

Learning Game Calendar

INFANTS • TODDLERS • PRESCHOOL • SCHOOL-AGE

___/___/___

<p>LESSON 1 Sunny Shapes MR 5 Patterns</p> 	<p>LESSON 2 Windy Letter LLD 5 Concepts of Print</p> 	<p>LESSON 3 Heavy Clouds SCI 1 Investigation & Inquiry</p> 	<p>LESSON 4 Tie-Dye Snowflake SCI 3 Physical Science</p> 	<p>LESSON 5 Drip Drop Rain CA 1 Music</p> 
<p>LESSON 6 Gourd Discovery PD 2 Fine Motor</p> 	<p>LESSON 7 Losing Leaves MR 1 Number Sense</p> 	<p>LESSON 8 Does a Bear Wear a Hat in the Winter? LLD 5 Concepts of Print</p> 	<p>LESSON 9 Wake Up, Spring SED 2 Self-Regulation</p> 	<p>LESSON 10 Dress the Bear MR 2 Spatial Awareness</p> 
<p>LESSON 11 Leaf Creatures MR 2 Spatial Awareness</p> 	<p>LESSON 12 Shine a Light LLD 3 Phonological Awareness</p> 	<p>LESSON 13 How Many Are Sleeping? MR 1 Number Sense</p> 	<p>LESSON 14 Moving Animals SS 3 Geography</p> 	<p>LESSON 15 More or Less? MR 7 Logic & Reasoning</p> 
<p>LESSON 16 Thunder Shaker CA 1 Music</p> 	<p>LESSON 17 Counting Hail MR 1 Number Sense</p> 	<p>LESSON 18 Cutting Twisters PD 2 Fine Motor</p> 	<p>LESSON 19 Strong House MR 7 Logic & Reasoning</p> 	<p>LESSON 20 Sink or Float? SCI 1 Investigation & Inquiry</p> 

Sunny Shapes

Let's make repeating patterns with colors and shapes.



MR 5 Patterns

Identifies, reproduces and creates patterns.



SUPPLIES

Shape links
Cube Cards: Sun Colors
Shape Design Mat

*Click for a
FREE
printable.*

Some, but not all materials are available here. For a full Curriculum kit visit us at ExperienceCurriculum.com

Where is your child along the learning path?

INFANTS

Make a chain of links and dangle them above the child to reach up and grab. As you move the link chain up and down, play a repetitive game of "down, down, down. Up, up, up!"

TODDLERS

Play with links. Show the child one color link and encourage him to find the same color link. Then find another color. Together make a link of repeating colors, e.g., yellow-orange, yellow-orange

PRESCHOOL / PRE-K

Roll the cube and find a link with the same color. Place that link on a matching shape on the Design Mat.

YOUNG SCHOOL-AGE

Create a chain link with a repeating pattern of colors. Determine the pattern by rolling the cube three times. Take the same color links and make a repeating chain with those colors as long as possible.

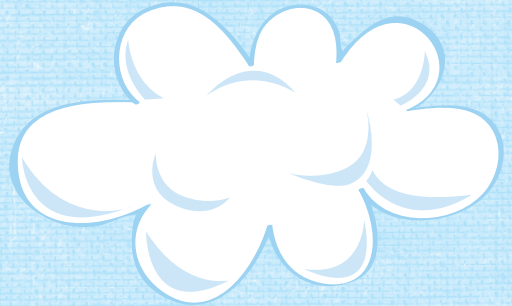
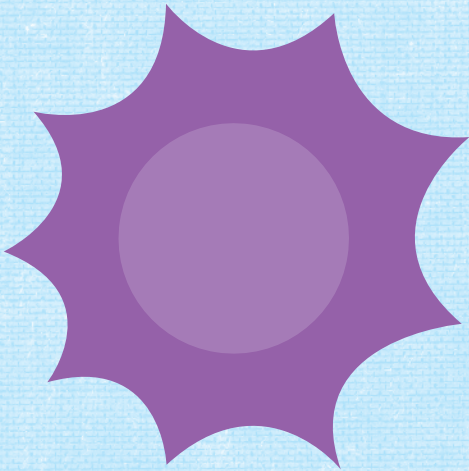
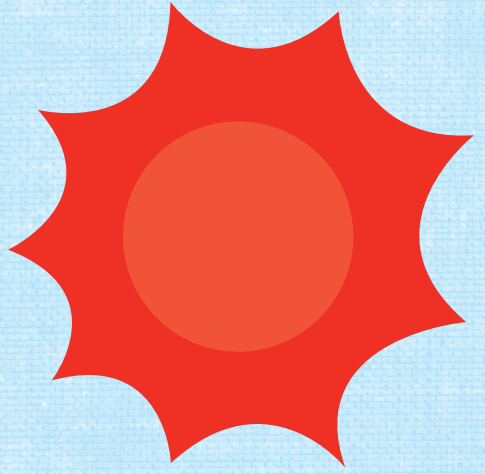
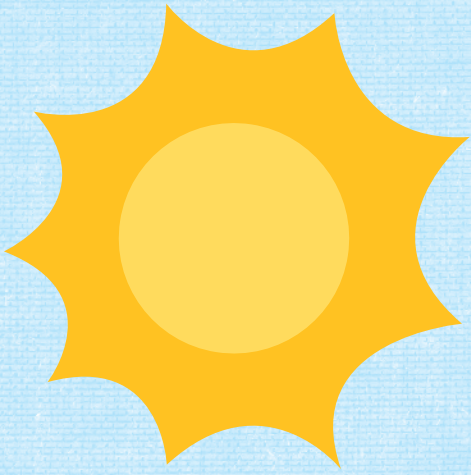


