not exceed 30 minutes in a week. Children’s use of the technology tools listed above should be limited to no more than 15 minutes per day in total. Exceptions to this limit may be made for children with disabilities who require assistive computer technology as outlined in their Individualized Education Program (IEP).
- Any technology tool or interactive media used in the classroom must be free of advertising, brand marketing, and violent or sexually graphic content.



## Frequently Asked Questions

### **1. Where can I purchase furniture?**

You are not required to purchase furniture from any one vendor. However, some vendors have agreed to sell furniture and materials at select NYCDOE rates to Pre-K for All providers. You should contact your DECE Field Office for additional information.