

PRESCHOOL SPACE AT CHURCH

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and
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The Importance of the Preschool Learning Environment

It has been said that 95% of a person's concepts are formed before he or she enters first grade. How important the first years of life are for laying foundations of all kinds! The environment in which a church's preschoolers learn is extremely important for helping to lay foundations of all types, especially spiritual ones.

Preschoolers have many opportunities to learn at church. Sunday School, church weekday education, Mother's Day Out, choir, and many other ministries must all be carefully planned and coordinated in regard to teaching space. *What is best for preschoolers* should always be the primary consideration in designing an effective preschool room.

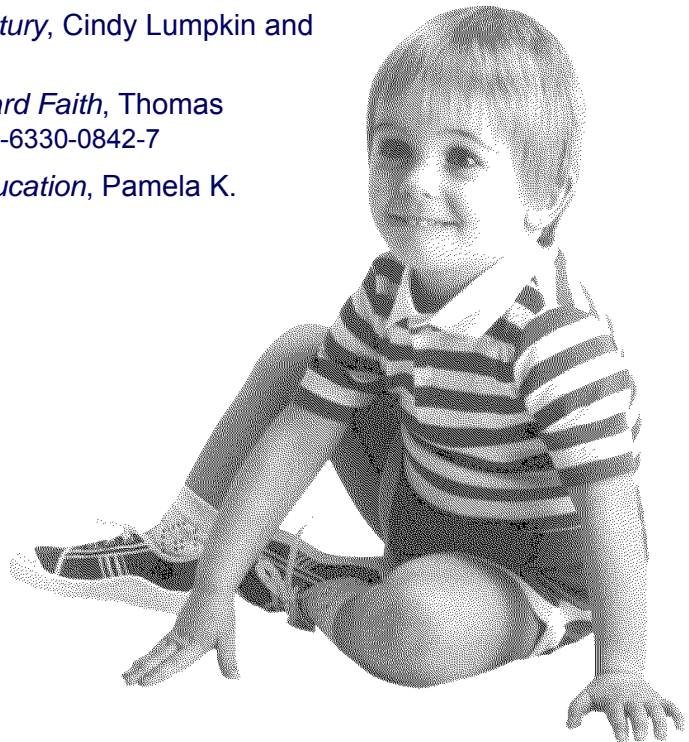
Careful consideration of space, equipment, and other teaching resources is the first step in providing a quality-learning environment for preschoolers at church. God created preschoolers to be active learners. It is therefore logical to plan a preschool room to respect this design. A preschool room needs to include developmentally appropriate activity centers that allow the young child to make good choices. This allows each girl and boy to grow spiritually, physically, socially-emotionally, and cognitively. Leaders will also find that by respecting God's design for teaching preschoolers, discipline difficulties are greatly eliminated!

The following pages are a compilation of suggestions that will help you create the best learning environment possible for preschoolers. The information offered represents an ideal; however, additional ideas are given to help you do the best with less than ideal resources.

Other sources of information from LifeWay* Christian Resources that are helpful in planning and designing a church preschool learning environment are:

- *Essentials for Excellence CD, Connecting Preschool Sunday School to Life*, Carrie Beth Tonks; ISBN 0-6330-8918-4
- *Preschool Sunday School for a New Century*, Cindy Lumpkin and Thomas Sanders; ISBN 0-7673-9986-2
- *Teaching Preschoolers: First Steps Toward Faith*, Thomas Sanders and Mary Ann Bradbury; ISBN 0-6330-0842-7
- *Teaching in Christian Weekday Early Education*, Pamela K. Boucher, Compiler; ISBN 0-7673-9079-2

*Contact LifeWay at 1-800-458-2772
or online at www.lifeway.com.



Preschool Education Space Guidelines—

Organizational Models

Age Groupings	Adult/Child Ratios	Maximum Group Sizes
Babies-Kindergarten	1:3	12
Babies-Twos	1:3	12
Threes-Kindergarten	1:4	15
Babies	1:2	12
Ones-Twos	1:3	12
Threes-Pre-K	1:4	20
Kindergarten	1:4	24

Size Guidelines

- 35 square feet per child
- No room smaller than 12'x16' clear floor space, 16'x24' preferred

Location

- First floor – ground level
- Near worship center and young adult classes/department
- Close to parking
- Accessible to playground
- Convenient to main corridors, but free from unrelated traffic in the preschool area
- Controlled Access for security

Corridors

- 8' wide minimum and unobstructed
- Well lighted and inviting
- Doors staggered so they do not open across from each other
- Doors recessed to keep door swing from intruding into the corridor

Floors

- Carpet, tile, or a combination of both
- Carpet: commercial, tight loop, anti-static, stain resistant, anti-microbial
- Floors should be comfortable for seating and activities, easy to keep clean, allow freedom to participate in activities, and safe for preschoolers

Walls

- High quality, non-toxic, semi-gloss enamel paint
- Vinyl wallpaper with no strong patterns
- Neutral colors or soft pastels. Rooms with a lot of natural light may use soft blues or other cool colors. Rooms with little natural light may use yellow or warm colors.
- Caution: Bold colors, patterns, borders, or murals may distract from learning, make room look cluttered, encourage hyperactivity, and make it difficult to change room for learning objectives. If additional color is desired, add a soft color accent wall to the room.

Doors

- Solid doors with a window at adult eye-level for safety and security
- Fire-rated corridor doors that meet building codes
- Half-doors (Dutch doors) do not meet fire safety codes and may distract from learning
- 36' wide to facilitate moving cribs and wheelchairs
- Note: Some codes may require a door to the outside for fire exits

Ceilings

- Acoustic tile

Windows

- 18"-24" above the floor
- Window ledges flush with wall
- Miniblinds when necessary to eliminate glare or to close out distractions
- Shatterproof glass

Lighting

- Fluorescent lighting with color corrected bulbs
- For infant classrooms, provide lights with dimmers

Electrical Outlets

- Two per wall with an additional outlet above counter
- Safety outlets and/or safety covers
- In infant through twos rooms, outlets should be 4 ½ feet above floor

Cabinets

- 26" counter with high neck sink and spray hose
- Wall cabinet (50" above floor) for supplies and teaching materials
- Diaper changing area
- Optional cubbies: individual spaces for personal items

Rest Rooms

- Connected to the room – can be shared with another room
- Child-size toilets
- Child-size lavatory with soap dispenser and paper towel at child's level
- Tile floor
- Doors without locks
- Trash receptacle with lid

Specialty Rooms

Kitchen	Resource Room	Indoor Play Area
Laundry	Welcome Area	Sick Room
Office Nursing	Room	

Resources from LifeWay

- *Preschool Sunday School for a New Century*, Cindy Lumpkin and Thomas Sanders
- *Understanding Today's Preschoolers: Developing Tomorrow's Leaders Today*, Morlee Maynard and Jerry Aldridge; ISBN 0-6330-1375-7
- *Weekday Early Education Administration Guide*, Bob Couch and Lois Gamble; ISBN 0-6330-0396-4
- *Teaching in Christian Weekday Education*, Pamela Boucher, Compiler

How to Choose Equipment and Toys for Preschoolers

- ☑ Is this toy or piece of equipment age appropriate?
- ☑ Can this toy be used in a variety of ways?
- ☑ Is the toy realistic and not cartoon-like?
- ☑ How often will this piece of equipment or toy be used?
- ☑ Can this piece of equipment or toy withstand heavy use?
- ☑ Does the toy have sharp edges?
- ☑ Are there any small pieces that might be broken off and swallowed by a child?
- ☑ Is the toy made from nontoxic and nonflammable materials?
- ☑ Can the moving parts of the toy pinch or trap a child's finger?



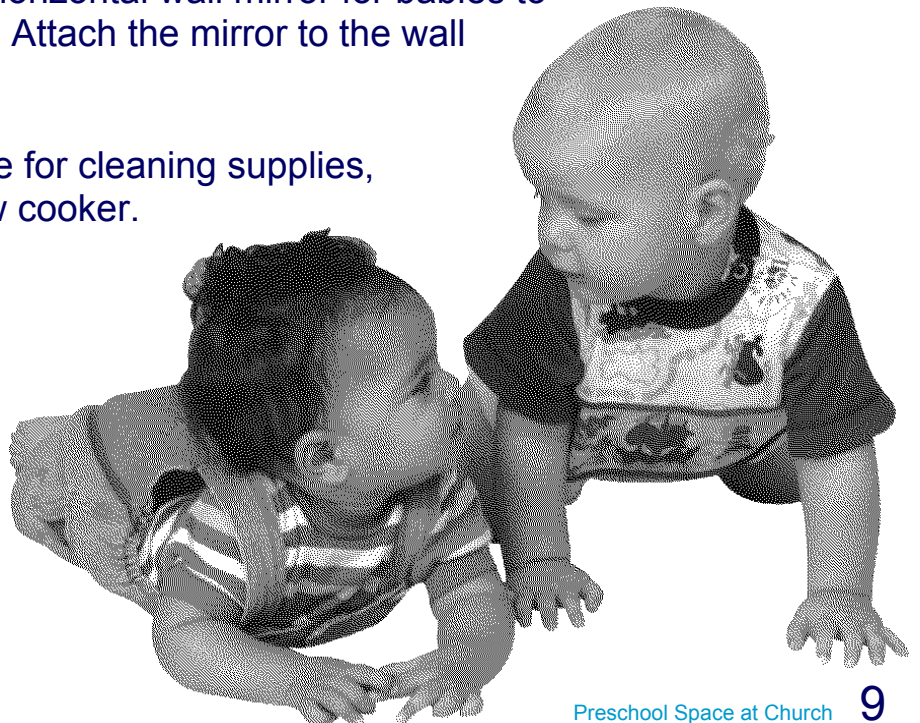
— *Guidelines for Choosing Appropriate Bible Learning Activities*