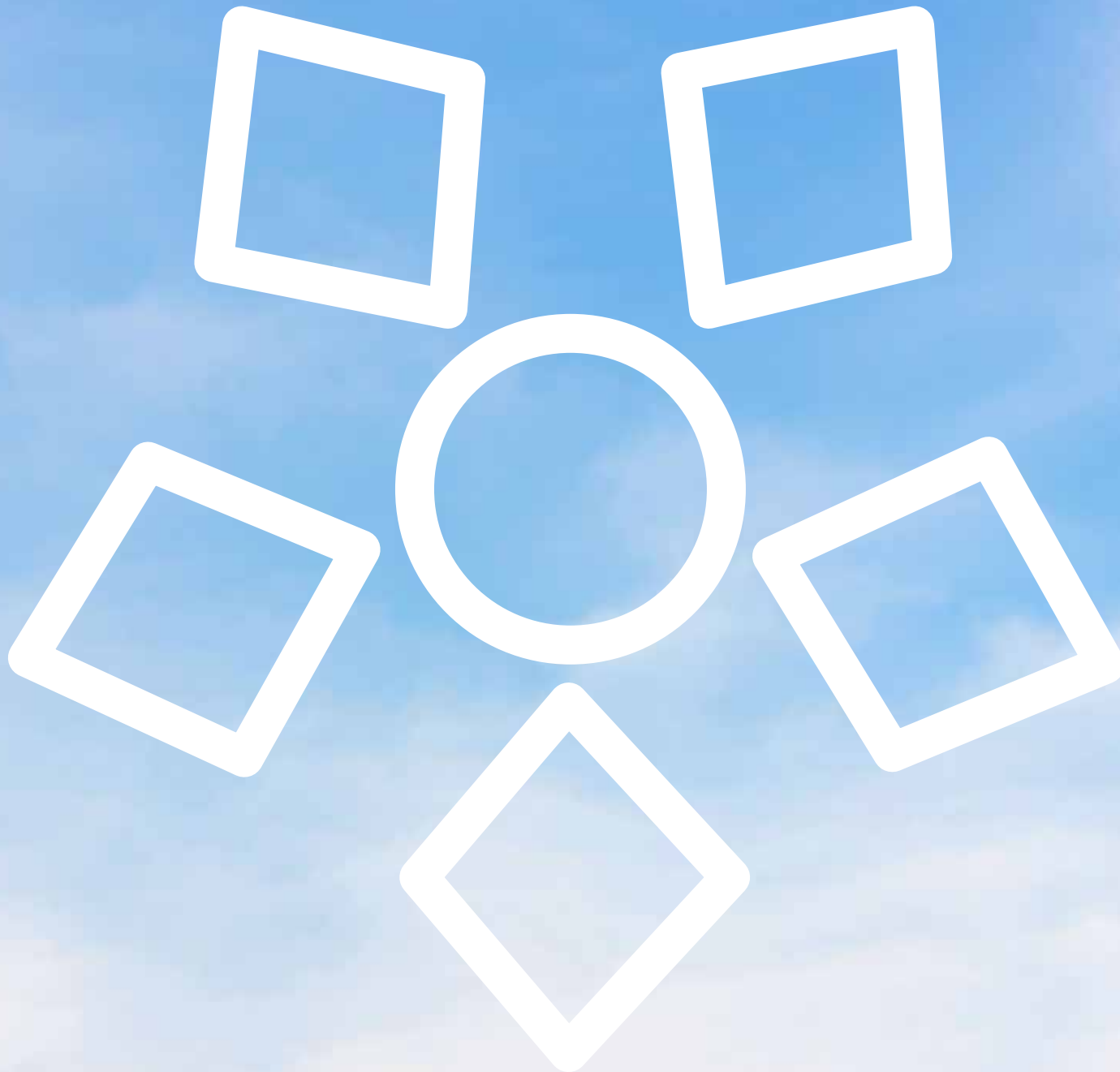
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2 Windy Letter

Let's practice making letters and spelling words.



LLD 5 Concepts of Print

Demonstrates print and book-handling skills.



SUPPLIES

Cotton balls
Straw
Letter Card: C

Where is your child along the learning path?

INFANTS

Put the Letter Card on the floor and cover it with a scarf. Lift up the scarf and point at a picture. Ask, e.g., "Where is the cat?" Follow the lead of the child and explore the pictures and scarf.

TODDLERS

Tell a story about little cats being lost. Pretend the cotton balls are little cats. Encourage the children to find the cats (cotton balls) and put them on the letter C.

PRESCHOOL / PRE-K

Make a big masking tape C on the floor and place the Letter Card at the bottom of the C. Invite the child to use the straw to push or blow the cotton ball along the masking tape C and onto the Letter Card.

YOUNG SCHOOL-AGE

Use cotton balls to make a letter. Name a word and the child makes the first or last letter of the word with the cotton balls.



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Cc



cat



cloud



Heavy Clouds

Let's do an experiment and describe what we see happening.



SCI 1 Investigation & Inquiry

Observes, inquires and investigates objects and events to gain understanding.



SUPPLIES

Bowl of water
Shaving cream
Blue water
Eyedroppers
Clear zip bag
Bin

Where is your child along the learning path?

INFANTS

Put shaving cream in a bag and explore touching it through the bag.

TODDLERS

Explore the texture of the shaving cream. Narrate each child's actions while they investigate.

PRESCHOOL / PRE-K

Use the eyedropper to squeeze blue water on top of the shaving cream. Ask children to describe what they see happening.

YOUNG SCHOOL-AGE

Ask children what they think will happen when they squirt blue water on the shaving cream. Encourage them to test their ideas.



