



Experience Baby

Practice Week

What is Practice Week?

Practice Week gives you a chance to **try real lessons right now** — no waiting for boxes, no full launch required. It's a safe, simplified environment where you can assign lessons, explore the curriculum, and get your classroom ready with confidence.

This is a **condensed preview** built around play-based exploration using materials you already have in your classroom. Your full Experience Curriculum will include more activities, all materials delivered to your door, and the complete themed experience.



Your Practice Week at a Glance

LESSON 1

On the Farm

1

Connect &
Communicate



**Who's
in the
Meadow**

1

Move & Grow

**Bluegrass
Baby**

LESSON 2

On the Farm

2

Move & Grow

**Pony
Bounce**

2

Play & Explore



**Farm
Clean-Up**

LESSON 3

On the Farm

3

Connect &
Communicate

**Waves of
Grain**

3

Move & Grow



**Rolling
Seeds**

LESSON 4

Repeat Day

4

Connect &
Communicate



**Who's
in the
Meadow**

4

Play & Explore

**Basket
Ball Drop**

LESSON 5

Repeat Day

5

Move & Grow



**Rolling
Seeds**

5

Play & Explore



**Farm
Clean-Up**

This is just the beginning.

Practice Week is a **simplified preview** — a taste of what's coming. Your full Experience Curriculum includes a complete daily schedule, all hands-on materials shipped to your classroom, and the full themed experience your students will love. Think of this week as your test drive. The full experience is just around the corner.

Tools for Play: "Where to Find" Guide

Look & Listen

Any reflective surface, book or photos

What you can use:

 Mirror, baking sheet, books, photos

 Water, colorful objects

Roll

Anything that has wheels or can roll

What you can use:

 Balls, toy car, cardboard tube, jar, stuffed sock

 Apple, orange (other round fruit), smooth round stick

Cover

Anything that can cover objects or create a shelter

What you can use:

 Parachute, scarves, blanket, towel, sheet, fabric pieces, washcloth

 Bark, large leaves

Push & Pull

Anything that moves with a push/pull

What you can use:

 Wagon, riding toy, laundry basket, push toy, box, rope

 Stick, log, snowball, vine

Fill & Spill

Anything that can hold items

What you can use:

 Shape sorter, laundry basket, box, cup, bag

 Coconut shell, rocks and holes

Imitate

Anything for imitating everyday chores or storytelling/role-playing props

What you can use:

 Puppet, doll, pretend-play toys, sock, paper bag, pots & pans, play food, dishes

 Sticks, large leaves, long grass folded and tied to make a doll, dirt

Stack & Nest

Anything that can stack. A series of items that fits inside each other, largest to smallest

What you can use:

 Blocks, boxes, lidded food containers, cups, pillows, books, ring stacker, measuring cups, bowls

 Rocks, pieces of wood, flowers, shells, wood rings, rocks

Grab & Squeeze

Any textured item that can be squeezed, squished or formed

What you can use:

 Toy water squirter, play dough, gel bag (gel-filled plastic bag), spray bottle

 Mud, sand, moss

Shake & Pound

Anything that makes noise when shaken. Anything that is safe to pound

What you can use:

 Shaker, water bottles with items inside, drum, bowls, boxes, pots, wooden spoons

 Seed pods, leafy branch, long grasses tied together, tree trunk, sticks

Let's Play!

*Look for these pre-verbal cues
to know when a child is
ready to engage with you:*

**My eyes are wide
open and bright**



"I am open!"

"I welcome you and experiences!"

I am looking at you



"You are interesting to me."

"Come see me."

I reach out to you



"I need you."

"Please connect with me."

**I make eye contact
and smile at you**



"Let's play together!"

**I take your hand or
motion for you to join**



"Please come join me."

Let's Pause.

*Look for these cues to know
when to wait a while
before inviting a child to play:*

**I put my hand up toward
you or push away a toy**



"I need more space."
"Give me a minute."

I'm exploring on my own



"Watch me or talk about
what I'm doing."
"No new ideas, please."

**I turn away from you
or walk away decisively**



"I may be back,
but I need a break."

**I wrinkle my brow,
blink my eyes or pout**



"Stay with me, but
give me time to think."

I shrug my shoulders

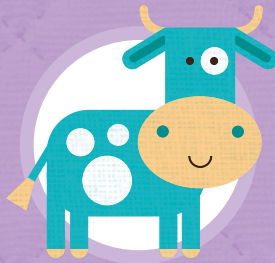


"Please pause and reassure me."
"Follow what interests me!"

Imitate



CONNECT & COMMUNICATE



Who's in the Meadow

SUPPLIES

- Blanket
- Three toys that look like animals

Young Infant

Place a blanket on the floor with three animal toys.

