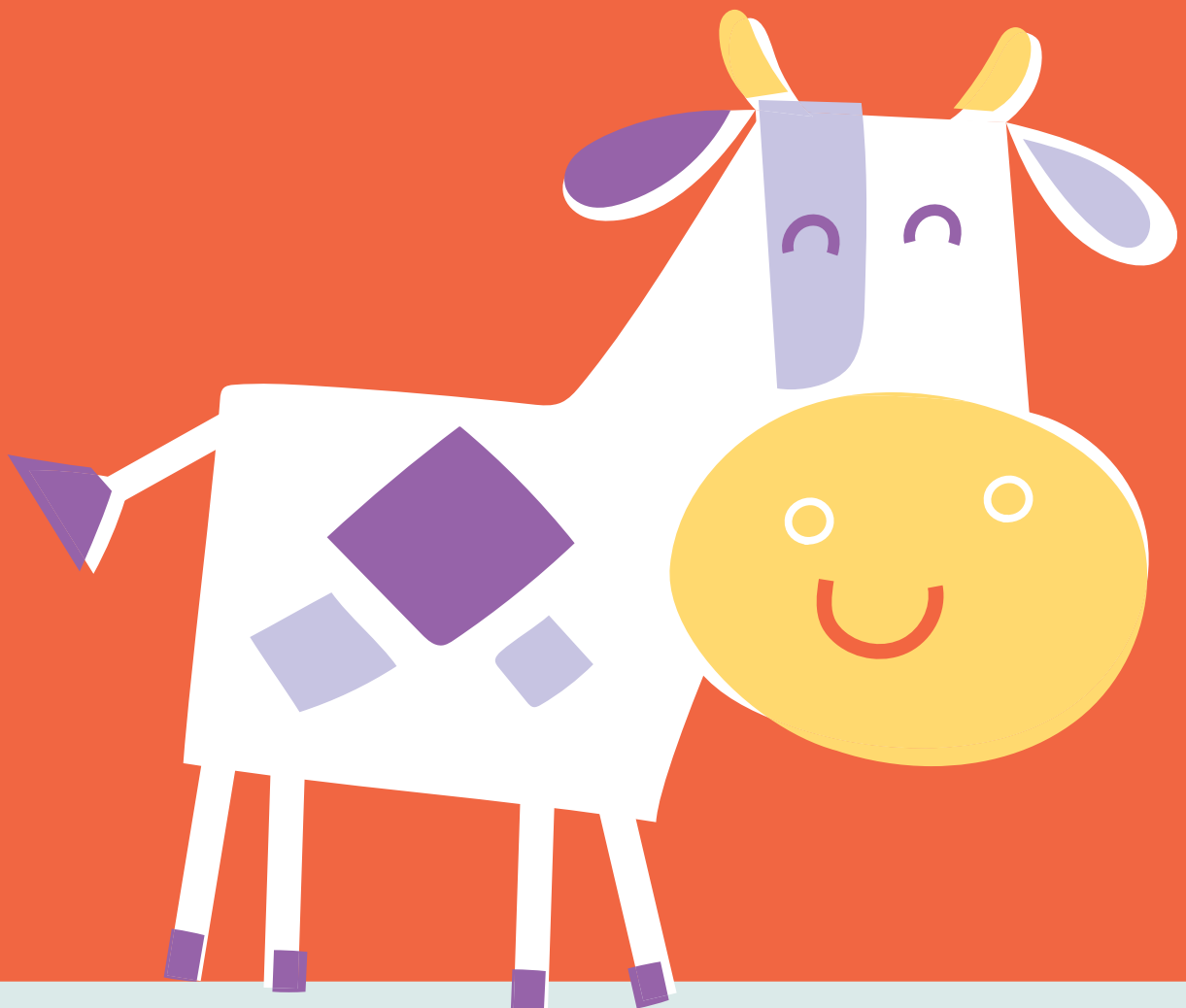




Welcome to an
Experience Toddler
**Practice
Week**



WELCOME TO A Practice Week

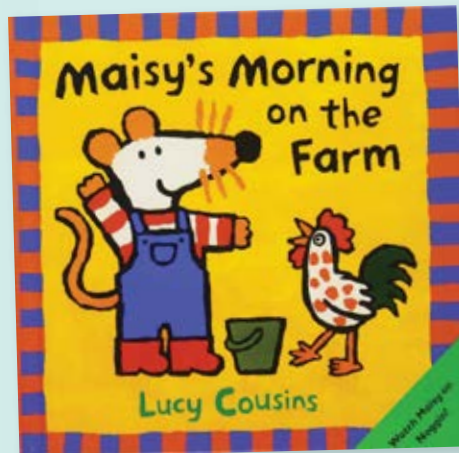
What is Practice Week?

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** — just 2–3 activities per day using materials you already have in your classroom, plus a few printables. Your full Experience Curriculum will include more activities each day, all materials delivered to your door, and the complete themed experience.

Featured Books

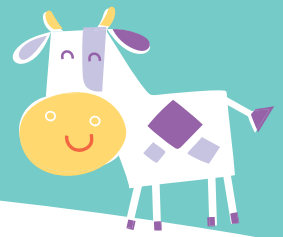
Storytime invites teachers to read a book to children each day to build print concepts, vocabulary and narrative comprehension. These books serve as the foundation to connect the daily activities and weekly themes.



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.

Your Practice Week at a Glance



Farm Sounds

Lesson 1

CIRCLE TIME

★Bear's Silly Sounds

Farm Mornings

Lesson 2

STORYTIME

Maisy's Morning on the Farm

Sheep

Lesson 3

CIRCLE TIME

Sign Sheep

Harvest

Lesson 4

CIRCLE TIME

Harvesting Crops

Haystacks

Lesson 5

CIRCLE TIME

★Haystack Fun

MUSIC & MOVEMENT

Hold Up Blue

DISCOVERY TIME

Spoonful of Water

CREATIVE CORNER

Sheep Prints

CREATIVE CORNER

★Boy Blue

STORYTIME

A Farmer's Life for Me

CREATIVE CORNER

Bear's Salad Party

MUSIC & MOVEMENT

★Square Dance

DISCOVERY TIME

★Where's the Bean?

DISCOVERY TIME

Design a Haystack

MUSIC & MOVEMENT