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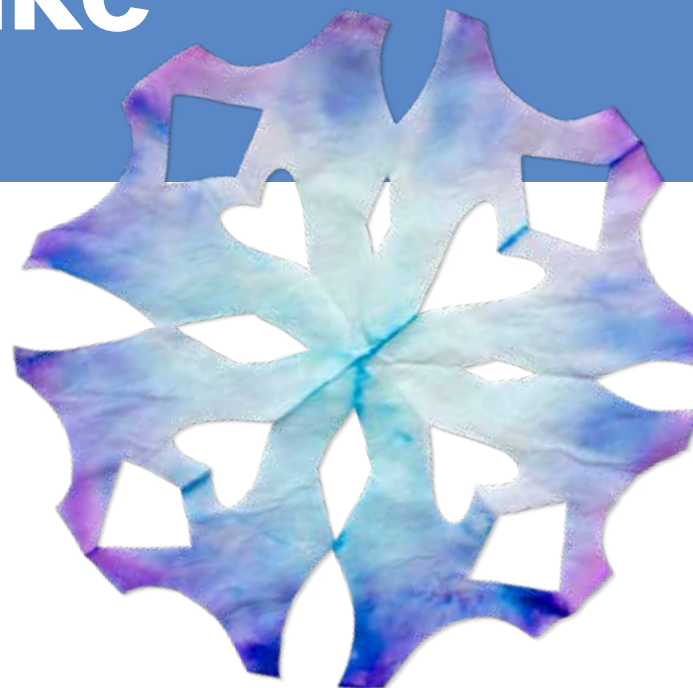
Tie-Dye Snowflake

Let's experiment with things that float and try different snowflake designs that can float longer.



SCI 3 Physical Science

Explores forces, motion and materials and how they change.



SUPPLIES

Coffee filter
Markers
Eyedroppers
Water
Scissors

Where is your child along the learning path?

INFANTS

Drop the coffee filter from high and let it float to the ground near the baby. Observe how the baby reaches for it and watches it fall.



TODDLERS

Explore tossing and catching the coffee filter. Talk about how it floats down to the ground. When done, cut the coffee filters into snowflakes and dangle them with yarn under a table. Children crawl under the table to explore the snowflakes.



PRESCHOOL / PRE-K

Invite children to cut the coffee filter into snowflakes and experiment how they float to the ground. Then, if desired, invite children to color on the coffee filters with washable markers and drip water on them. Describe how the colors mix.



YOUNG SCHOOL-AGE

Invite children to cut the coffee filters into snowflakes and experiment to see which snowflakes stay longest in the air. Ask children what they notice. Does a certain type of design stay longer in the air? Then decorate the snowflakes with washable markers and drip water on them to bleed the colors.



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Drip Drop Rain

Let's keep the beat of a song with an instrument.



CA 1 Music

Expresses through music and develops rhythm and tone.



*Click for
a link.*

SUPPLIES

Music CD
Shakers or drums

Where is your child along the learning path?

INFANTS

Bounce the baby on your knees to the beat of the song.

TODDLERS

Play the song and give each child a shaker or set out a drum to pound along to the song. Repeat the words "drip drop" throughout the song.

PRESCHOOL / PRE-K

As the music plays, encourage children to shake an instrument to the beat. Tap the instruments on the body parts named in the song.

YOUNG SCHOOL-AGE

As the music plays, encourage children to dance and move only the body part named to the beat. Make a stage and encourage one child to perform for the others.



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Gourd Discovery



Let's build small muscle coordination and pull seeds out of a vegetable.

PD 2 Fine Motor

Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys.



SUPPLIES
Gourds (sliced)
Tweezers

Where is your child along the learning path?

INFANTS

Put a few whole gourds on the floor for the baby to touch and explore.

TODDLERS

Cut open a gourd and invite children to touch and explore the various textures inside.

PRESCHOOL / PRE-K

Cut open a gourd and invite children to use tweezers to pick out the seeds.

YOUNG SCHOOL-AGE

Use tweezers to pull out seeds from the gourd then experiment with different ways to stack the seeds. Encourage children to count how many seeds they pull out of the gourd.



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7 Losing Leaves

Let's play counting games with leaves.



MR 1 Number Sense

Understands concepts of number and quantity.



SUPPLIES

Bare Tree poster
Real leaves
Plates
Die
Paper
Marker

Where is your child along the learning path?

INFANTS

Show a leaf to the baby then hide it under your leg. Show it again and continue to play hide and seek with the leaf.

TODDLERS

Set out three plates and encourage children to put one leaf on each plate. Count 1-3 aloud. Put the leaves back on the Bare Tree poster then try putting two leaves on each plate.

PRESCHOOL / PRE-K

Put leaves on the Bare Tree poster then roll a die and remove the same number of leaves from the poster. Repeat until the leaves are all gone.

YOUNG SCHOOL-AGE

Put 10 leaves on the poster. Roll the die twice, write both numbers on a paper and remove that many leaves. Determine if they add up to 10. If not, which number is needed to make 10?



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Does a Bear Wear a Hat in the Winter?



Let's answer questions and invent our own ideas about a picture book.

LLD 5 Concepts of Print

Demonstrates print and book-handling skills.



SUPPLIES

Book: Does a Bear
Wear a Hat in
the Winter?
Paper
Markers

Where is your child along the learning path?

INFANTS

Look at the book together. Point and name the animals.

TODDLERS

Read the book aloud to the children. Ask the question in the book about the animal then about the child. For example, "Does the Bear wear a hat in the winter? Does [child's name] wear a hat in the winter?"

PRESCHOOL / PRE-K

After reading a few pages, turn a page and ask children what they see on the page. What is the child's favorite animal?

YOUNG SCHOOL-AGE

Encourage children to write their own page in the book by filling in the blank. Ask, "Does the [animal] wear a [piece of clothing] in the [season]?" Invite children to write and draw pictures to go with their pages.



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Wake Up, Spring



Let's listen to music and control our movements as we stop and go.

SED 2 Self-Regulation

Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.



SUPPLIES
Music CD
Wake Up Cards

Where is your child along the learning path?

INFANTS

Sit the baby on your knees and wait for the music to sing bear and then raise the baby up. Each time you hear "bear," jump the baby up. Observe if the child responds to the change.

TODDLERS

Listen to the song while everyone holds onto the same scarf or parachute. Raise it up and down and then freeze. Encourage children to stop moving and wait until you say go. Stop and go throughout the song.

PRESCHOOL / PRE-K

Give each child a picture card and encourage them to wait until they hear their picture sung in the song then jump up.

YOUNG SCHOOL-AGE

Give each child a picture card and encourage them to strike a pose until they hear that word in the music then quickly change their pose.