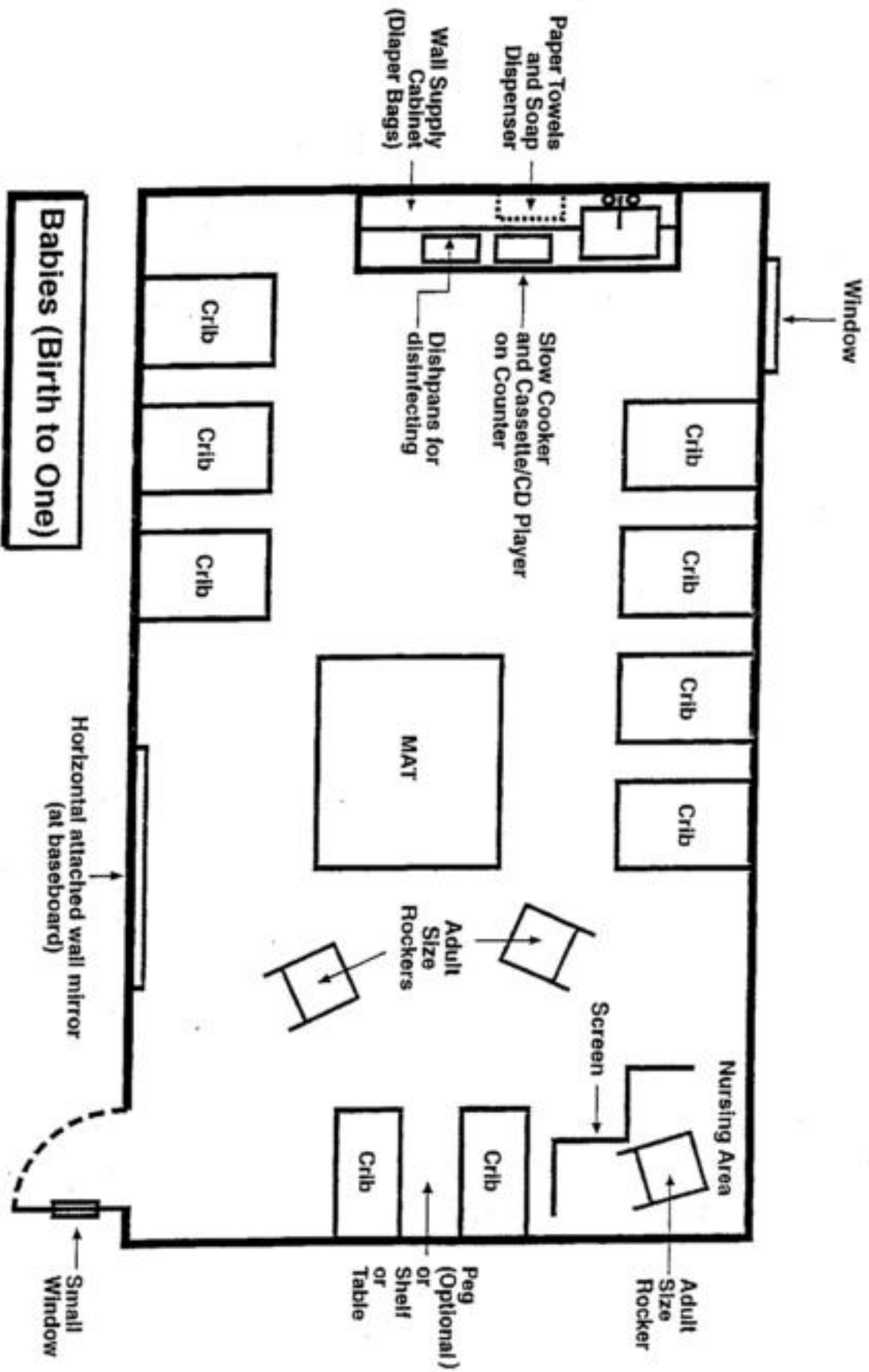
- Does the activity help the child feel valuable and worthwhile?
- Can the child experience success with the activity?
- Is the activity challenging?
- Does the activity allow the child to do the work?
- Does the activity allow the child to be creative and/or express himself?
- Does the activity relate to something important/relevant to the child?
- Is the activity the preschooler's personal choice of the day?
- Does the activity relate to the purpose for the session?
- Is the activity enjoyable?
- Can the teacher accept the child's finished product or effort?
- Does the activity provide an opportunity for first-hand experiences?
- Does the activity provide opportunities for relating to others?



Guidelines for Arranging a Room for— Babies

- Heads of cribs are against the wall, leaving easy access to both sides.
- One teaching picture, book, or a Bible is placed in each crib.
- A mobile that has objects (washable) with the designs positioned horizontally is hanging approximately 10 to 12 inches from a baby's eye level. (The mobile is removed when the baby begins to pull up)
- When a nursing room is not available, place a sturdy folding screen in the corner of the room for nursing mother. Behind the screen is one adult-size rocking chair and a table for a box of tissues.
- Place a floor mat in a portion of the room (away from main traffic areas) where babies can play with toys and interact with teachers.
- Use adult-size rocking chairs, no more than 2 per room, with an enrollment of 8 babies.
- Use an unbreakable horizontal wall mirror for babies to discover themselves. Attach the mirror to the wall at the baseboard.
- Provide counter space for cleaning supplies, CD player, and a slow cooker.





Books and Puzzles for Babies and Ones

The following are suggestions and good examples of books and puzzles for babies and one-year-olds. Books and puzzles are chosen as they relate to a unit of teaching. They are kept in the room during the session or series of sessions that relate to the teaching unit. When the unit is complete, they are returned to a central storage area.

Bible

Read to Me Bible for Kids (NIRV or KJV) (Holman Bible Publishers - 1999); ISBN 1-5581-9844-X
Read to Me Bible for Kids (Holman Christian Standard Bible) (Holman - 2005); ISBN 1-4158-2812-1

Books (Legend – b: babies; 1: one-year-olds)

1. *All About Baby!*, (Dorling Kindersley, 1994); ISBN 1-56458-530-1 (b,1)
2. *Baby Animals*, Dogi (Reader's Digest Children's Publishing); ISBN 1-57584-268-8 (b,1)
3. *Baby's Good Morning: A Super Chubby Board Book*, Ricklen (Little Simon); ISBN 0-671-76084-X (b,1)
4. *Baby's Good Night: A Super Chubby Board Book*, Ricklen (Little Simon); ISBN 0-671-76085-8 (b,1)
5. *Baby's Toys*, Ricklen (Simon and Shuster); ISBN 0-671-62078-9
6. *Family Time*, Miller (Little Simon, 1998); ISBN 0-689-800517 (1)
7. *Grandpa*, Bailey (Annick Press, Limited, 1994); ISBN 1-55037-967-4 (1)
8. *I Can Help*, Miller (Little Simon, 1998); ISBN 0-689-80044-4 (1)
9. *I See*, Isadora (Greenwillow); ISBN 0-688-04060-8 (b,1)
10. *I Touch*, Isadora (Greenwillow); ISBN 0-688-10524-6 (b,1)
11. *I'm Grown Up*, Miller (Little Simon, 1998); ISBN 0-689-80043-6 (1)
12. *It's Fun to Be One*, Pragoff (Simon and Shuster); ISBN 0-689-71813-6 (1)
13. *Little Lamb, The*, Dunn (Random); ISBN 0-394-83455-0 (b,1)
14. *My Home*, (Star Bright Books, 1997); ISBN 1-887734-32-5 (b,1)
15. *Nature*, (DK Publishing, Inc., 1997); ISBN 0-7894-1548-8 (1)
16. *Oh, Baby!*, Stein (Walker and Company); ISBN 0-8027-8261-2 (b,1)
17. *Pots and Pans*, Hubbell (Harper, 1998); ISBN 0-694-01072-3
18. *Smile!*, Intrater (Cartwheel Books/Scholastic, 1997); ISBN 0-590-05899-1 (b,1)
19. *Very First Words*, Usborne (Usborne Publishing Ltd., 1999); ISBN 0-7460-3827-5 (b,1)
20. *Water, Water*, Greenfield (Harper Collins, 1999); ISBN 0-694-01247-5 (b,1)
21. *What Can You Do in the Rain?*, Hines (Harper Collins, 1999); ISBN 0-688-16077-8 (b,1)
22. *What Can You Do in the Snow?*, Hines (Harper Collins, 1999); ISBN 0-688-16078-6 (b,1)
23. *What Can You Do in the Sun?*, Hines (Harper Collins, 1999); ISBN 0-688-16080-8 (1)
24. *Who Says Quack?*, (Grosset and Dunlap, 1991); ISBN 0-448-40123-1 (b,1)

Bible-Related Puzzles for Ones

1. *Jesus Is Born*, 0-6330-1392-7 (4-pcs.)
2. *Miriam and Baby Moses*, 0-6330-1995-X (4 pcs.)
3. *Samuel*, 0-6330-1987-9 (4 pcs.)

(Order by calling LifeWay, 1-800-458-2772)

Other Wooden Puzzles for Ones

- | | |
|---|--|
| 1. <i>Animals</i> , J040112 (6 pcs.) | 11. <i>Rain</i> , J040022 (4 pcs.) |
| 2. <i>Birthday Party</i> , J040021 (5 pcs.) | 12. <i>Table Setting</i> , J040042 (7 pcs.) |
| 3. <i>Community on the Go</i> , J704010 (6 pcs.) | 13. <i>Tools</i> , J040015 (6 pcs.) |
| 4. <i>Easy Fruit</i> , J120006 (4 pcs.) | 14. <i>Transportation</i> , J040009 (6 pcs.) |
| 5. <i>Easy Shapes & Colors</i> , J120008 (4 pcs.) | 15. <i>Vegetables</i> , J040057 (5 pcs.) |
| 6. <i>Easy Vegetables</i> , J120007 (4 pcs.) | (These puzzles are available from Frank Schaffer Publications, 1-800-417-3261) |
| 7. <i>Farm Animals</i> , J040010 (5 pcs.) | |
| 8. <i>Friendly Farm Animals</i> , J48084 (4 pcs.) | |
| 9. <i>Pets</i> , J040013 (5 pcs.) | |
| 10. <i>Parts of the Body</i> , J8011334 (5 pcs.) | |

— Equipment and Accessories-Babies and Ones

The following is a list of basic items that are needed in order to teach babies and one-year-olds using developmentally appropriate methods. These items should be in all rooms and available to all teachers in each area of preschool ministry. *“Equipment” is visible in the room at all times. “Accessories” are stored and made available to preschoolers as needed during a teaching session.* Consult with the director of your ministry area for approval to add or remove items from the room.

Equipment for Babies

1. Cribs (hospital style 27” x 42”)
2. Adult rocking chair
3. Changing table
4. Solid surface floor mat (42” x 42”)
5. Horizontal unbreakable mirror (24” x 48” attached to wall)
6. Slow cooker or bottle warmer
7. Screen for nursing area
12. Plastic grocery cart
13. Plastic or rubber ducks
14. Plastic saucers and bowls
15. Plastic toy telephones
16. Push and pull toys
17. Shape sorter (with no more than 3-4 simple shapes)

Equipment for Ones

1. Rest mats or towels
2. Vinyl changing pad
3. Shelf for toys (closed back 26” x 36” x 12”)
4. Vertical unbreakable mirror (24” x 48” attached to wall)
5. Wooden doll bed (16” x 26” x 8”)
6. Child-size rocker
18. Simple rhythm instruments
19. Spinner toy
20. Sturdy plastic tool set
21. Teethers (rattles and teethers need to be phthalate free)
22. Textured or nubby ball
23. Toddler pots and pans
24. Vinyl farm and zoo animal figures
25. Wind chime
26. Wooden or sturdy plastic cars and trucks

Equipment for Babies and Ones

1. Water source for disinfecting
2. Diaper bag cubbies or hooks
3. CD player
4. Small counter-top refrigerator
5. Trash receptacle with lid
6. Disposable gloves

Accessories for Babies and Ones

1. Baby Tap-a-Tune Piano (Little Tikes)
2. First Keys (The First Years)
3. Girattle (First Years)
4. Rock-A-Stack (Fisher-Price)
5. Snap-Lock Beads (Fisher-Price)
6. Tap-a-Tune Xylophone (Little Tikes)
7. Tap ‘n Turn Bench (Fisher-Price)
8. Balls (beach and large vinyl)
9. Dolls (washable plastic with no movable parts, sculpted hair)
10. Mobiles
11. Cardboard or vinyl blocks

Other Accessories:

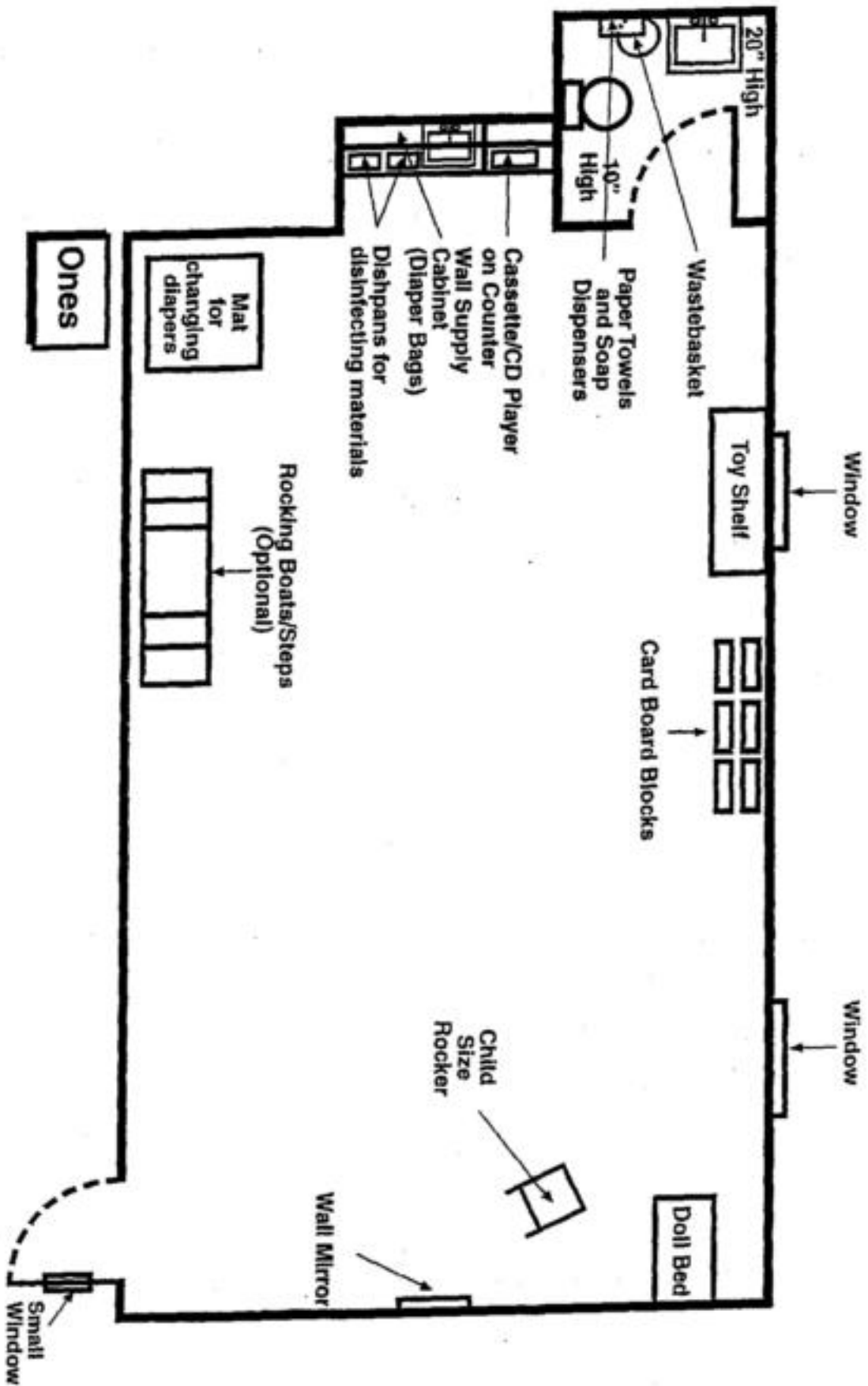
Other items suggested in your curriculum such as pictures and other toys. These items are kept in the room during the session or series of sessions that relate to the teaching unit. When the unit is complete, they are returned to a central storage area.



— *Guidelines for Arranging a Room for Ones*

- Provide counter space for cleaning supplies, CD player, and slow cooker.
- Place a doll bed, child-size rocker, and unbreakable wall mirror (attached to the wall) across the room from the door.
- Provide cardboard blocks for block play. Place blocks in a large open area where ones can play without a lot of distractions.
- Provide a space for changing diapers (child-size mat) on the floor.
- Place cardboard blocks, toy shelf, rocking boat/steps, child-size rocker, mirror, and doll bed, along the wall. Leave an open space in the middle of the room for walking and movement by one-year olds.





Equipment and Accessories

Ages Two Through Kindergarten

The following is a list of basic items needed in order to teach preschoolers using developmentally appropriate methods. It is not an exhaustive list. These items should be available to all teachers in each area of preschool ministry. *“Equipment” is visible in the room at all times. “Accessories” are stored in the room and made available to preschoolers as needed during a teaching session.* Consult with the director of your ministry area for approval to add or remove items from the classroom.

Art and Creative Play Equipment

1. Easel – Preschool size
2. Table—no more than 30” x 48”. Height is 10” above seat of chair.
3. Chairs
 - 8” – 2’s
 - 10” – 3’s
 - 12” – 4’s and 5’s
4. Art cabinet or shelf – no more than 36” in height

Art and Creative Play Accessories

1. Finger Paint
2. Tempera paint and containers
3. Paint brushes
4. Toothbrushes
5. Crayons
6. Markers – washable
7. Pencils
8. Scissors – left and right handed
9. Hole punches
10. Assorted drawing and construction paper
11. Glue
12. Masking and Cellophane tape
13. Collage materials
14. Clothes pins
15. Smocks for children
16. Play dough accessories:
 - Cookie cutters
 - Large and small rolling pins
 - Old scissors

Block Center Equipment

1. Block shelf – no more than 36” in height
2. Cardboard Blockbusters and/or large plastic blocks – 2’s (available from *Constructive Playthings* www.cptoys.com; 800-448-1412)

3. Wooden Unit Blocks – 3’s-5’s
 - 3’s – 60 to 70 wooden unit blocks in 7 to 12 shapes
 - 4’s – K – 150 wooden unit blocks in 19 to 24 shapes

Block Center Accessories

1. Multi-ethnic family figures
2. Multi-ethnic male and female workers
3. Farm and domestic animals
4. Zoo animals
5. Tools
6. Transportation toys:
 - Cars (different sizes)
 - Fire trucks
 - Dump trucks
 - Tractors
 - Boats (different sizes)
 - Traffic signs
 - Airplanes



Homeliving/Dramatic Play Equipment

1. Stove
2. Sink
3. Refrigerator
4. Table and chairs (see art)
5. Doll bed
6. Unbreakable Mirror
7. Rocking chair

Homeliving/Dramatic Play Accessories

1. Dolls (washable plastic with no moveable parts, sculpted hair)
2. Doll blanket
3. Doll clothes
4. Pots and pans
5. Dishes
6. Utensils (for 3's-K)
7. Measuring cups and spoons
8. Towels and cloths
9. Plastic bin (for washing babies, etc.)
10. Telephones (2)

Manipulatives

1. Legos/Duplos and /or Bristle blocks
2. Bean bags
3. Stringing beads and strings
4. Small magnetic board
5. Small dry erase board

Music Equipment

1. Cassette or CD player

Music Accessories

1. Cassettes or CD's
2. Rhythm instruments: 12 to 15 rhythm instruments for each room
 - Drums
 - Bells
 - Rhythm sticks
 - Shakers
 - Triangles
 - Cymbals
3. Scarves and streamers for movement activities

Sand, Rice and Water Play Equipment

1. Sand and water table or plastic bins

Sand, Rice and Water Play Accessories

1. Measuring cups
2. Funnels
3. Small plastic containers
4. Shovels
5. Pails
6. Spades
7. Spoons
8. Scoops
9. Plastic eyedroppers
10. Sieves
11. Items that will and will not float:
 - Corks
 - Wood
 - Styrofoam
 - Rock
 - Rubber ball
 - Feather

Science and Nature

1. Magnifying glasses (unbreakable)
2. Magnets
3. Measuring spoons
4. Eye dropper
5. Egg timer
6. Compass
7. Flashlight
8. Tape measure
9. Hand mirror
10. Tuning fork
11. Touch box or bag (feel)
12. Prisms
13. Color cells

Other Equipment

1. Shelves for manipulatives, puzzles, science and nature, and books – as space allows
2. Tables and chairs (see art) – as space allows
3. Trash receptacles with lids

Other Accessories

Other items requested in your curriculum such as pictures and dress-up clothes. These items are kept in the room during the session or series of sessions as they relate to the teaching unit. When the unit is complete, they are returned to a central storage area.

Books and Puzzles for Twos

The following are suggestions and good examples of books and puzzles for two-year-olds. Books and puzzles are chosen as they relate to a unit of teaching. They are kept in the room during the session or series of sessions that relate to the teaching unit. When the unit is complete, they are returned to a central storage area.

Bible

Read to Me Bible for Kids (NIRV) (Holman Bible Publishers, 1999); ISBN 1-5581-9844-X
Read to Me Bible for Kids (Holman Christian Standard Bible, 2005); ISBN 1-4158-2812-1

Books

1. *All About Baby!*, (Dorling Kindersley, 1994); ISBN 1-56458-530-1
2. *Baby Animals*, Dogi (Reader's Digest Children's Publishing); ISBN 1-57584-268-8
3. *Big Like Me*, Hines (Greenwillow, 1989); ISBN 0-6880-08354-4
4. *Daddies at Work*, Merriam (Simon & Schuster, 1996); ISBN 0-689-80998-0
5. *Family Time*, Miller (Little Simon, 1998); ISBN 0-689-800517
6. *Grandpa*, Bailey (Annick Press, Limited, 1994); ISBN 1-55037-967-4
7. *How a Baby Grows*, Buck (Harper Collins, 1998); ISBN 0-694-00873-7
8. *I Can Help*, Miller (Little Simon, 1998); ISBN 0-689-80044-4
9. *I Make Music*, Greenfield (Writers & Readers, 1991); ISBN 0-86316-205-3
10. *I Touch*, Isadora (Greenwillow); ISBN 0-688-10524-6
11. *I'm Grown Up*, Miller (Little Simon, 1998); ISBN 0-689-80043-6
12. *In the Yard*, Brown (Dorling Kindersley, 1993); ISBN 1-56458-267-1
13. *Little Lamb, The*, Dunn (Random); ISBN 0-394-83455-0
14. *My Five Senses*, Aiki (Harper & Row, 1989); ISBN 0-06-445083-X
15. *My Home*, (Star Bright Books, 1997); ISBN 1-887734-32-5
16. *Nature*, (DK Publishing, Inc., 1997); ISBN 0-7894-1548-8
17. *On the Farm*, Brown (Dorling Kindersley, 1993); ISBN 1-56458-269-8
18. *Pat-a-Cake*, Kenyon (Candlewick Press, 1994); ISBN 0-7636-0431-3
19. *Pots and Pans*, Hubbell (Harper, 1998); ISBN 0-694-01072-3
20. *Sharing Danny's Dad*, Shelf (Addison-Wesley Edu. Pub., Inc., 1994); ISBN 0-673-36275-2
21. *Smile!*, Intrater (Cartwheel Books/Scholastic, 1997); ISBN 0-590-05899-1
22. *So Many Circles, So Many Squares*, Hoban (Greenwillow, 1998); ISBN 0-688-15165-5
23. *Trucks, Trucks, Trucks*, (Harper Collins, 1999); ISBN 0-688-16276-2
24. *Very First Words*, Usborne (Usborne Publishing Ltd., 1999); ISBN 0-7460-3827-5
25. *Water, Water*, Greenfield (Harper Collins, 1999); ISBN 0-694-01247-5
26. *What Can You Do in the Rain?*, Hines (Harper Collins, 1999); ISBN 0-688-16077-8
27. *What Can You Do in the Snow?*, Hines (Harper Collins, 1999); ISBN 0-688-16078-6
28. *What Can You Do in the Sun?*, Hines (Harper Collins, 1999); ISBN 0-688-16080-8
29. *When We Get Home*, Ballard (Greenwillow, 1999); ISBN 0-688-16168-5
30. *Who Says Quack?*, (Grosset and Dunlap, 1991); ISBN 0-448-40123-1

