

Figure 6
Checklist for Planning and Using Materials

- Materials are easily accessible and usable by children.
- Sufficient quantities of materials are available for children's use.
- Easels and writing areas are organized so that children are encouraged to interact with one another during painting and writing.
- The writing center is equipped with a variety of supplies: pencils; markers; crayons; and paper of many sizes, shapes and colors.
- The computer is equipped with interactive software to encourage children to manipulate letters, draw, follow directions, and use books available on CD-ROM.
- A printer is available for children's use.
- Bulletin boards or pocket charts are used to display daily activities, weekly jobs, or learning center choices.
- The library center includes class books that have been authored by the group after children have gained enough familiarity through rereading that they can "read" them on their own.

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Figure 8
Checklist for Print Exposure and Use

- Print is visible on open charts and bulletin boards around the room.
- Print is incorporated in each area of the classroom.
- Environmental print is clear, easy to read, and displayed at children's eye level.
- Environmental print represents words that are familiar to children because of daily activities, thematic inquiries, and special experiences.
- Children's names are printed on their cubbies, placemats, and other items.
- Name cards and other carefully printed words are available for children to copy or "read."
- Children are encouraged to write their own names or letters from their names on their paintings and drawings.
- Some print is written in languages other than English.
- Mailboxes are available for each child and family, encouraging communication between home and school and showing children that written messages are an integral part of classroom life.
- A newsletter describing children's activities is shared with the children and sent home regularly.

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