READY?

Pick up and show the child a toy. Varying your volume and inflection, make the animal sound each time you reveal the animal. Encourage the child to mimic the sound.

Older Infant

Place a blanket on the floor with two toys on top of it and one hidden underneath.

READY?

Explain that one animal ran away. Look under the blanket together and call out, "Where are you?" until the child finds the toy. Name the animal and make its sound. Invite the child to repeat the sound and word.

Young Toddler

Fold the blanket into a pile. Hide the animals toys in between the folds. Begin to pat the blanket and call, "Sheep?"

READY?

Invite the child to call out for an animal. Look around the blanket for it. When the animal is found, encourage the child to make its sound. Continue to play until all of the animals are found.

OBSERVE

LLD 3b PHONOLOGICAL AWARENESS

BENCHMARK 1 Does the child babble and vocalize using sound, volume and inflection?

BENCHMARK 2 Does the child repeat words or sentences?

LLD 2d COMMUNICATION

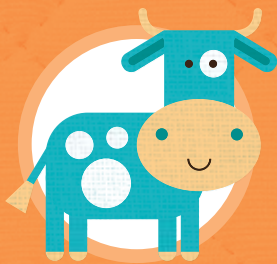
BENCHMARK 1 Does the child use sounds and gestures to communicate?

BENCHMARK 2 Does the child repeat frequently heard words?

Imitate



MOVE & GROW



Bluegrass Baby

SUPPLIES

- Album, track 3
- Scarves

Young Infant

Place a scarf in front of the child to explore while they lay on their tummy.

READY?

Play the song and observe how the child responds. Do they lift their chest with straight arms or look at others dancing? Read their cues, pick them up and dance together.

Older Infant

Place scarves on the floor around the room to encourage crawling.

READY?

Play the song. Do a partner dance by sitting and facing the child. Hold opposite ends of a scarf and gently pull back and forth. Encourage the child to continue to play with the scarves.

Young Toddler

Wiggle a scarf in front of a child. When they reach for it, hand it to them.

READY?

Play the song and demonstrate different ways to walk, wave and move the scarf. Wave, then make a pile of scarves. Imitate each other's movements.

OBSERVE

CA 2b DANCE & MOVEMENT

BENCHMARK 1 Does the child move their body in a variety of ways?

BENCHMARK 2 Does the child move their body purposely to the song?

CA 4a DRAMA

BENCHMARK 1 Does the child imitate simple movements?

BENCHMARK 2 Does the child mimic observed behaviors (movements)?

Stack
& Nest



2

PLAY & EXPLORE



Farm Clean-Up

SUPPLIES

- Blocks
- Container

Young Infant

Place the child on their tummy. Put the blocks in front of them.

READY?

As the child reaches out for a block, hand it to them. As they hold and explore the block, offer them another block that is the same. Describe how the blocks look similar. For example, "You have two red blocks."

Older Infant

Sit with a pile of blocks. Begin to "clean-up" the blocks by creating groups.

READY?

Hold out a block for the child. Ask them to find a similar block. For example, "Can you find a blue block?" Continue to show and match similar blocks. As the child finds the block, place them in a group together.

Young Toddler

Sit with a pile of blocks. Begin to create a tower and then knock it down.

READY?

Encourage the child to build a tower. Then, say, "Let's clean up our blocks!" Invite the child to help you clean-up by creating groups of similar blocks. Hand them a block and encourage them to place it in a container. Describe how the child is grouping the blocks.

OBSERVE

M 6 CLASSIFICATION

BENCHMARK 1 Does the child notice two blocks that are similar in some way?

BENCHMARK 2 Does the child create groups of objects by common characteristics (may be mixed or inconsistent?)

ATL 2a FLEXIBILITY & PLAY

BENCHMARK 1 Does the child shift their attention from the teacher to the blocks?

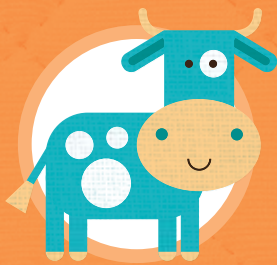
BENCHMARK 2 Does the child shift their attention from stacking to grouping the blocks?

Grab
Squeeze



2

MOVE & GROW



Pony Bounce

SUPPLIES

- Album, track 4
- Pillow
- Toys

Young Infant

Put the child on a pillow. Smile and observe if they engage.

READY?

As the child lies on a pillow, playfully bounce it fast and slow to the speed of the song. Observe how the child responds to the music and changes their bouncing.