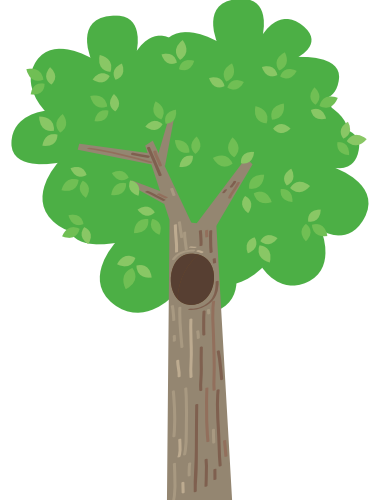
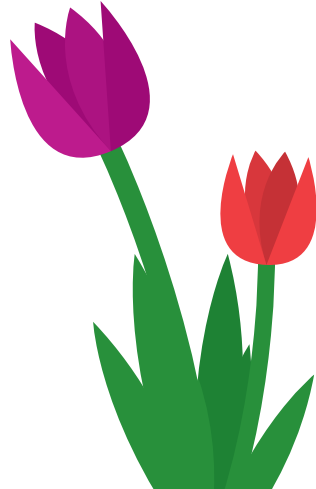
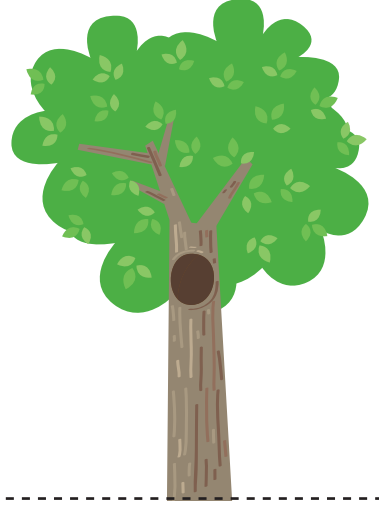
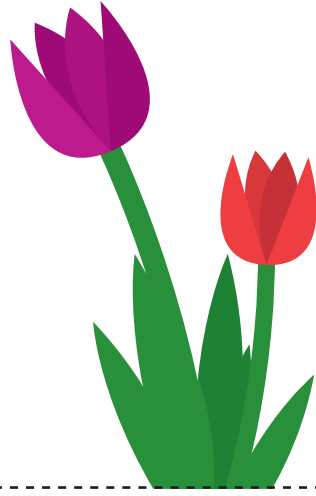
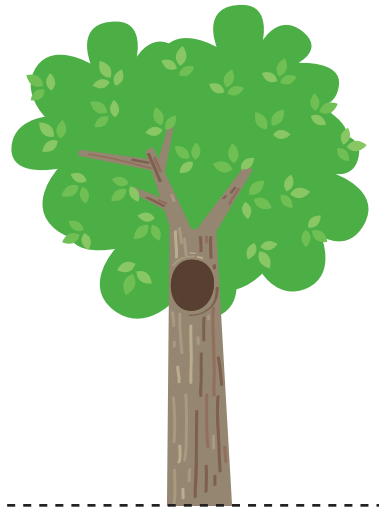
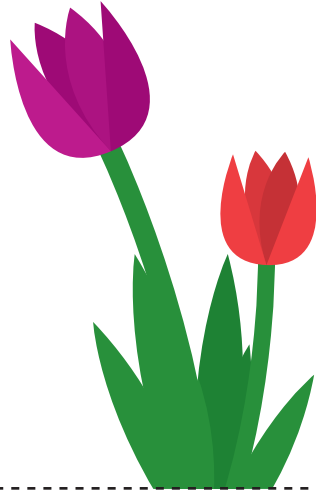
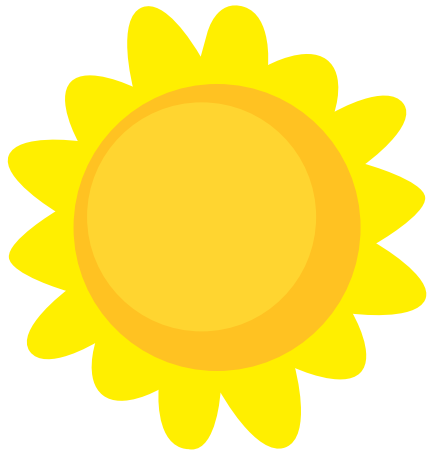


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Dress the Bear



Let's use positional vocabulary while we put dress-up clothes on a bear.



MR 2 Spatial Awareness

Understands how objects move in space and describes their location, e.g., on, under, next to.



SUPPLIES

Bear Poster
Clothes cut-outs
Weather spinner
Tape

Where is your child along the learning path?

INFANTS

Laminate and tape the bear to the wall then tape the clothing to the bear. Encourage the child to pull off and put on the clothing. Describe where the child places the clothing: on, off, next to.

TODDLERS

Put the Bear Poster on the table with the clothing pieces. Encourage children to find the coat and put it on the bear. Name other clothing items to put on the bear.