Sheep Sleep

Experience Toddler music available through:



Amazon Music



Apple Music



Spotify



YouTube



Member Resources



brightwheel App



Supply List

	Activity Title	Included Supplies	Your Supplies
★ 1	Bear's Silly Sounds	Read-Aloud: Old MacDonald	
1	Hold Up Blue	Song: Blue Waves Blues	Paper: blue, yellow; Scissors
1	Bear's Salad Party	Coloring: Bear's Salad Party	Crayons; Highlighter
2	Maisy's Morning on the Farm		Book: <i>Maisy's Morning on the Farm</i> (or another farm book) Children's family pictures
2	Spoonful of Water		Spoons; Bowls; Tray; Water; Masking tape
★ 2	Square Dance	Song: Square Dance	Masking tape; Shaker instruments
3	Sign Sheep	Signing Card: sheep	
3	Sheep Prints	Sheep Puppet; Read-Aloud: Little Boy Blue	Fingerpaint; Craft Sticks; Tape; Scissors
★ 3	Where's the Bean?		Pompoms; Playdough
4	Harvesting Crops		Paper scraps (variety of colors)
★ 4	Boy Blue	Coloring: Little Boy Blue	Fingerpaint; Crayons
4	Design a Haystack		Mini craft sticks; Playdough; Nature items: sticks, leaves; Bowl
★ 5	Haystack Fun		Masking tape; Ball
5	A Farmer's Life for Me		Book: <i>A Farmer's Life for Me</i> (or another farm book)
5	Sheep Sleep	Song: Sheep Sleep; Signing Cards: sheep, sleep	Tape

EXPERIENCE DOWN ON THE FARM WITH YOUR TODDLER!

4 Enjoy learning with your young children.

Lesson 1

CIRCLE TIME

★ Bear's Silly Sounds

LLD 3c Phonological Awareness

SET UP

Review the lyrics to Old MacDonald as needed.