Older Infant

Sit on the floor with the child. Invite them to sit on your extended leg.

READY?

Bounce your leg while the music plays. Place small toys on both sides of your leg so the child can lean to the side and pick one up.

Young Toddler

Play the song and offer your hands to the child. Invite them to dance.

READY?

Hold hands and encourage the child to step on and off the pillow. Place toys around the room. Encourage them to dance around and pick up the toys while the music plays.

OBSERVE

ATL 1b ATTENTION & PERSISTENCE

BENCHMARK 1 Does the child engage in the activity with an adult?

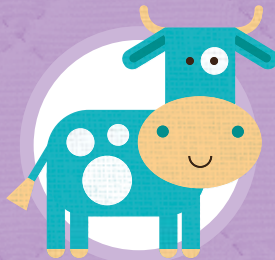
BENCHMARK 2 Does the child repeat an action to gain a result?

Cover



3

CONNECT & COMMUNICATE



Waves of Grain

SUPPLIES

- Parachute
- Soft objects or balls

Young Infant

Hold the child on your lap and begin to shake a parachute.

READY?

While the child holds onto the parachute, move it up and down. Narrate the actions. For example, "We raise it up and it falls down. We shake it. We pat the waves."

Older Infant

Set out the parachute and put a few soft objects or balls on it.

READY?

Encourage the child to crawl onto the parachute and feel the waves as you shake it. Ask the child, "Do you want big or small waves?" Respond to their preferences.

Young Toddler

Set out the parachute and hide an object under it. Observe if the child is curious about the hidden object.

READY?

Encourage the child to crawl under the parachute and find the object. Ask, "What do you see under there?" Raise and lower the parachute as they play.

OBSERVE

LLD 2a COMMUNICATION

BENCHMARK 1 Does the child use vocalizations or gestures to communicate while moving the parachute?

BENCHMARK 2 Does the child use a few words, signs or word-like sounds to answer a question?

SED 3a SOCIAL RELATIONSHIPS

BENCHMARK 1 Does the child interact with and respond to caregivers?

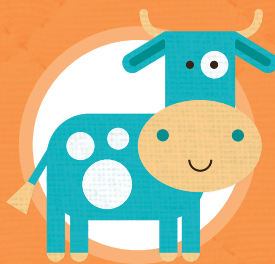
BENCHMARK 2 Does the child stay close to and interact with familiar adults for support?

Roll



3

MOVE & GROW



Rolling Seeds

SUPPLIES

- Container (make a hole on the top and the bottom side)
- Small ball
- Objects/toys (different sizes)

Young Infant

Put a ball in a container and shake it to make noise.

READY?

Place the container in front of the child while they are on their tummy. Drop the ball in the container and cheer as it rolls towards them. Help the child sit and encourage them to explore the ball and container.

Older Infant

Sit next to the child and drop the ball in the container. Move the container within reach of the child.

READY?

Observe the child drop the ball in the container and watch it roll away. Encourage them to crawl after the rolling ball. Repeat the activity.

Young Toddler

Set out the container and different objects for the child to drop into it.

READY?

Invite the child to explore dropping the objects in the box to see what fits and what doesn't. Encourage them to turn and move the objects. Describe the objects that the child picks to drop into the container. Describe the size and shape of those that fit and those that don't.

OBSERVE

SED 4a PROBLEM-SOLVING

BENCHMARK 1 Does the child use repeated movements to get the ball in the container?

BENCHMARK 2 Does the child use repeated trial and error to get the objects in the container?

M 2a SPATIAL AWARENESS

BENCHMARK 1 Does the child try to put the ball inside the container?

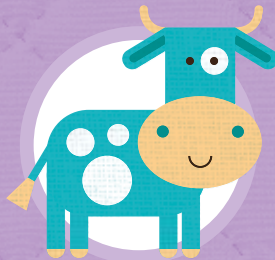
BENCHMARK 2 Does the child purposely turn and spin the objects to discover how they fit in the container?

4

Imitate



CONNECT & COMMUNICATE



Who's in the Meadow

SUPPLIES

- Blanket
- Three toys that look like animals

Young Infant

Place a blanket on the floor with three animal toys.

READY?

Pick up and show the child a toy. Varying your volume and inflection, make the animal sound each time you reveal the animal. Encourage the child to mimic the sound.

Older Infant

Place a blanket on the floor with two toys on top of it and one hidden underneath.

READY?

Explain that one animal ran away. Look under the blanket together and call out, "Where are you?" until the child finds the toy. Name the animal and make its sound. Invite the child to repeat the sound and word.

Young Toddler

Fold the blanket into a pile. Hide the animals toys in between the folds. Begin to pat the blanket and call, "Sheep?"

