

Blocks

ITERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> Some blocks (for toddlers means at least 1 set of 6; preschool/early school-age, at least 15 blocks of a specific type stored together)for each age group accessible daily Blocks need to be accessible much of the day. 2 sets of different type blocks for each age group (between 12 months & 7 years) Blocks need to be sorted by type. <p>Definition: Much of the day – is associated with the children’s access to materials typically used indoors (books, art materials, and fine motor or dramatic play toys). It means that most of the time that any child is awake and able to play. No wait times or inactive times longer than 3 minutes. They must have access to materials for Much of the Day.*Observation note* If any child is prevented from reaching and using materials for a total of 20 minutes during the 3 – hour observation much of the day cannot be given credit.</p> <p>Definition: Accessible – children don’t have to ask the teacher to get/open materials.</p>	<ul style="list-style-type: none"> Blocks are considered one of the basic play materials for young children. Older infants and younger toddlers are mainly interested in the sensory characteristics such as how they feel, the bright colors, the sounds they make as they bang together, and the different sides they see as they grasp and turn them in their hands. Toddlers are interested in filling and dumping, or throwing them to see how they fall. As they get older, develop more eye-hand coordination, muscle control, and are able to manipulate many blocks, children eventually start building simple structures and use accessories for pretend play.
<ul style="list-style-type: none"> Variety of accessories including transportation toys, people and animals (at least 5 of each) need to be accessible much of the day Accessories should be sorted by type and stored near the blocks. 	<ul style="list-style-type: none"> Accessories are toys used with blocks to stimulate or expand block play. Storing accessories near the blocks help the children know they are meant to be used with the blocks.
<ul style="list-style-type: none"> Spaced used for blocks play should be out of traffic and on a steady surface. 	<ul style="list-style-type: none"> Children should be able to build and pretend with blocks without interference from others. A steady surface is necessary so the blocks do not easily fall over when stacked.
<ul style="list-style-type: none"> Provider encourages and/or participates in block play with children 	<ul style="list-style-type: none"> Because children learn not only by exploring and experimenting on their own, but also by watching and imitating others, participation and guidance is important in expanding block play. Children usually play longer with materials when staff are actively involved in their play.



SOURCE: Family Child Care Environment Rating Scale (FCCERS)