



# Thinking More about Learning Materials **SACERS-U WORKSHEET**

**Purpose:** This document is intended to assist programs in understanding many requirements of the Activities Subscale, particularly at the 5 or “good” level, in order to ensure that they are providing children with developmentally appropriate care. This worksheet does not cover every indicator related to the activities items; therefore, relying on this worksheet alone to prepare for an assessment will not be sufficient. This is a supplementary and optional activity that is intended to highlight some of the areas that are frequently missed. It is important to review the entire item to ensure that no indicators at the 1 or “inadequate” level apply to the classroom, and that other requirements at the 3 or “minimal” and 7 “excellent” levels are met.

The Activities Subscale considers the many aspects of the school-age classroom pertaining to children’s play. The items in this subscale focus specifically on required areas, the types and quantities of materials used daily, and the interactions that occur while children are engaged in play with learning materials. The weight given to this subscale in calculating an average score supports the idea that free play with a variety of appropriate materials is critically important in fostering positive developmental outcomes for young children. In addition, the language and support that the teacher provides related to play activities is critical in fostering learning opportunities for children.

**Preparation:** In using the scale to promote best practices or to prepare for a Rated License Assessment visit, a basic understanding of the Rating

Scale format is essential. Providers should ensure that teachers review the SACERS-U instructions on page 4, and the definitions of common terms on pages 5–6. In addition, a copy of the most current NC Additional Notes (available at [www.ncrlap.org](http://www.ncrlap.org)) should be printed out and read along with each item while you fill out the worksheet.

As you document materials in the classroom, remember that assessors look at what is provided for children’s independent use. Having additional materials for rotation can help meet requirements at the highest level, but these are not considered in scoring the lower levels. Remember only the materials that children can reach and use by themselves are considered in scoring. Also, important information regarding the frequency and time requirements for access to materials is found on page 5 of the SACERS-U in the section “Terms Used Throughout the Scale.”

As you use the worksheet, answer the questions based on the specific schedule and materials in your classroom. Use the appropriate Rating Scale and NC Additional Notes as you go, to help increase your understanding of the requirements. If you are confused about a question in the worksheet, look at the item and notes and try to identify the requirement it relates to. You may also want to contact your Division of Child Development and Early Education licensing consultant or Child Care Resource & Referral and/or Smart Start Partnership technical assistance specialist for additional information.

**ITEM 19 (P. 26)**

List the art and craft materials that children can use:

<b>CATEGORIES →</b>					
<b>MATERIALS ↓</b>					

Children can use art materials at the following times:

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I facilitate the children’s creativity in the following ways:

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I extend children’s art knowledge and skills by offering more advanced activities such as:

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Examples of art/crafts projects that take several days to finish:

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**ITEM 20 (P. 27)**

List music materials children can use:

<b>CATEGORIES →</b>			
<b>MATERIALS ↓</b>			

Children can use the music materials at the following times:

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Types of music (CDs, tapes, etc.) used on a regular basis:

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I enhance children's musical knowledge by offering the following activities:

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**ITEM 21 (P. 28)**

List the materials present in the classroom used for block building.

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List interlocking construction materials:

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List accessories used during block building and interlocking construction:

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Children can use the materials at the following times:

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I provide opportunities for wood working when I:

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**ITEM 22 (P. 29)**

The dramatic play materials in my classroom include:

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When enrolled, dramatic play materials appropriate for older school-agers include:

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Children can use the dramatic play materials at the following times:

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\_\_\_\_\_  
\_\_\_\_\_

How many different activities can children experience when playing with the dramatic play materials?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I enhance children’s dramatic play in the following ways:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I plan provisions for children’s drama and theater activities in the following ways:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ITEM 23 (P. 30)**

My classroom includes \_\_\_\_\_ appropriate books that the children can independently use.

For older school-agers, I have \_\_\_\_\_ (#) chapter books.

Children can use books at the following times:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I read to the children (or have the children read to each other) \_\_\_\_\_ day(s) a week.

I have the following language games present in the classroom:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Children can use the language games during the following times:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I encourage children’s language development when playing games in the following ways:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I use the library as a resource in the following ways:

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I ask the children to share language materials in the following ways:

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I encourage children's practical use of reading and writing in the following ways:

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**ITEM 24 (P. 31)**

My main objectives for providing these types of materials and activities in my classroom are for children to:

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The math reasoning games/materials that are present in my classroom include:

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Children can use math reasoning materials at the following times:

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I use practical events to teach about math/numbers in the following ways:

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**ITEM 25 (P. 32)**

My main objectives for providing these types of materials and activities in my classroom are for children to:

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List the science materials present in the classroom:

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Children can use equipment and materials at the following times:

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I use nature/science books with the children to:

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I facilitate children's involvement in science/nature activities in the following ways:

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Special activities are offered \_\_\_\_\_ times a year.

I present new science concepts to the children such as:

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**ITEM 26 (P. 33)**

List materials present in the classroom that depict diversity:

<b>CATEGORIES</b> ➡							
<b>MATERIALS</b> ↓							

These materials show non-traditional roles for males and females \_\_\_\_\_.

I plan and implement special activities to promote diversity, including the following:

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**Other questions to consider:**

The ages/grades of the children in the group are \_\_\_\_\_ to \_\_\_\_\_.

What topics are the children in your group most interested in? In what ways can you connect these interests to their play experiences in the various activity areas?

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Which areas are the most popular? Why? Are there any areas that children tend not to use? Why? Can you make changes to these areas to make them more interesting to the children?

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Do you have materials that meet the needs of the ages/abilities of children in your enrolled group?

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**RESOURCES**

Harms, T., Jacobs, E., & White, D. (2014). *School-age care environment rating scale* (updated). New York, NY: Teachers College Press.

NC Additional Notes (n.d.). Retrieved from <http://www.ncrlap.org>.



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