READY?

Invite the child to call out for an animal. Look around the blanket for it. When the animal is found, encourage the child to make its sound. Continue to play until all of the animals are found.

OBSERVE

LLD 3b PHONOLOGICAL AWARENESS

BENCHMARK 1 Does the child babble and vocalize using sound, volume and inflection?

BENCHMARK 2 Does the child repeat words or sentences?

LLD 2d COMMUNICATION

BENCHMARK 1 Does the child use sounds and gestures to communicate?

BENCHMARK 2 Does the child repeat frequently heard words?

Fill
Spill



4

PLAY & EXPLORE



Basket Ball Drop

SUPPLIES

- Ball
- Box

Young Infant

Show the child a colorful ball. Begin to pat and describe the ball.

READY?

Drop the ball from up high and build anticipation. Say, "1, 2, 3 ... Go!" Drop it into the box. Clap together and repeat the game. Encourage the child to explore the ball and box.

Older Infant

Join the child as they play on the floor. Hold a ball on your lap and pat it to entice them to join you.

READY?

After the child grabs the ball, pick them up and play a game of "swoop" basketball. Swoop them over the box and encourage them to drop the ball into it.

Young Toddler

Join the child on the floor and roll a ball in their direction.

READY?

Roll the ball back and forth. Demonstrate how to pick up the ball and drop it into the box. Move the box around the room. Encourage the child to walk while holding the ball and put it in the box.

OBSERVE

M 2a SPATIAL AWARENESS

BENCHMARK 1 Does the child try to put the ball into the box?

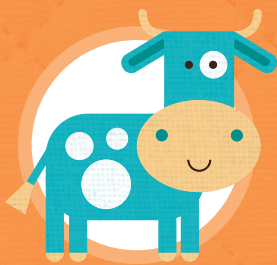
BENCHMARK 2 Does the child purposely move or turn the ball to discover how it fits in the box?

Roll



5

MOVE & GROW



Rolling Seeds

SUPPLIES

- Container (make a hole on the top and the bottom side)
- Small ball
- Objects/toys (different sizes)

Young Infant

Put a ball in a container and shake it to make noise.

READY?

Place the container in front of the child while they are on their tummy. Drop the ball in the container and cheer as it rolls towards them. Help the child sit and encourage them to explore the ball and container.

Older Infant

Sit next to the child and drop the ball in the container. Move the container within reach of the child.

READY?

Observe the child drop the ball in the container and watch it roll away. Encourage them to crawl after the rolling ball. Repeat the activity.

Young Toddler

Set out the container and different objects for the child to drop into it.

READY?

Invite the child to explore dropping the objects in the box to see what fits and what doesn't. Encourage them to turn and move the objects. Describe the objects that the child picks to drop into the container. Describe the size and shape of those that fit and those that don't.

OBSERVE

SED 4a PROBLEM-SOLVING

BENCHMARK 1 Does the child use repeated movements to get the ball in the container?

BENCHMARK 2 Does the child use repeated trial and error to get the objects in the container?

M 2a SPATIAL AWARENESS

BENCHMARK 1 Does the child try to put the ball inside the container?

BENCHMARK 2 Does the child purposely turn and spin the objects to discover how they fit in the container?

Stack
& Nest



5

PLAY & EXPLORE



Farm Clean-Up

SUPPLIES

- Blocks
- Container

Young Infant

Place the child on their tummy. Put the blocks in front of them.

READY?

As the child reaches out for a block, hand it to them. As they hold and explore the block, offer them another block that is the same. Describe how the blocks look similar. For example, "You have two red blocks."

Older Infant

Sit with a pile of blocks. Begin to "clean-up" the blocks by creating groups.

READY?

Hold out a block for the child. Ask them to find a similar block. For example, "Can you find a blue block?" Continue to show and match similar blocks. As the child finds the block, place them in a group together.

Young Toddler

Sit with a pile of blocks. Begin to create a tower and then knock it down.

READY?

Encourage the child to build a tower. Then, say, "Let's clean up our blocks!" Invite the child to help you clean-up by creating groups of similar blocks. Hand them a block and encourage them to place it in a container. Describe how the child is grouping the blocks.

OBSERVE

M 6 CLASSIFICATION

BENCHMARK 1 Does the child notice two blocks that are similar in some way?

BENCHMARK 2 Does the child create groups of objects by common characteristics (may be mixed or inconsistent?)

ATL 2a FLEXIBILITY & PLAY

BENCHMARK 1 Does the child shift their attention from the teacher to the blocks?

BENCHMARK 2 Does the child shift their attention from stacking to grouping the blocks?