Bible-Related Puzzles (4 to 6 pieces)

1. *Breakfast With Jesus*, 0-6330-1472-3 (5-pcs.)
2. *Jesus Fed the People*, 0-6330-1394-3 (5 pcs.)
3. *Jesus Is Born*, 0-6330-1392-7 (4 pcs.)
4. *Jesus Reads the Bible*, 0-6330-1393-5 (5 pcs.)
5. *David and the Sheep*, 0-6330-1986-0; \$9.95
6. *Miriam and Baby Moses*, 0-6330-1995-X; \$9.95
7. *Samuel*, 0-6330-1987-9; \$9.95
8. *Bible Times Fishing*, 1-4158-2061-9

(Order these puzzles by calling LifeWay, 1-800-458-2772)

Wooden Puzzles

1. *Animals*, J040112 (6 pcs.)
2. *Automobile*, J040113 (9 pcs.)
3. *Birthday Party*, J040021 (5 pcs.)
4. *Boy*, J606041 (6 pcs.)
5. *Butterfly*, J506020
6. *Community on the Go*, J704010 (6 pcs.)
7. *Easy Fruit*, J120006 (4 pcs.)
8. *Easy Shapes & Colors*, J120008 (4 pcs.)
9. *Easy Vegetables*, J120007 (4 pcs.)
10. *Friendly Farm Animals*, J48084 (4 pcs.)
11. *Fruits*, J040055 (5 pcs.)
12. *Giraffe*, J506025 (7 pcs.)
13. *Girl*, J606040 (6 pcs.)
14. *Kitten*, J506016 (5 pcs.)
15. *Pets*, J040013 (5 pcs.)
16. *Parts of the Body*, J8011334 (5 pcs.)
17. *Rain*, J040022 (4 pcs.)
18. *Robin*, J506018 (4 pcs.)
19. *Table Setting*, J040042 (7 pcs.)
20. *Tools*, J040015 (6 pcs.)
21. *Transportation*, J040009 (6 pcs.)
22. *Vegetables*, J040057 (5 pcs.)

(These puzzles are available from Frank Schaffer Publications, 1-800-417-3261)



Books and Puzzles for Threes—PreK

The following are suggestions and good examples of books and puzzles for three and four-year-olds. Books and puzzles are chosen as they relate to a unit of teaching. They are kept in the room during the session or series of sessions that relate to the teaching unit. When the unit is complete, they are returned to a central storage area.

Bible

Read to Me Bible for Kids (NIRV or KJV) (Holman Bible Publishers - 1999); ISBN 1-5581-9844-X

Read to Me Bible for Kids (Holman Christian Standard Bible) (Holman -2005); ISBN 1-4158-2812-1

Books

1. *All the Places to Love*, MacLachlan (Harper Collins Juvenile Books); ISBN 0-06-021098-2
2. *Autumn Leaves*, Robbins (Scholastic Trade); ISBN 0-590-29879-8
3. *Bein' with You This Way*, Nikola-Lisa (Lee & Low Books); ISBN 1-880000-05-9 (hardcover), ISBN 1-880000-26-1 (paperback)
4. *Bread, Bread, Bread*, Morris (Lothrop, Lee & Shephard); ISBN 0-688-06334-9 (trade), ISBN 0-688-066335-1 (library binding)
5. *Brown Eyes, Blue Eyes*, McCullough (New Hope); ISBN 0-936625-04-X
6. *Building a House*, Barton (William Morrow & Co.); ISBN 0-688-09356-6
7. *Can I Pray With My Eyes Open?*, Brown (Hyperion); ISBN 0-7868-0328-2 (trade), ISBN 0-7868-2273-2 (library binding), 0-7868-0328-2 (paperback)
8. *Friends in the Park*, Burnett (Checkerboard Press); ISBN 1-56288-347-X
9. *Garden*, Maass (Henry Holt); ISBN 0-8050-5951-2
10. *God's Quiet Things*, Sweetland (Wm. B. Erdmans Publishing Co.); ISBN 0-8028-5167-3 (paperback), ISBN 0-8028-5082-0 (hardcover)
11. *Grandmother and I*, Buckley (Harper Collins); ISBN 0-688-17525-2 (paperback)
12. *Here Are My Hands*, Martin & Archainbault (Henry Holt & Co.); ISBN 8-8050-5477-4
13. *How a Seed Grows*, Jordan (Harper Collins); ISBN 0-06-445107-0
14. *I Eat Fruit*, Tofts (Zero to Ten Children's Books); ISBN 1-84089-000-2
15. *I Love My Daddy Because*, Porter-Gaylord (Dutton Books); ISBN 0-525-44625-7 (hardcover)
16. *I Love My Mommy Because*, Porter-Gaylord (Dutton Books); ISBN 0-525-446257
17. *I'm Busy Too*, Simon (Whitman); ISBN 0-8075-3464-1
18. *I Took a Walk*, Cole (Harper Collins); ISBN 0-688-15115-9
19. *I Read Signs*, Hoban (William Morrow); ISBN 0-688-07331-X (paperback), ISBN 0-688-02317-7 (hardcover)
20. *I Read Symbols*, Hoban (Morrow/Avon); ISBN 0-688-16696-2
21. *In the Woods: Who's Been Here*, George (Morrow/Avon); ISBN 0-688-16163-4
22. *Jack's Garden*, Cole, (Harper Collins); ISBN 0-688-13501-3 (library binding), (Morrow Books); ISBN 0-688-15283-X (paperback)
23. *Jamaica's Blue Marker*, Havill (Houghton Mifflin); ISBN 0-395-72036-2
24. *Jamaica's Find*, Havill (Houghton Mifflin); ISBN 0-395-45357-7 (paperback), ISBN 0-395-39376-0 (hardcover)
25. *Jesus Makes Me Happy*, Hayes (Standard); ISBN 0-7847-0263-2
26. *Jonathan and His Mommy*
27. *My Five Senses*, Ailiki (Harper Collins); ISBN 0-06-445083-X (paperback)
28. *My Hands*, Ailiki (Harper Collins, paperback); ISBN 0-690-04880-7
29. *On Mother's Lap*, Scott (Houghton Mifflin); ISBN 0-395-62976-4 (paperback)
30. *Round Trip*, Jonas (Morrow/Avon); ISBN 0-688-09986-6 (paperback)
31. *Saying Thank You Makes Me Happy*, Hayes (Standard); ISBN 0-7847-0270-5
32. *Smalls*, (Little Brown); ISBN 0-316-79880-0
33. *That's What a Friend Is*, Hallinan (Hambleton-Hill); ISBN 0-8249-8492-7 (paperback), ISBN 1-5710-2113-2 (hardcover)
34. *The Very Special Night*, Odor (Standard); ISBN 0-78470-272-1

35. *Twins*, Scott (Simon & Schuster); ISBN 0-689-80347-8
36. *Water, Water*, Greenfield (Growing Tree); ISBN 0-694-01247-5
37. *We Are Best Friends*, Aiki (William Morrow & Co.); ISBN 0-688-07037-X (paperback)
38. *We Can Do It*, Dwight (Star Bright Books); ISBN 1-887-73434-1
39. *We're Very Good Friends, My Brother and I*, Hallinan (Hambleton-Hill); ISBN 0-8249-8469-2
40. *What Comes in 2's, 3's & 4's?*, Aker (Simon & Schuster); ISBN 0-671-79247-4
41. *When Mama Gets Home*, Russo (Harper Collins); ISBN 0-688-14985-5
42. *When Will Sarah Come?*, Howard (Harper Collins); ISBN 0-688-16181-2
43. *Where Does It Go?*, Miller (Mulberry Books); ISBN 0-688-10928-4 (paperback)
44. *Work*, Morris (Lothrop, Lee & Shepard); ISBN 0-688-14866-2

Bible-Related Floor Puzzles

1. *A Boy Learned to Share*, ISBN 0-8054-3443-7 (24-pcs.)
 2. *Jesus, God's Son, Was Born*, ISBN 0-8054-3326-0 (24 pcs.)
 3. *Philip Explained the Bible*, ISBN 0-8054-0904-1 (24 pcs.)
 4. *The Creation: God Made People*, ISBN 0-8054-0901-7
- (These puzzles may be ordered from LifeWay, 1-800-458-2772)

Bible Related Wooden Puzzles (10-13 pieces)

1. *Jesus and the Children*, ISBN 0-6330-1397-8; \$10.95
2. *Jesus Visited Friends*, ISBN 0-6330-1398-6
3. *Mary's Good News*, ISBN 0-6330-1395-1
4. *Bibles*, ISBN 0-6330-1989-5; \$9.95
5. *Creation*, ISBN 0-6330-1988-7; \$9.95
6. *Noah Obeyed God*, ISBN 0-6330-1990-9; \$9.95

(These puzzles may be ordered from LifeWay, 1-800-458-2772)

Wooden Puzzles (These puzzles are available from Frank Schaffer Publications, 1-800-417-3261)

1. *Birthday Party*, J040041 (6 pcs.)
2. *Boy*, J606041 (6 pcs.)
3. *Breakfast*, J066000 (10 pcs.)
4. *Car Mechanic*, J066019 (13 pcs.)
5. *Cat and Kittens*, J065012 (13 pcs.)
6. *Construction Workers*, J606525 (11 pcs.)
7. *Dinner*, J066002 (14 pcs.)
8. *Doctor*, J606527 (11 pcs.)
9. *Farmer*, J606016 (15 pcs.)
10. *Fruits*, J040055 (5 pcs.)
11. *Giraffe*, J506025 (7 pcs.)
12. *Girl*, J606040 (6 pcs.)
13. *Hospital*, J506654 (12 pcs.)
14. *Hot Day at the Beach*, J115011 (11 pcs.)
15. *House*, J506651 (12 pcs.)
16. *Lunch*, J066001 (12 pcs.)
17. *Nurse*, J606022 (11 pcs.)
18. *School Crossing Guard*, J606523 (13 pcs.)
19. *Sheep and Lambs*, J506028 (10 pcs.)
20. *Table Setting*, J040042 (7 pcs.)
21. *Teacher*, J606020 (17 pcs.)
22. *Tools*, J040045 (9 pcs.)
23. *Panda and Cub*, J506032 (10 pcs.)
24. *Penguin Family*, J506034 (8 pcs.)
25. *Police Officer*, J606521 (12 pcs.)
26. *Rainy Day*, J115009 (11 pcs.)
27. *Windy Day*, J115012 (11 pcs.)



Books and Puzzles for Kindergarten

The following are suggestions and good examples of books and puzzles for five-year-olds. Books and puzzles are chosen as they relate to a unit of teaching. They are kept in the room during the session or series of sessions that relate to the teaching unit. When the unit is complete, they are returned to a central storage area.