SUPPLIES

☑ Read-Aloud: Old MacDonald

Young Toddler

Invite the children to play a sound game with Bear. Say, "Bear says, 'la-la-la.' Can you say it too?" Repeat, varying pitch and tone with sounds like "ba-ba-ba" or "zz-zz-zz."

OBSERVE

LLD 3c - Does the child repeat sounds and tones?

Older Toddler

Invite the children to sing a song with Bear. Sing "Old MacDonald Has a Farm" but use different sounds. For example, "With a fa-fa here and a fa-fa there." Encourage the children to choose a sound to add to the song.

OBSERVE

LLD 3c - Does the child engage in word and sound play through songs?



MUSIC AND MOVEMENT

Hold Up Blue

CA 2b Dance & Movement LLD 2d Communication

SET UP

Cut up pieces of blue and yellow paper. Give each child a piece of each color. Play the song.

SUPPLIES

☑ Song: Blue Waves Blues
☐ Paper: blue, yellow
☐ Scissors

Young Toddler

Invite the children to listen for the word "blue" and hold up their blue papers each time they hear it. Sing the color word along with the song.

OBSERVE

CA 2b - Does the child move purposely by holding up their blue paper?

LLD 2d - Does the child repeat words heard in their environment?

Older Toddler

Invite the children to listen for the words "blue" and "yellow" in the song. Encourage them to hold up their blue or yellow paper each time they hear the matching word. Sing the color words along with the song.

OBSERVE

CA 2b - Does the child follow the movements of others by holding up their blue or yellow paper?

LLD 2d - Does the child identify familiar colors?

CREATIVE CORNER

Bear's Salad Party

PD 5 Nutrition LLD 7a Writing

SET UP

Write each child's name in highlighter at the bottom of their page.

SUPPLIES

☑ Coloring: Bear's Salad Party
☐ Crayons
☐ Highlighter

Young Toddler

Invite the children to draw food items that they'd include in a salad. Ask, "What do you do if you feel hungry?" Show them where you wrote their name.

OBSERVE

PD 5 - Does the child communicate the need to eat?*

LLD 7a - Does the child make random marks or drawings on their paper?

Older Toddler

Invite the children to draw food items that they'd include in a salad. Ask, "What food did you draw?" Encourage them to write their name by tracing over the highlighter letters.

OBSERVE

PD 5 - Does the child begin to identify foods?*

LLD 7a - Does the child make marks or scribbles on their paper? Do they begin to make letter-like forms?

*To observe this skill in full, observe during other parts of the day.



Lesson 2

STORYTIME

Maisy's Morning on the Farm

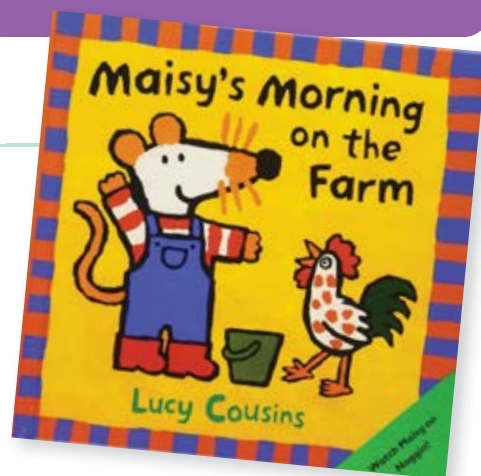
LLD 6b Reading Comprehension SS 1a Culture & Community

SET UP

Have the children's family photos available.

SUPPLIES

- ☐ Book: *Maisy's Morning on the Farm* (or another farm book)
- ☐ Children's family pictures



Young Toddler

Read the book. Ask, "Where is ____?" Encourage the children to repeat key words. Ask, "Who helps you get breakfast?" Show pictures of the children's families. Observe how they respond.

OBSERVE

LLD 6b - Does the child answer "where" questions by pointing to the pictures and repeating the words?

SS 1a - Does the child recognize familiar people?

Older Toddler

Read the book and ask, "Who takes care of the animals on the farm?" Afterward, ask, "Who helps you get breakfast?" Encourage the children to identify familiar people who help them.