PRESCHOOL / PRE-K

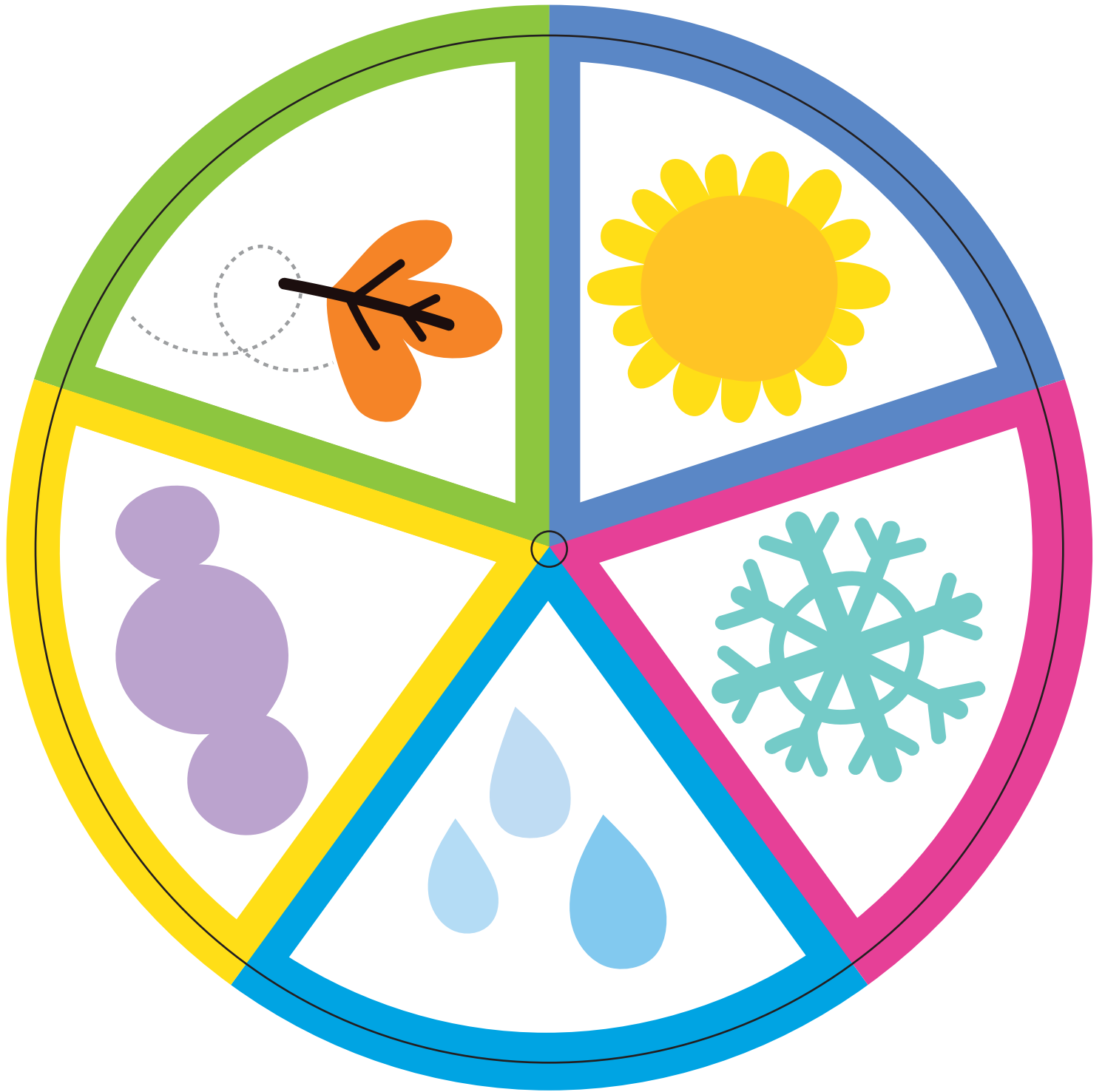
Spin the wheel and pick clothing to put on the bear according to the weather. Give positional prompts such as, "Put the hat on the bear's foot."

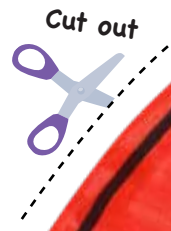
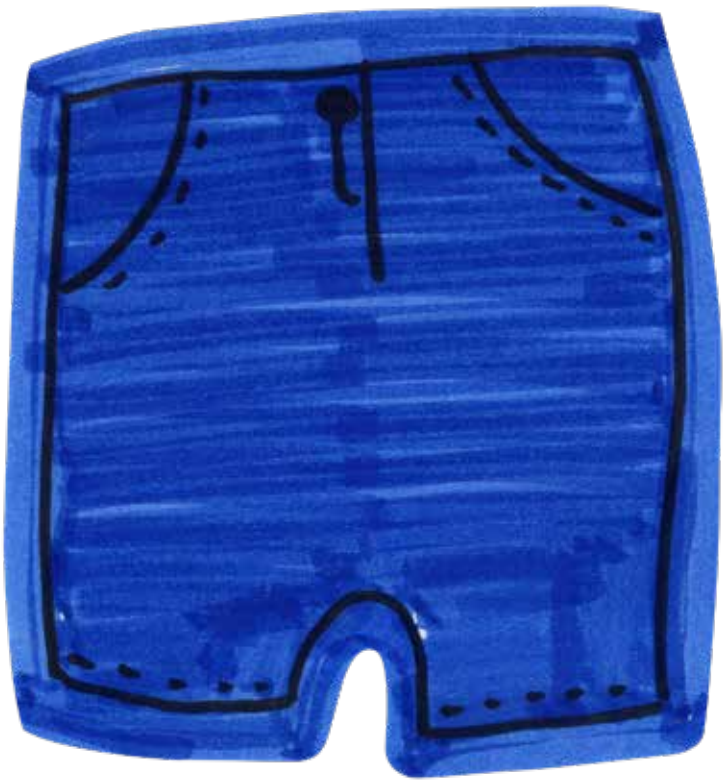
YOUNG SCHOOL-AGE

Give multi-step positional directions to the child. For example, "Put the bear's pants on his legs then cover them with the coat. Next put the umbrella upside-down by his feet."



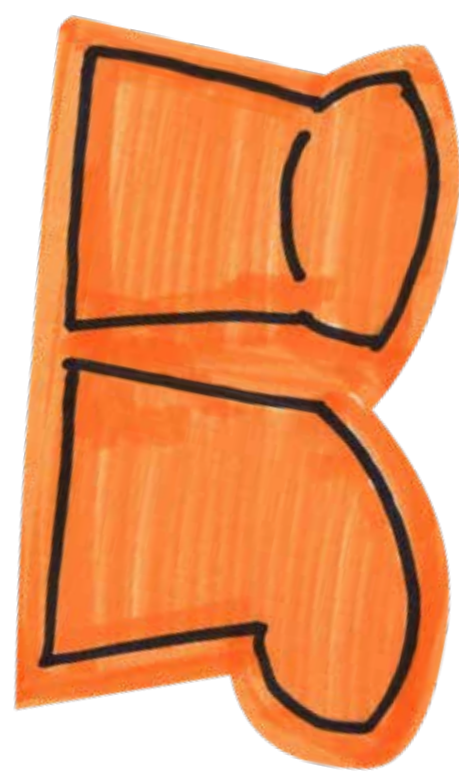
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Cut out





Leaf Creatures



Let's use leaves like puzzle pieces to create an animal or art design.