Bible

Read to Me Bible for Kids (NIRV or KJV) (Holman Bible Publishers - 1999), ISBN 1-5581-9844-X
Read to Me Bible for Kids (Holman Christian Standard Bible) (Holman -2005), ISBN 1-4158-2812-1

Books

1. *All the Places to Love*, MacLachlan (Harper Collins Publishers); ISBN 0-06-021098-2
2. *A South African Night*, Isadora (Greenwillow Books); ISBN 0-688-11389-3
3. *Bein' with You This Way*, Nikola-Lisa (Lee & Low Books); ISBN 1-8800-0005-9 (hardcover), ISBN 1-8800-0026-1 (paperback)
4. *Building a House*, Barton (William Morrow & Co.); ISBN 0-688-84291-7
5. *Can I Pray With My Eyes Open?*, Brown (Hyperion); ISBN 0-7868-0326-2 (trade), ISBN 0-7868-2273-2 (library binding), ISBN 0-7868-0328-2 (paperback)
6. *Construction Zone*, Hoban (Greenwillow); ISBN 0-688-12284-1
7. *Daddies at Work*, Sweetland (Wm. B. Erdman's Publishing Co.); ISBN 0-6898-0998-0
8. *Daddy Will Be There*, Grambling (Greenwillow); ISBN 0-6881-4983-9
9. *Exactly the Opposite*, Hoban (Greenwillow); ISBN 0-6880-8861-9
10. *Grandfather and I*, Buckley (Lothrop, Lee & Shephard Books); ISBN 0-6881-2533-6
11. *Grandmother and I*, Buckley (Lothrop, Lee & Shephard Books); ISBN 0-6881-2531-X
12. *God's Quiet Things*, Sweetland (Wm. B. Erdmans Publishing Co.); ISBN 0-8028-5167-3 (paperback), ISBN 0-8028-5082-0 (hardcover)
13. *How a Seed Grows*, Jordan (Harper Collins); ISBN 0-06-445107-0
14. *I Eat Vegetables*, Tofts (Zero to Ten Ltd.); ISBN 1-8408-9001-0
15. *I Read Signs*, Hoban (William Morrow); ISBN 0-688-07331-X (paperback), ISBN 0-688-02317-7 (hardcover)
16. *Mommies at Work*, Merriam (Simon & Schuster); ISBN 0-6898-0999-9
17. *Rainbow of My Own, A*, Freeman (Penguin Putnam Books for Young Readers); ISBN 0-1405-0328-5
18. *So Many Circles, So Many Squares*, Hoban (Greenwillow); ISBN 0-6881-5165-5
19. *That's What a Friend Is*, Hallinan (Hambleton-Hill); ISBN 0-8249-8492-7 (paperback), ISBN 1-5710-2113-2 (hardcover)
20. *We Are Best Friends*, Alike (William Morrow & Co.); ISBN 0-688-07037-X (paperback)
21. *When I Was Little Like You*, Walsh (Viking); ISBN 0-1405-6829-2 (paperback), ISBN 0-6708-7608-9 (hardcover)
22. *Work*, Morris (Lothrop, Lee & Shepherd); ISBN 0-688-14866-2

Bible-Related Floor Puzzles

1. *A Boy Leaned to Share*, ISBN 0-8054-3443-7
2. *Bible Times Market Place*, ISBN 1-4158-2067-8
3. *Creation: God Made People*, ISBN 0-8054-0901-7
4. *Elijah Prayed to God*, ISBN 0-8054-0903-3
5. *Jesus and the Children*, ISBN 0-8054-0744-8
6. *Jesus, God's Son Was Born*, ISBN 0-8054-3326-0
7. *Jesus Reads the Bible*, ISBN 0-8054-0902-5
8. *Phillip Explained the Bible*, ISBN 0-8054-0904-1
9. *Ruth Helped Her Family*, ISBN 0-8054-0746-4
10. *The Four Friends*, ISBN 0-8054-3444-5
11. *Zacchaeus Meets Jesus*, ISBN 0-8054-3327-9

(These puzzles may be ordered from LifeWay, 1-800-458-2772)

Floor Puzzles

1. *Construction Side*, FS56509, 34 pcs.*
2. *Noah's Ark*, #400, 24 pcs.**
3. *Transportation*, FS3712, 24 pcs.*

*These puzzles can be ordered from Frank Schaffer Publications, 1-800-421-5565.

**These puzzles can be ordered from Lights, Camera, Interaction!, 1-800-284-3048.

Wooden Puzzles

1. *Continents*, JO46003 (7 pcs.)*
2. *Dentist*, JO66005 (12 pcs.)*
3. *Dinner*, J066002 (14 pcs.)*
4. *Grocer*, J606083 (17 pcs.)*
5. *Giant Food Pyramid Puzzle* ***
6. *Hebrew Alphabet*, #122**
7. *Jet Airplane*, J606002 (14 pcs.)*
8. *Lawyer and Judge*, J066017 (15 pcs.)*
9. *Mail Carrier*, J606524 (12 pcs.)*
10. *Numbers 1-20*, J051007*
11. *People Puzzles*, LM368***
12. *Teacher*, J606020 (17 pcs.)*
13. *Uppercase See-inside Alphabet*, J051003*

* These puzzles can be ordered from Frank Schaffer Publications, 1-800-417-3261

** These puzzles can be ordered from Lights, Camera, Interaction!, 1-800-284-2948

*** Lakeshore Learning Materials, 2000 Early Childhood Catalog, 1-800-428-4414

Bible-Related Wooden Puzzles (14-20 pcs.)

1. *Bible Times House*, ISBN 1-4158-2070-8
2. *Children Praise Jesus*, ISBN 0-6330-1425-7; \$19.95
3. *Jesus' Birth*, ISBN 1-4158-2063-5
4. *Jesus and the Woman at the Well*, ISBN 0-6330-1424-9
5. *Jesus Grew*, ISBN 0-6330-1399-4
6. *Daniel*, ISBN 0-6330-1993-3; \$9.95
7. *David and Jonathan*, ISBN 0-6330-1991-7; \$9.95
8. *People Sang To God*, ISBN 1-4158-2062-7
9. *The Temple*, ISBN 0-6330-1992-5 \$9.95
10. *The Tent Church*, ISBN 1-4158-2064-3

These wooden puzzles may be ordered from LifeWay, 1-800-458-2772

Jigsaws in a Box

1. *Construction in a Box**
2. *Vehicles in a Box**
3. *Zoo in a Box**
4. *Creation*, ISBN 1-4158-2065-1; LifeWay
5. *Life of Jesus Wooden Box Puzzle*, ISBN 0-6330-1994-1; \$13.95; LifeWay
6. *Life of Moses*, ISBN 1-4158-2066-X; LifeWay

Playtime Puzzles (all see-inside puzzles)

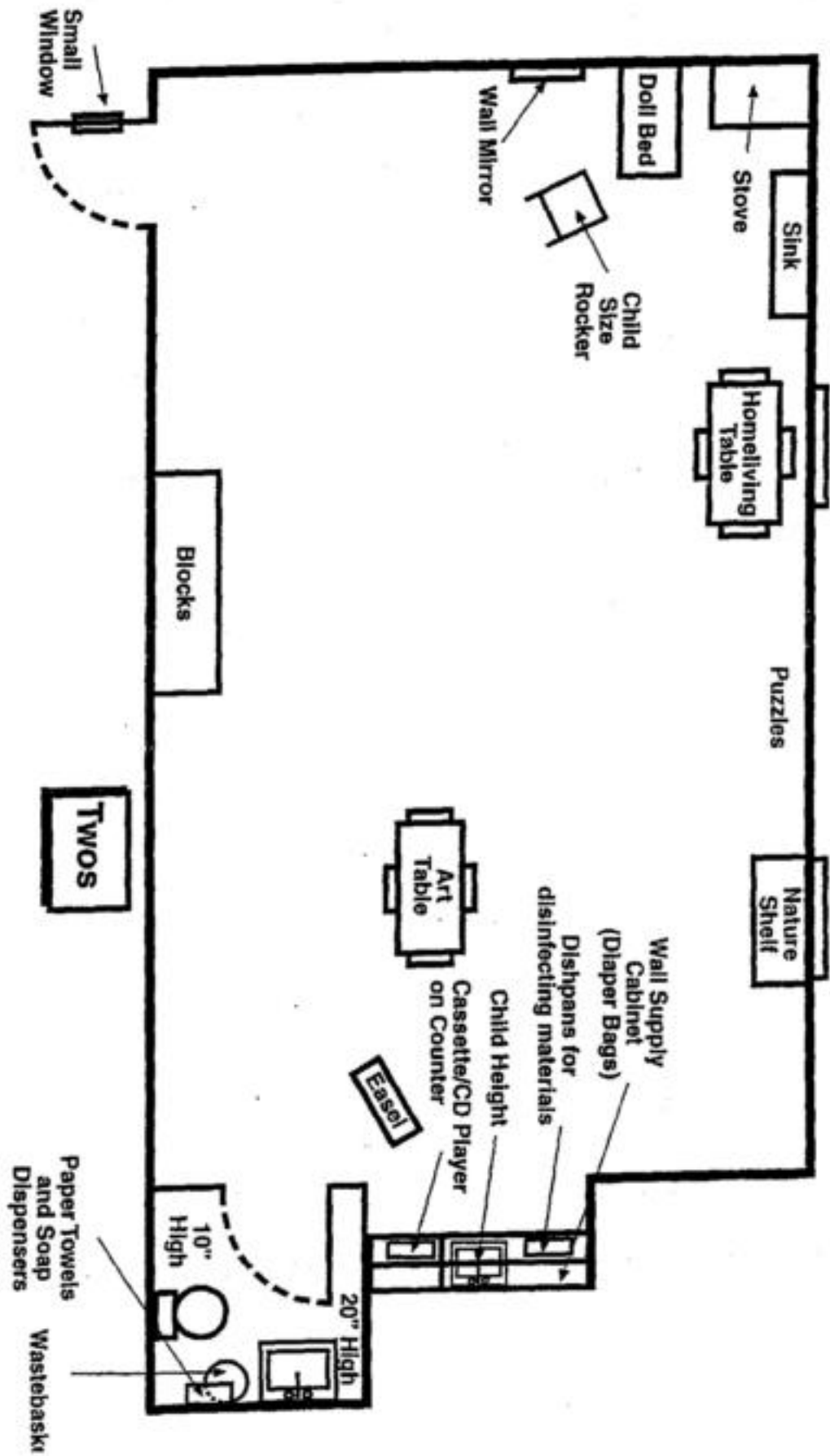
1. *Parts of a Flowering Plant*, J48010 (6 pcs.) *
2. *Parts of a Tree*, J48009 (9 pcs.) *
3. *Rain Forest Animals at Home*, J48005 (8 pcs.) *