OBSERVE

LLD 6b - Does the child identify the main character in the story?

SS 1a - Does the child identify family members who help them?



DISCOVERY TIME

Spoonful of Water

M 4a Measurement

SET UP

Put two bowls and different-sized spoons on a tray. Fill one bowl with water.

SUPPLIES

- ☐ Spoons
- ☐ Bowls
- ☐ Tray
- ☐ Water
- ☐ Masking tape

Young Toddler

Invite the children to help you scoop water from one bowl to another. Explore different spoons.

OBSERVE

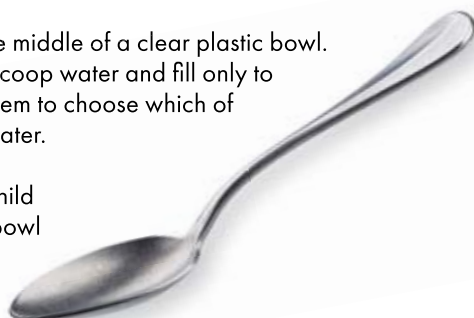
M 4a - Does the child explore size (capacity) in relation to self?

Older Toddler

Tape a line around the middle of a clear plastic bowl. Invite the children to scoop water and fill only to the line. Encourage them to choose which of the bowls has more water.

OBSERVE

M 4a - Does the child determine which bowl has more water?



MUSIC AND MOVEMENT

★ Square Dance

CA 1a & CA 1b Music

SET UP

Use the tape to make a large square on the floor. Give each child a shaker instrument. Play the song.

SUPPLIES

- ☒ Song: *Square Dance*
- ☐ Masking tape
- ☐ Shaker instruments

Young Toddler

March around the square and dance along to the beat. Encourage the children to repeat or sing the words in the song.

OBSERVE

CA 1a - Does the child repeat or sing the words in familiar songs?

CA 1b - Does the child respond to changes in rhythm?

Older Toddler

March around the square and move the shaker instruments to the beat of the song. Invite the children to dance across the square whenever they hear "do-si-do."

OBSERVE

CA 1a - Does the child express what they like or don't like about the song? Do they shake an instrument?

CA 1b - Does the child shake their instrument to the beat?

Lesson 3

CIRCLE TIME

Sign Sheep

LLD 1b Listening

SET UP

Make the sign for "sheep." Invite the children to copy you.

SUPPLIES

☑ **Signing Card: sheep**

Young Toddler

Play a game. Invite the children to pretend to be sheep when you make the sign and stop when you say, "Stop."

OBSERVE

LLD 1b - Does the child follow a one-step direction?

Older Toddler

Play a directions game. Invite the children to follow two-step directions that include the sign for "sheep." For example, "Sign sheep and pretend to be a sheep."

OBSERVE

LLD 1b - Does the child follow related two-step directions?



CREATIVE CORNER

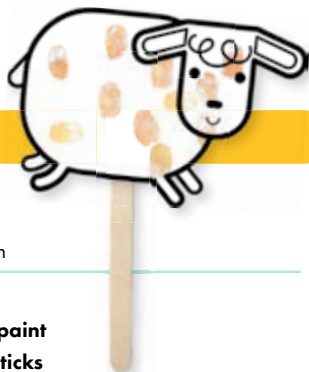
Sheep Prints

CA 3b Visual Arts LLD 2c Communication

SUPPLIES

☑ **Sheep Puppet**
☑ **Read-Aloud:**
Little Boy Blue

☐ **Fingerpaint**
☐ **Craft Sticks**
☐ **Tape**
☐ **Scissors**



Young Toddler

Play the read-aloud as the children paint. Encourage them to dip their fingers in the paint and make fingerprints on their Sheep Puppet. Ask yes/no questions about their sheep.

OBSERVE

CA 3b - Does the child use their hands and fingers to paint?

LLD 2c - Does the child use one- to two-word sentences to talk about their sheep?

Older Toddler

Play the read-aloud as the children paint. Encourage them to paint wool on their Sheep Puppet. Use tape to add the craft stick. Ask the children questions about their puppet, like, "What does your sheep like to do in the meadow?"