MR 2 Spatial Awareness

Understands how objects move in space and describes their location, e.g., on, under, next to.



SUPPLIES

Leaves
Glue
Paper
Box
Markers

Where is your child along the learning path?

INFANTS

Play with a leaf and a box. Talk about where the leaf is located, e.g., under the box, on the box, next to the box.

TODDLERS

Encourage children to pick a leaf and put it on the paper. Listen for children to use words such as on, off, next to.

PRESCHOOL / PRE-K

Set out leaves and encourage children to arrange them on the paper to create an animal. Glue down and invite children to draw any additional features. Ask them how they made the animal and listen for spatial words such as next to, on top of, under.

YOUNG SCHOOL-AGE

Encourage children to name an animal then use leaves to recreate it. Observe if the child to uses 6-10 leaves to make a complex animal design.



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Shine a Light



Let's use a flashlight and shine a light on a picture, letter or named word.

LLD 3 Phonological Awareness

Hears small units of sounds.



SUPPLIES

Cube Cards:
Letters N, U
Tape
Flashlight

Where is your child along the learning path?

INFANTS

Play catch the light and shine the light on different toys in the room. Name the toy and emphasize the beginning sound. Respond as the child tracks the light or reaches out to play with it.

TODDLERS

Hold a flashlight and give one to each child to hold. Explore shining a light on the letter cards and encourage children to take turns holding the flashlight and shining it on letter and photo cards.

PRESCHOOL / PRE-K

Hang letter and photo cards on the wall. Give children a flashlight, name a letter sound and invite them to shine on the card that has that beginning sound. For example, make the /n/ sound and the child shines the "nest" photo.

YOUNG SCHOOL-AGE

Hang photo and word cards on the wall. Name a sound that is either at the beginning, middle or end of a word. Encourage children to shine their lights on the card with the same sound in that place. Name a word card and ask the child to read the words and shine the light on it.



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Nn



nest



nut



U u



umbrella



underwear



How Many Are Sleeping?

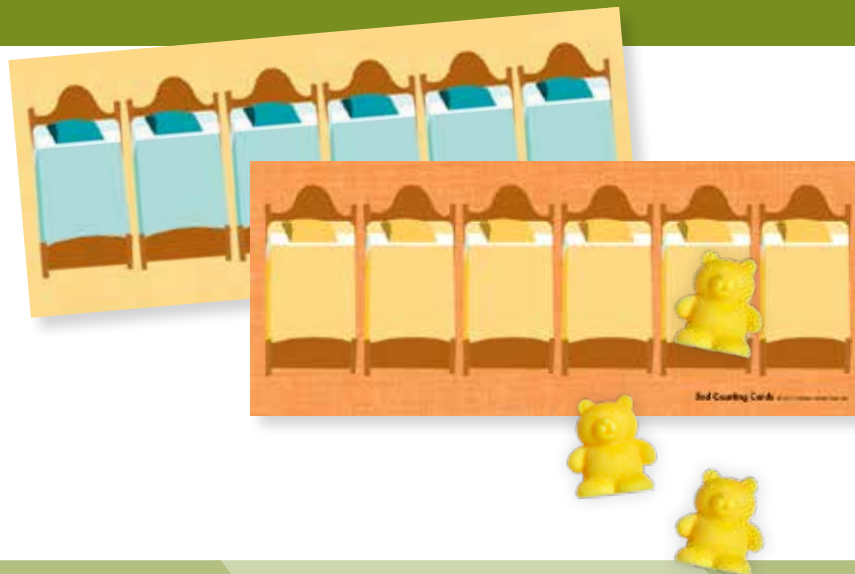


Let's count and add bears in the bed.



MR 1 Number Sense

Understands concepts of number and quantity.



SUPPLIES

- Bear counters
- Counting Beds
- Cards
- Playdough
- Scissors
- Tape
- Die

Where is your child along the learning path?

INFANTS

Write 1 with one dot on a paper. Write 2 with two dots on another paper. Tape the papers to the floor. Put one toy (or a shape link) on the dot of the 1 paper and two toys on the number 2 paper. Play with the toys and count them as the child explores the papers and the toys.



TODDLERS

Put a playdough ball (or a bear counter) on the bed and ask children to put "one more" on the next bed. Continue to add "one more" until all the beds have a bear. Count together.



PRESCHOOL / PRE-K

Roll the die and put the same number of bears on the Counting Beds Cards. Continue to roll until there are six bears on the bed.