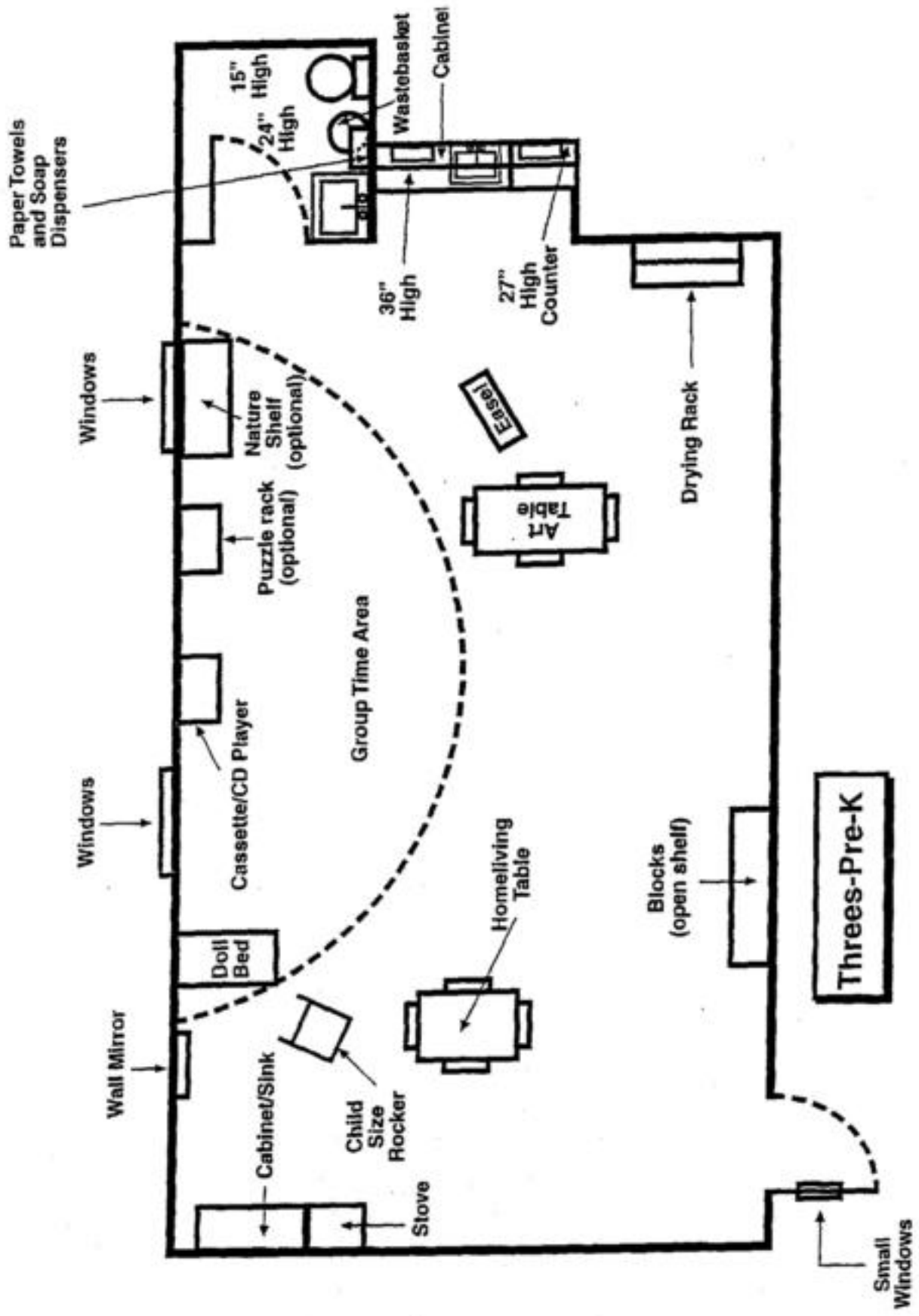
*These puzzles can be ordered from Frank Schaffer Publications, 1-800-417-3261

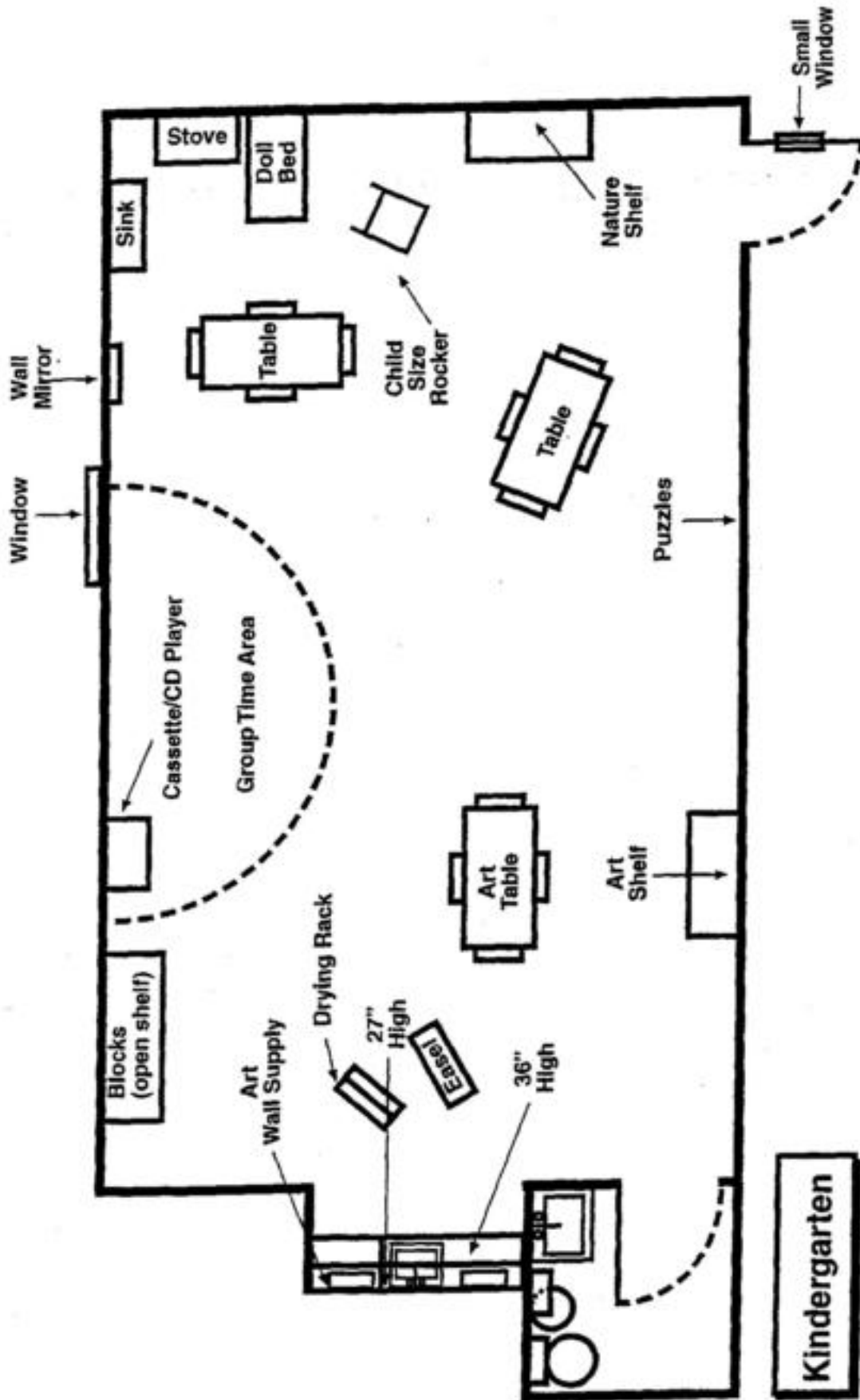
Guidelines for Arranging a Room for—— Twos, Threes, Fours, Pre-Kindergarten, and Kindergarten

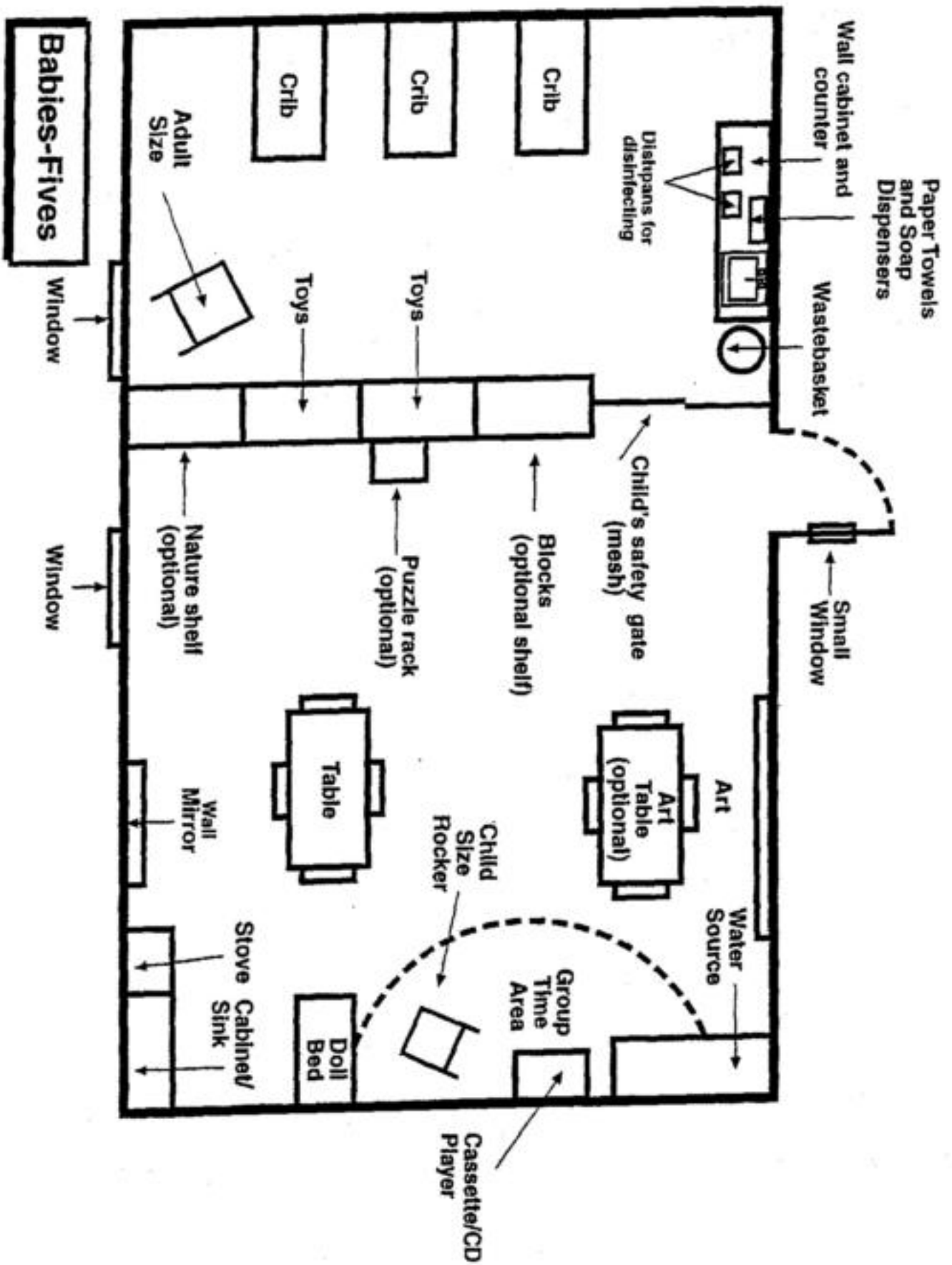
- Place the homeliving/dramatic play center across the room from the door.
- Group quiet activities together.
- Arrange more active, noisy activities near each other.
- Locate “messy” activities near a water source or rest room.
- Place nature materials near a window.
- To create space in a room, use the floor for some activities.