OBSERVE

CA 3b - Does the child use paint to create shapes or symbols?

LLD 2c - Does the child use two- to four-word sentences to talk about their sheep?

DISCOVERY TIME

★Where's the Bean?

M 2b Spatial Awareness SED 1c Self-Awareness

SET UP

Roll the playdough into large balls. Set the pompoms and playdough on the table.

SUPPLIES

☐ **Pompoms**
☐ **Playdough**

Young Toddler

Invite the children to explore and play with the pompom and playdough independently. Then give simple positional directions, like, "Put the pompom on the playdough" or "Lift up the playdough."

OBSERVE

M 2b - Does the child follow simple positional directions?

SED 1c - Does the child attempt to explore the pompoms and playdough independently?

Older Toddler

Using the pompom and playdough, give simple positional directions. For example, "Put the playdough next to your hand" or "Put the pompom behind your head."

OBSERVE

M 2b - Does the child place the playdough or pompoms in relation to themselves?

SED 1c - Does the child explore the pompoms and playdough independently?



Lesson 4

CIRCLE TIME

Harvesting Crops

M 6 Classification **SED 3b** Social Relationships

SET UP

Place the paper scraps on the floor.

SUPPLIES

☐ Paper scraps (variety of colors)

Young Toddler

Encourage the children to pretend the paper scraps are crops.

Invite them to help a peer make groups of crops.

OBSERVE

M 6 - Does the child make groups of paper scraps with common characteristics (may be inconsistent)?

SED 3b - Does the child engage in a simple interaction with a peer?

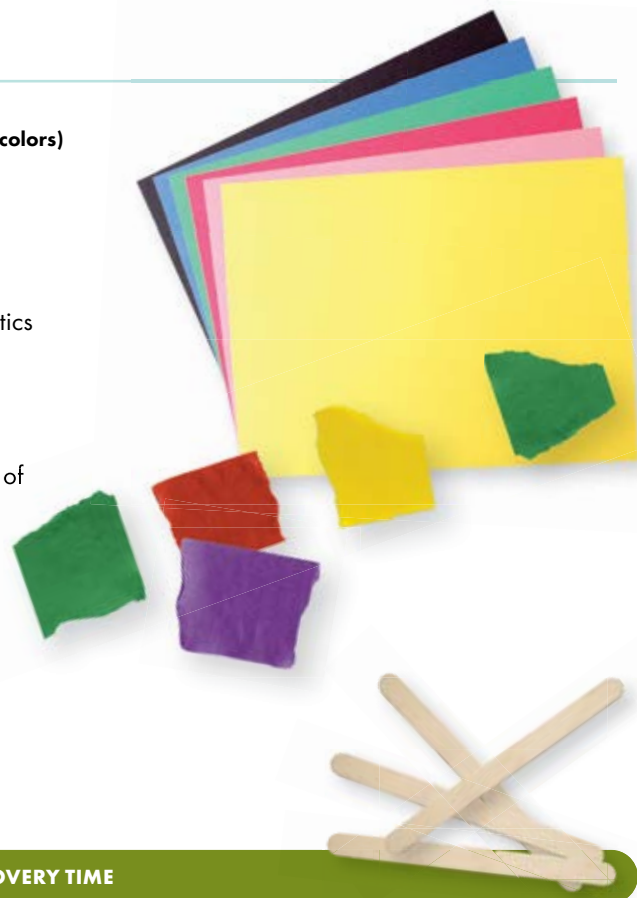
Older Toddler

Shout out a color and encourage the children to work with a peer to pick up all of the "crops" of that color and place them in a pile.

OBSERVE

M 6 - Does the child sort by color?

SED 3b - Does the child show interest in interacting with their peers?



CREATIVE CORNER

★ Boy Blue

LLD 7a & **LLD 7b** Writing

SET UP

Set out the coloring sheet; fingerprint and crayons on the table.

SUPPLIES

☒ Coloring: Little Boy Blue
☐ Fingerprint
☐ Crayons

Young Toddler

Invite the children to write and draw about taking a nap. Then encourage them to add details to the coloring page using the paint and their fingerprints.