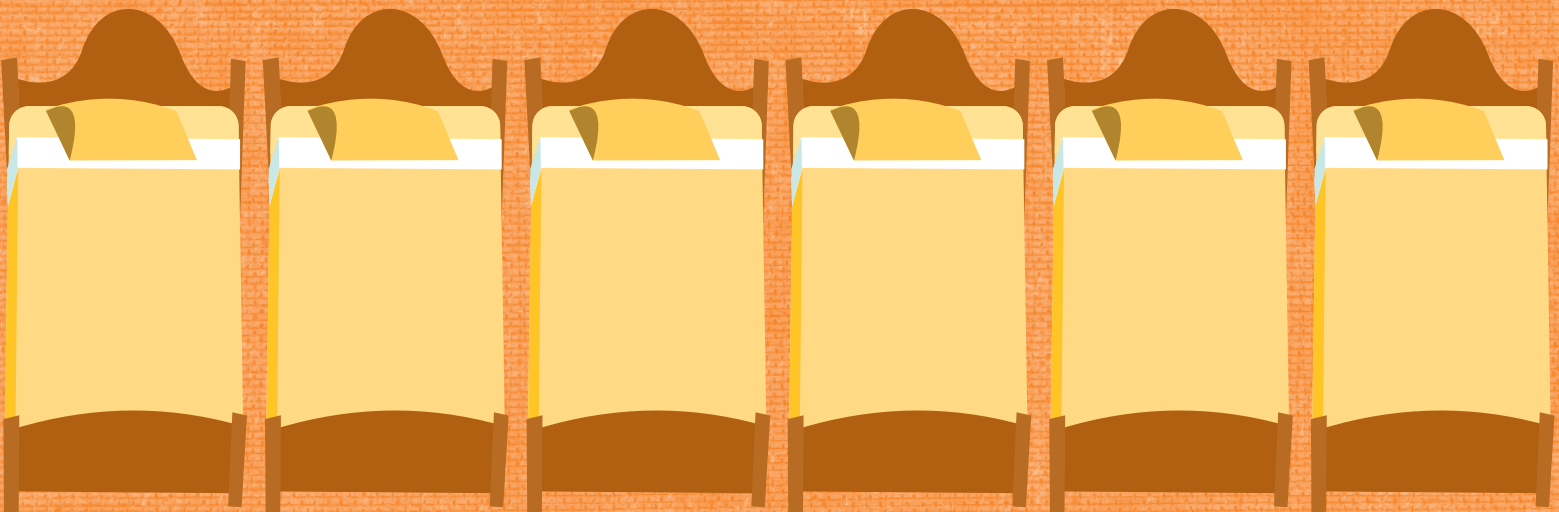
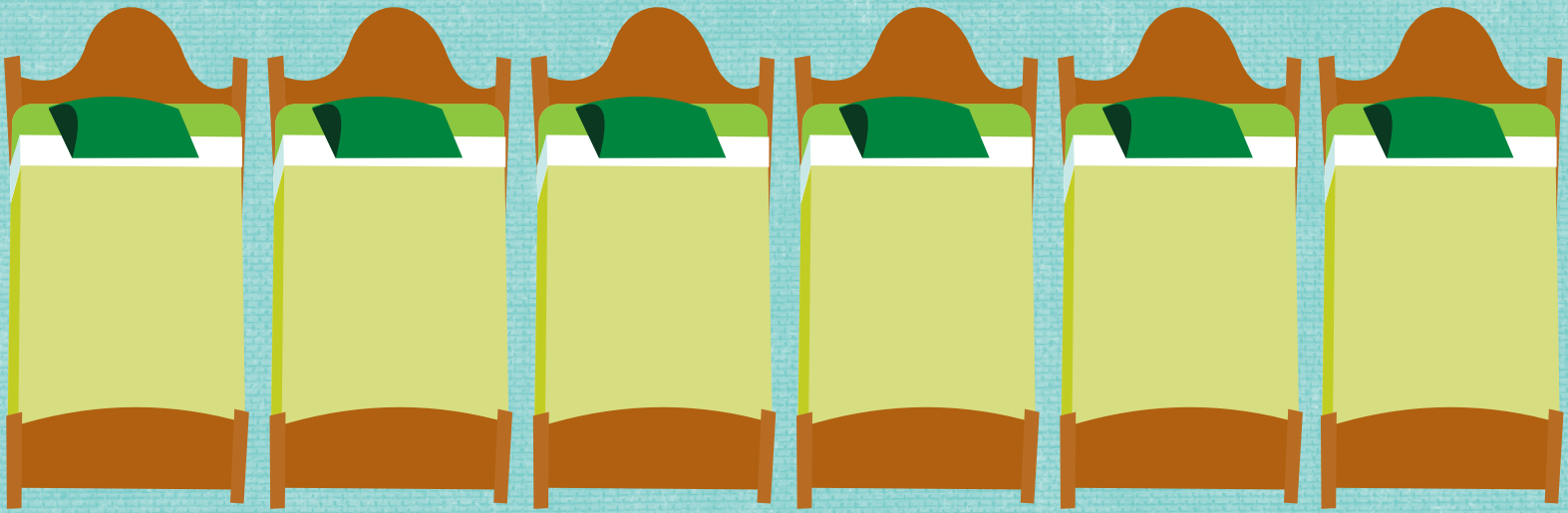
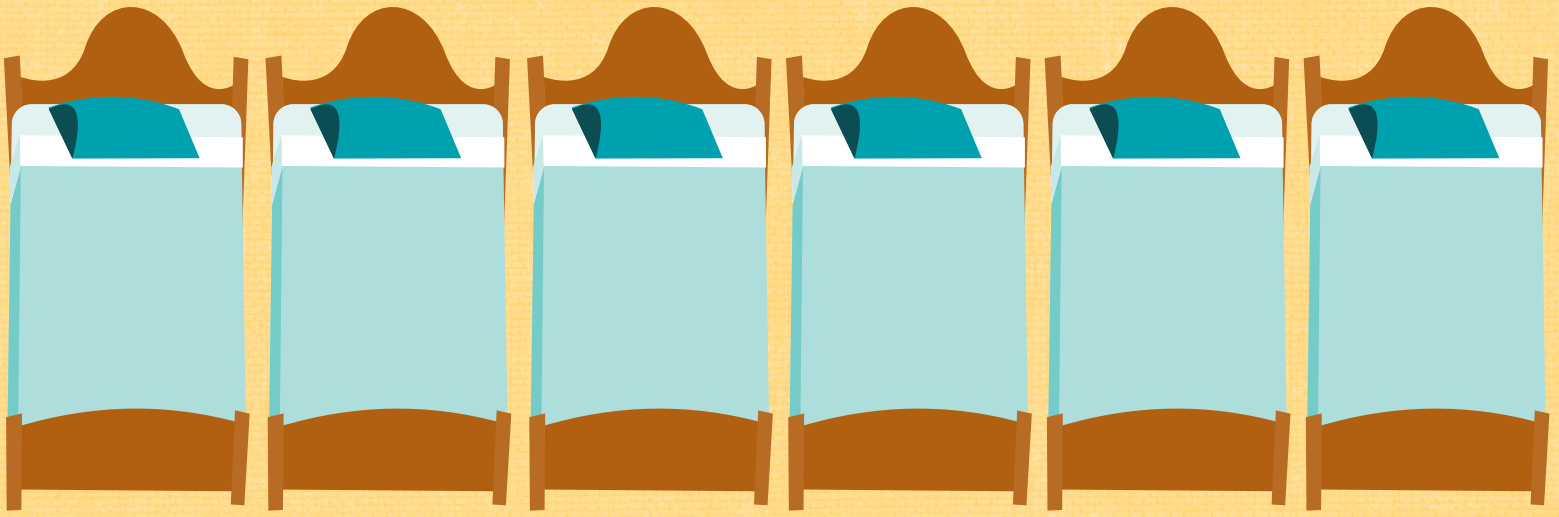