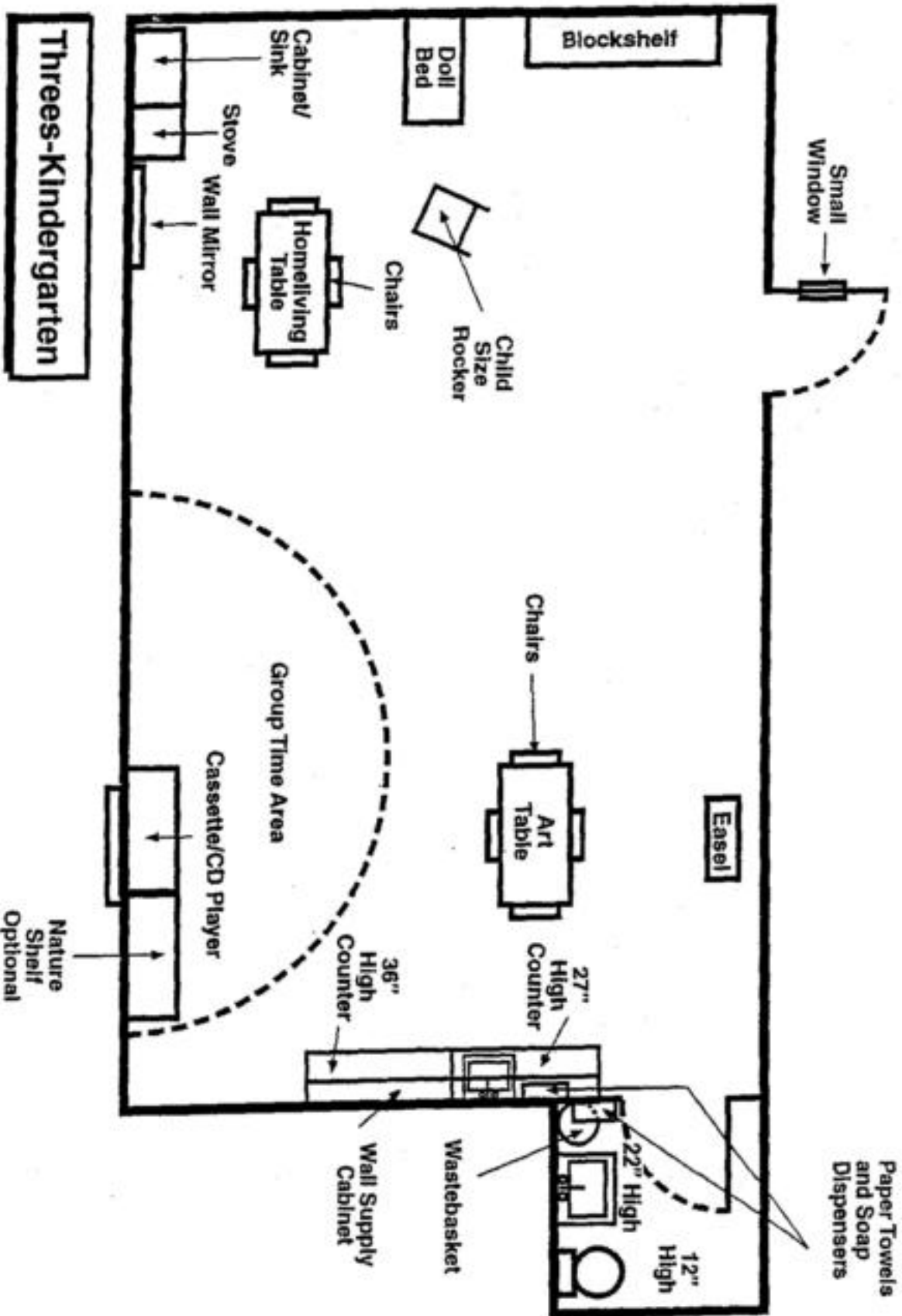












Principle-based Preschool Ministry

Principle 1:

All decisions and procedures are based on what is best for preschoolers.

“Children are a gift from the Lord. They are a reward from Him.” Psalm 127:3

This principle influences decisions about:

- **Teaching vs. babysitting**
In some churches preschoolers are loved, cared for and taught using a planned curriculum. Other churches simply find someone who will ‘watch’ them so that adult activities will not be disturbed. Preschoolers are always learning; it is simply a matter of what they learn and how we use the time we are given with them.
- **Teaching methods used**
God created preschoolers to be active. Therefore, teaching methods should take advantage of the opportunity to teach Bible truths as they move about the room, experimenting with and exploring carefully chosen materials.
- **Curriculum choices**
Curriculum greatly influences the spiritual foundation being laid in the life of a preschooler. Curriculum needs to be within their understanding, include a variety of teaching methods, be active rather than passive, allow the child to do the activity rather than the teacher, and be Biblically-based.
- **Rotating teachers**
One of the basic ways preschoolers learn is through consistent relationships. When teachers rotate they cannot build on previous sessions or gain a personal understanding of the child and his or her life.

Principle 2:

Rooms, furnishings, and supplies belong to the preschoolers assigned to the room.

This principle influences decisions about:

- **Use of rooms, cabinet space, and furnishings**
The room and everything in the room belongs to the age-specific preschoolers assigned to the room.
- **Speakers or Video monitors in the room**
Speakers and monitors are for teachers. They do not benefit the child; in fact, they deprive the child of a valuable relationship with the adult.

Principle 3:

Everything in the room relates to the ministry and session in progress.

“But everything should be done in a proper and orderly way.” 1 Corinthians 14:40.

This principle influences decisions about:

- **Permanent Murals, pictures, and posters**
Preschoolers are easily distracted by irrelevant materials. The best teaching can take place when all visuals in the room support the concept being taught in the session in progress.
- **Set-up and takedown process**
Teachers provide a variety of materials (i.e. books, puzzles, block accessories) for each session they teach. At the end of the session these materials are removed so the next ministry using the room may provide its own materials for the best possible teaching session.

Principle 4:

Fantasy is not mixed with reality, because preschoolers need to know that everything at church is true.

This principle influences decisions about:

- **Books, pictures, puzzles, etc.**
Teaching materials should depict people and animals in the way God created them.
- **Use of cartoon or fantasy characters**
Even though some may see these characters (i.e. Veggie-tales, Sesame Street) as teaching Biblical truths or values, the child sees vegetables or animals with voices and/or faces. This is not real. Reverence for the Bible dictates a more discriminating approach.
- **Room décor**
Choose wall coverings, crib sheets, blankets, and window coverings free from fantasy figures.
- **Special events and holidays**
A picture of Santa kneeling at Baby Jesus' manger is mixing fantasy with reality. When the child discovers that Santa is pretend, he may assume that Baby Jesus is pretend. Caution: Halloween has no place within preschool rooms at church. Fall fun is more appropriate using real pumpkins, fall leaves, and learning about animals preparing for winter.

Principle 5:

Teachers model Christian cooperation through planning together the use of rooms, equipment, and accessories. *"We work together with God."* 1 Corinthians 3:9.

This principle influences decisions about:

- **Room arrangement**
Teachers who share space meet together to plan the arrangement of equipment and storage of accessories.

- **No Locked cabinets**
Since the materials in the room belong to the preschoolers, it is not necessary to have one full set of materials for Sunday School and another full set for weekday or missions ministries. The majority of storage and resources are available for use at any time by all teachers. Then a smaller shelf/ cabinet can be designated for each ministry to store ministry specific items. All teachers respect the space designated and do not remove items from that area.
- **"Special" requests from parents, care during adult activities such as weddings, and volunteer vs. employed leaders**
Consistency is vital to leaders, children and parents. This can occur only when everything related to the preschool ministry is governed by church adopted policies and procedures. No one is exempt from the accepted policies and procedures.
- **Outreach efforts**
Sunday School and weekday teachers may go together to visit a child they both teach. Teachers may also partner with other age-group leaders to minister to the entire family.

Adapted from: *You Can Have a Principle Based Preschool Ministry*, Sue Raley, TN Baptist Convention



Sharing _____ Classrooms and Resources

Preschool rooms at church are used by many different preschool ministries – Sunday School, weekday, choir, missions and discipleship. The classroom does not belong to any one person, group of teachers, or ministry, but instead it belongs to the preschoolers. Just as the church sets aside areas for worship, music ministries, and meal preparation, the preschool area is space that is “given” to the preschoolers by the church. It belongs to them in the sense that everything within that space is for the best possible care and teaching.

The different preschool ministries of the church each have a particular focus, but the methods and philosophies of teaching preschoolers are the same. A diversified preschool program requires that a room be ready for another preschool ministry as soon as the room is vacated. Each ministry group deserves the whole classroom and has the right to use the classroom for its own purpose.

Consider these general guidelines:

- ✓ Establish a **Church Preschool Committee or Team** that is responsible for developing guidelines and policies for all preschool ministries. Maintain consistent expectations for teachers in all preschool ministries.
- ✓ Assign a **church staff member** to supervise the work of all preschool ministries.
- ✓ **Educate** all preschool leadership in appropriate teaching philosophies and methods for a consistent approach to teaching preschoolers.

- ✓ **Communicate** Work to prevent conflict. Schedule regular times for all preschool leadership to meet together and coordinate the use of equipment, accessories, and supplies. (We are more apt to be considerate of someone we have met than a faceless image we never talk to or see.)
- ✓ Determine **basic equipment and accessories** that remain in rooms at all times. Post a room arrangement diagram in plain view.
- ✓ When classroom space permits, provide each ministry an area to store **ministry specific items** such as curriculum or materials brought from home.
- ✓ **Visuals** should always be current and relative to the program area of focus. At the end of a teaching session remove any visuals that will not be used by the next ministry scheduled to use the room.
- ✓ Provide adequate storage. A **resource room** where materials and supplies may be checked in and out should be available for all ministries.
- ✓ **Combine** A separate set of scissors and crayons for each preschool ministry does not model sharing and is not good stewardship. Combining resources and budget dollars with other preschool ministries can create the opportunity to purchase better quality equipment and make available more choices of resources for all teachers.
- ✓ Procedures and schedules for **custodial care** and materials need to be clearly established.



—Teaching on a Shoestring

The following is a list of items that may be saved for “teaching on a shoestring”. Some items include a suggestion in parenthesis. Think safety as you use small items. All materials should be appropriate for the age of the user.

ART

Aluminum pie pans (paint, glue)
Berry baskets (gadget painting)
Braid, lace, rickrack scraps (collage)
Cardboard (collage, crayon rubbings)
Cloth scraps (collage)
Coat hangers (mobiles)
Crayon pieces (to be melted into chunk crayons)
Roll-on deodorant bottles (painting)
Feathers and feather duster (painting, collage)
Felt scraps and upholstery samples (collage)
Frozen juice cans (containers)
Golf balls (golf ball painting)
Grater (crayon shavings)
Greeting cards, magazine covers and picture (pictures – no fantasy)
Margarine tubs (containers)
Adult shirts (painting smocks)
Mesh bags (collage, rubbings)
Paper bags
Paper crinkle cups from candy or cookie boxes (collage)
Ribbon, string, yarn scraps (collage)

Spray bottles
Trim roller (painting)
Utensils such as a potato masher (gadget painting)
Vegetable foam trays (collage background)
Wallpaper sample or scraps
Wrapping paper scraps (no fantasy designs)

BLOCKS

Cardboard pieces (roofs, bridges)
Cardboard tubes and cones (stand-up figures)
Carpet samples
Craft sticks (cargo, roofs, bridges)
Dowel rod or broom handle sections (logs)
Golf tees (hammering into layered cardboard)
Log or piece of wood (hammering with nails)
Milk cartons (stuff with newspaper and cover with contact plastic to make blocks)
Rocks (small ones for cargo)
Sheet or window shade (draw roads on surfaces)

HOMELIVING

Apron (child-size made from remnant)
Baby dish, spoon, bib
Baby lotion and powder containers – empty
Blanket or beach towel
Camera
Cash register receipts
Clock – winding type
Cookie cutters
Diaper bag
Dishcloth, plastic dish scrubber
Feather duster
Flashlight
Food container – empty
Gloves, mittens
Hats
Jewelry, watches
Keys, briefcase
Lids from coffee cans for plates

Margarine tub for bowls
Paper bags and shopping bags
Picnic basket
Pillow, sheet, quilt
Play money, offering envelopes
Potholder
Purse (easy open/close for dress-up, doctor’s bag)
Raincoat, boots
Scales
Scarves
Sponges
Spray bottle
Suitcase, map, slippers, robe, toiletry cases
Tablecloth
Telephone book
Yardstick

MUSIC

Aluminum pie pans (tambourine)
Dowel rod sections (rhythm sticks)
Film canister (shakers)
Metal bandage box (shakers)
Oatmeal boxes, coffee cans (drums)
Sandpaper, wooden blocks (sand blocks)

PUZZLES

Bolts and nuts (matching)
Buttons (sorting)
Egg carton, muffin pan (sorting)
Extra teaching pictures (mount on cardboard and cut into puzzle pieces)
Film canisters (smell or sound canister to match)
Gloves (match)
Postcards (sort or match cards)

YOUNGER PRESCHOOLERS

Mixing bowl, measuring spoons (nesting)
Plastic clothes hangers (mobiles)
Spray can tops (fill and dump, puzzles, sorting)
Wooden spoons

Charles Bridgers, adapted by Janet Ivey

Setting Up a Resource Room

Setting up a resource room makes good sense. Providing a place for resources and sharing them with all preschool ministries is good stewardship and provides a way to monitor the use of supplies. When shared items are gathered and stored in a closet or room, this provides a much wider choice of teaching materials for all teachers to use. A resource room also provides a place for teachers to put items with missing pieces, unsafe toys or materials, or items needing repair or replacement.