OBSERVE

LLD 7a - Does the child make random marks or draw with writing tools?

LLD 7b - Does the child make fingerprints?

Older Toddler

Invite the children to draw and write about their cozy nap spot. If desired, invite them to color in Little Boy Blue using the fingerprint.

OBSERVE

LLD 7a - Does the child make scribbles or marks? Do they begin to make letter-like forms?

LLD 7b - Does the child scribble or draw to represent their nap spot?



DISCOVERY TIME

Design a Haystack

PD 2 Fine Motor **SCI 3a** Physical Science

SET UP

Set out the playdough, bowl of craft sticks and nature items (sticks and leaves).

SUPPLIES

☐ Mini craft sticks
☐ Playdough
☐ Nature items: sticks, leaves
☐ Bowl

Young Toddler

Roll the playdough into balls. Invite the children to push craft sticks and nature items into the dough. Talk about what you see. For example, "I see you are pushing sticks into the dough."

OBSERVE

PD 2 - Does the child purposely grasp and push the craft sticks into the playdough with their finger and thumb?

SCI 3a - Does the child use their hands and fingers to push the playdough and craft sticks?

Older Toddler

Help the children roll the playdough into "haystacks" (balls). Invite them to explore moving and rolling the balls. Encourage them to push craft sticks and nature items into the dough and explore how the ball moves.

OBSERVE

PD 2 - Does the child push craft sticks into the playdough with one or both hands?

SCI 3a - Does the child explore how things move or roll?

Lesson 5

CIRCLE TIME

★ Haystack Fun

SED 3c Social Relationships

SET UP

Use the masking tape to make a “haystack” (circle) on the floor.

SUPPLIES

- ☐ Masking tape
- ☐ Ball

Young Toddler

Invite one child at a time to hold a ball, walk to and around the “haystack,” then back. Pass the ball to the next child for a turn.

OBSERVE

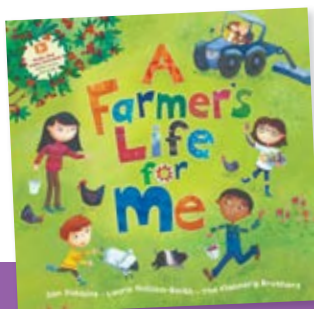
SED 3c - Does the child mimic the actions of others by carrying the ball and walking around the haystack?

Older Toddler

Invite one child at a time to hold a ball, carefully run to and around the “haystack,” then back. Pass the ball to the next child for a turn.

OBSERVE

SED 3c - Does the child join and participate in the activity when asked?



STORYTIME

A Farmer's Life for Me

LLD 2c Communication

SET UP

Show the cover and read the title.

SUPPLIES

- ☐ Book: **A Farmer's Life for Me** (or another farm book)

Young Toddler

Read the book. Ask questions, like, “What animals do you see? What is the farmer doing?”

OBSERVE

LLD 2c - Does the child answer questions using one- to two-word sentences?

Older Toddler

Read the book. Ask questions, like, “What is happening in the picture? What will the farmer do next? What farm jobs would you like to do?”

OBSERVE

LLD 2c - Does the child answer questions using two- to four-word sentences?

MUSIC AND MOVEMENT

Sheep Sleep

CA 2b Dance & Movement LLD 1a Listening

SET UP

Display the Signing Cards low on the wall so the children can see them.

SUPPLIES

- ☒ Song: **Sheep Sleep**
- ☒ Signing Cards: **sheep, sleep**
- ☐ Tape

Young Toddler

Play the song, dance and listen for the word “sheep.” Sign the word throughout the song.

OBSERVE

CA 2b - Does the child purposely make the sign for sheep? Do they sway or bounce to the music?

LLD 1a - Does the child show understanding of the word “sleep?”

Older Toddler

Play the song, dance and listen for the words “sheep” and “sleep.” Sign the words and invite the children to copy you.

OBSERVE

CA 2b - Does the child follow the movements of others?

LLD 1a - Does the child show understanding of phrases and sentences?