Storing these resources in a central location can encourage good stewardship of materials. A resource room aids teachers in finding what they need and enables in ordering supplies. Organizing and maintaining a resource room takes time and a bit of creativity but is well worth the effort.

The following are some ideas on how to set up a resource room:

- Find a **central location** that is accessible to the preschool rooms.
- Layout a floor plan that divides the **room into divisions** of art, blocks, books, homeliving, music, nature and science, puzzles and manipulatives, infant toddler supplies, audiovisuals, teacher resources, and other activity centers that are found in your classrooms. Label

each division to aid teachers in looking for areas of resources. A worktable that is kept uncluttered is an asset.

- Provide **sturdy shelving** for storing items. Be sure to measure items that will be stored in order to provide shelving that will accommodate large bins or baskets, or oversized paper.
- Books, puzzles and teaching pictures may be categorized and filed by placing them under the **subject areas** of: God, Jesus, Bible, Creation, Family, Self, Church, and Community and World. Assign each subject area a color. Place a poster in the resource room identifying colors with their corresponding subjects.
- To help identify **books** place a small piece of colored tape on the spine of each book to identify its subject. Very thin books can be put in an empty detergent box to keep them from falling over. Cut off the top of the box and cover with contact plastic in the color that represents the subject area.
- Provide shelving 5-6 inches apart for **puzzles**. Assign each puzzle its own number and write the number on the bottom of each puzzle piece. If several puzzles are spilled, the number aids in putting them back together. Also write the number, the title of the puzzle, and the number of puzzle pieces on the edge of the puzzle. This information assists teachers in locating a puzzle. A dot of color from a permanent marker on the edge helps to further identify puzzles by subject area.
- File **teaching pictures** by subject areas. Bible-related pictures may be further categorized by: Old Testament: Creation through Moses, Judges and Kings, Prophets, other Old Testament Stories; New Testament: Jesus' Birth and Childhood, Jesus' Ministry, Jesus' Parables and Stories, Jesus' Last Days, Early Church.
- Provide a place, such as a file cabinet for storing **resource kit** items. These can be filed using the categories above. You might also want to add other categories like recipes, door posters, and sample letters.
- Start files of **magazine pictures** for art and nature activities. These can be filed by categories such as flowers, families, animals, and so forth.
- Provide **prop boxes** or bins for dress-up clothes and community helper items. These may be labeled Doctor's Office, Bible Story Costumes, Present-Day Dress-Up, etc.
- Provide **labeled containers** to store similar items such as masking tape, crayons, scissors, etc.
- Provide baskets and encourage church members to collect **reusable resources** such as fabric scraps, juice cans, film canisters, etc. (See "Teaching on a Shoestring".)
- Enlist someone to **maintain** the room on a weekly basis. Schedule a workday periodically when teachers can assist with cleanup, repair and organize resources.

Sources for Preschool Equipment and Accessories

LifeWay Church Sales*

One LifeWay Plaza MSN 138
Nashville, TN 37234-0138
Phone: 800-622-8610

Children's Factory

245 West Essex Ave.
St. Louis, MO 63122
Phone: 877-725-1696
Fax: 877-726-1714
<http://childrensfactory.com>

Community Playthings

359 Gibson Hill Road
Chester, NY 10918-2321
Phone: 800-777-4244
Fax: 800-336-5948
<http://communityplaythings.com>

Discount School Supply

P.O. Box 7636
Spreckels, CA 93962-7636
Phone: 800-627-2829
<http://www.discountchoolsupply.com>

Early Childhood Manufacturers'

Direct Phone: 800-896-9951
<http://www.ecmdstore.com>

Environments, Inc.

Post Office Box 1348
Beaufort, SC 29901-1348
Phone: 800-EI-CHILD (1-800-342-4453)
Fax: 800-EI-FAX-US (1-800-343-2987)
<http://www.environments.com>

Jonti-Craft

P.O. Box 30
171 Hwy 68, Wabasso, MN 56293
Phone: 800-543-4149
Fax: 507-342-5617
<http://www.jonti-craft.com>

Kaplan Early Learning Company

1310 Lewisville-Clemmons Road
Lewisville, NC 27023
Phone: 800-334-2014
<http://kaplanco.com>

Reynolds

P.O. Box 6058
Abilene, TX 79608
Phone: 800-588-4031

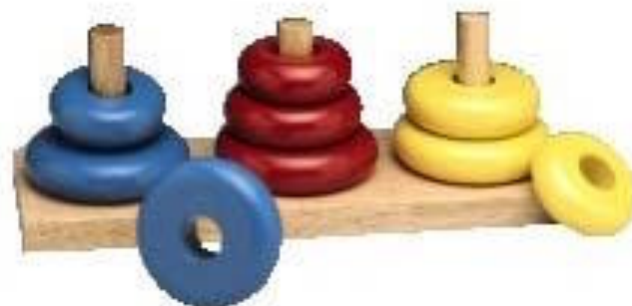
Constructive Playthings

Phone: 800-448-1412
<http://www.cptoys.com>

<http://www.LakeShoreLearning.com>

<http://www.angeles-group.com>

**NOTE: While LifeWay is not a manufacturer of preschool furniture and supplies, they are a distributor for many of the companies listed here. Check with one of their representatives for possible discounts on equipment and accessories for your church.*



**All children, first grade and under must be in classrooms on the first floor or at the level of egress.
See building code explanation below.**

1958 NC STATE BUILDING CODE, SECTION 612:

(b) Special Exit Requirements for School Buildings and Sunday Schools Buildings. Addressed: numbers of exits, maximum dead end lengths, remoteness, and exit width.

(c) Churches. Allows reduction of exits and aisles with the Commissioner of Insurance's approval.

(d) Schools and Sunday Schools. Requires plans for all Sunday school buildings (except 1-story buildings with an occupant load of less than 50) to be submitted to and approved by the Commissioner of Insurance before work is begun on the building.

1967 NC STATE BUILDING CODE, SECTION 406.3 - SPECIAL REQUIREMENTS, GROUP "C" OCCUPANCY, Item 8: Small children shall be on the first floor. The lower grades shall be located in the classrooms nearest the exits.

1978 NC STATE BUILDING CODE, SECTION 406 - EDUCATIONAL OCCUPANCY, SPECIAL PROTECTIVE REFERENCES 406.3 Item 7:

Rooms used for day care, nurseries, kindergarten or first grade pupils shall not be located above or below the floor of exit discharge. Rooms used for second grade pupils shall not be located more than one (1) story above the floor of exit discharge.

[* The 1978 code contains additional specific requirements [509.4] associated with day care facilities containing more than 15 children which were in operation prior to 4/1/72. If you need additional information regarding these requirements, please let me know.]

The current code has language which is essentially the same as the 1978 code:

2002 NC BUILDING CODE 1007.6: Group E. Rooms used for first grade children and younger shall be located on the level of exit discharge. Rooms used for second grade children shall not be located more than one story above the level of exit discharge.

Discussion: The requirement limiting younger children to the level of exit discharge (the ground floor) is based on the difficulties in exiting for younger children. Those difficulties can have disastrous effects. Children tend to travel down the stairs much more slowly than older children and adults, thus slowing down egress during a time when people are trying to exit a building as quickly as possible. The slow pace often results in people behind pushing ahead, causing the people in front to trip and delaying or stopping egress altogether.

Younger children often need assistance in exiting quickly during an emergency. Children grow at different rates and the handrails on stairs may be at uncomfortable heights for some children, which may slow them down even more. Differences in stair tread/riser height ratios compared to what they may be accustomed to at home may further affect their egress rate. While handrails have been required on both sides of all stairs since at least the 1958 code, the number of children able to go down the stairs at a time is limited to two - one per handrail. If either child is slowed down, or if both are, egress for the entire stairway is affected. Magnify that by what happens to the children next in line - and the ones behind them and then the ones behind them - and a quick, smooth exit from a building is not possible.

No specific requirement in the code existed in the mid 1960s, though by the time the code was printed in 1967 the issue had been recognized as enough of a problem to have reached the state building code. Most schools built in the state during the 1960s do not comply with the building codes. Your building may be a complying building and I do not mean to imply that it is not. However, the code change was around the same time your building was constructed. Although the building may have complied at the time of construction, this does not change the fact that, under egress conditions, the building will function the same way.

It comes down to this:

1) Existing complying "grandfathered" situation: If your building has not changed at all since the 1960s when it was originally constructed, then you have an existing condition which is technically "grandfathered" (i.e., was not addressed at the time it was constructed but is no longer permitted). Discuss with the congregation whether the potential liability of maintaining the children on the upper level until you renovate in 2-3 years is worth it, given the documented egress problems and the fact that all the model building codes prohibit younger children on levels other than the level of exit discharge. You have to consider injury to a child or an adult in exiting down the stairs as a result of children slowing egress.

2) Existing non-complying situation: If there has been any renovation to the building since the original construction in the 1960s that affected or involved the location of the children, then the children should have been relocated to the ground floor at that time and the building as it currently exists is non-complying. The children should be relocated to the ground floor level as quickly as possible. Again, your liability in an injury situation once it is determined you have a non-complying building would not be good.

In either case, my recommendation is to move children to the ground floor as quickly as possible. It is what is safest for them, and that is, I am certain, uppermost in everyone's mind.

Laurel W. Wright

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N. C. Department of Insurance
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P.O. Box 26387, Raleigh, NC 27611
(919) 661-5880 ext. 247
(919) 662-4414

Outlet Plate Covers- N.C. Building Code to Require Child-Safe Outlets

All new homes will be required to have outlets with a shutter system that blocks anything but a plug from being pushed into the outlet. The shutters prevent children from electrocution and burns resulting from sticking things into the outlets. (June 2008)
It is suggested that the outlet covers be used in church buildings also.

Safe Coat Rack System- www.hangsafefhooks.com 1-888-803-7403