YOUNG SCHOOL-AGE

Encourage the child to use two different colors of bears and Counting Beds Cards to determine different number combinations that add up to six. Write the number equations. For example: 2 blue bears + 4 yellow bears = 6; 3 + 3 = 6; 1 + 5 = 6. Repeat with a different number.



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Moving Animals

Let's follow paths and make maps.



SS 3 Geography

Identifies types of places and interacts with maps.



SUPPLIES

Cube Cards:
Migrating Animals
Scissors
Masking tape
Pocket Cube or box
Marker
Paper
Box

Where is your child along the learning path?

INFANTS

Tape the picture cards on the floor and explore how the child crawls around and navigates the environment to discover the cards.

TODDLERS

Make a masking tape path on the floor and put one obstacle along the path. Give each child one animal card to carry along the path and place in a box or bowl at the end of the path. Repeat with another card.

PRESCHOOL / PRE-K

Make a masking tape path on the floor across the room. Invite children to take turns rolling the cube then move like that animal along the path. Talk about how animals migrate to warmer weather in the winter.

YOUNG SCHOOL-AGE

Invite each child to roll the cube, identify the creature then draw a migration map showing where the animal would go when it migrates. Invite children to show and describe the features of their map.



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**WILD
CARD**



More or Less?



Let's explore volume and which cup holds the most water.



MR 7 Logic & Reasoning

Uses logic to solve problems.



SUPPLIES
Measuring cups
Clear cups
Water

Where is your child along the learning path?

INFANTS

Play with the child at a water faucet. Explore turning the water on and off while the baby reaches out for the water. How does the child communicate when he wants the water on?

TODDLERS

Set out two measuring cups. Ask children to pick the smaller cup. Fill it with water and invite one child to pour it into the bigger cup. Repeat with other children then invite them to explore the cups freely.

PRESCHOOL / PRE-K

Set out two containers of different sizes filled with differing volumes of water. Encourage children to pick which container they think has the most water in it. Check the results by pouring the water into same-sized cups. Ask children to explain if their guesses were right or wrong.

YOUNG SCHOOL-AGE

Set out multiple containers and invite children to vote on which they think will hold the most water. Observe how they test their predictions. Do they use process of elimination to determine an answer or solution? Ask children to explain the sequence of figuring out which container holds the most water.



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Thunder Shaker

Let's make a shaker to create music.



CA 1 Music

Expresses through music and develops rhythm and tone.



- SUPPLIES**
- Tube
 - Shaker mix
 - Caps

Where is your child along the learning path?



INFANTS

Make a shaker for the baby. Stop and start playing the shaker. Observe how the child responds to the sounds.

TODDLERS

Invite children to help you put shaker mix in the tube to make an instrument. Play a song and shake the instrument along with the music. Start and stop shaking when the music starts and stops.

PRESCHOOL / PRE-K

Set out the supplies for each child to make his own shaker. Invite them to copy your shaking pattern. Continue to play and repeat the beat.

YOUNG SCHOOL-AGE

Set out the supplies for each child to make his own shaker. Invite them to shake a rhythm pattern then copy their pattern. Take turns being the leader.



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Counting Hail

Let's count balls and put them in groups.



MR 1 Number Sense

Understands concepts of number and quantity.

SUPPLIES

Playdough or
cotton balls
Plates or bowls

Where is your child along the learning path?

INFANTS

Show the child a ball or block then move it out of sight. Observe if the child looks for it when it goes out of sight. Continue to play hide and seek.

TODDLERS

Make balls of playdough or use cotton balls with the children. Work together to put two playdough balls (or cotton balls) on each plate or bowl. Count 1-2 aloud.

PRESCHOOL / PRE-K

Play with dough or cotton balls and encourage the child to make a pile with 3 balls. Then, ask them to make a pile with 4 balls. Then ask them to make a pile with 5 balls. As they play on their own, how many balls do they put in a pile?

YOUNG SCHOOL-AGE

Encourage children to count out 20 cotton balls or playdough balls. Then ask them to put the balls into five equal groups. Then try six equal groups. Ask them what they think they should do with the extra dough balls.



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Cutting Twisters



Let's draw spirals and explore tearing or cutting with increasing control.

PD 2 Fine Motor

Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys.



SUPPLIES

Paper
Markers
Scissors
(child-friendly)
Paint
Cotton swabs

Where is your child along the learning path?

INFANTS

Give the child a piece of paper to explore by tearing and crumpling. Supervise so the child doesn't eat the paper. Demonstrate how to tear and let the child help you rip off a piece.

TODDLERS

Invite children to tear the shape into two or three pieces. Explore reassembling the shape.

PRESCHOOL / PRE-K

Draw a spiral from the center of a paper circle and then demonstrate how to trace with the finger on the line from the inside to the out. Then encourage the children to snip around the edge of the circle. Help the child cut along the spiral line, if desired.

YOUNG SCHOOL-AGE

Encourage children to draw a big circle then make a spiral coming from the center. Invite them to cut along the line then hold the circle from the center to see the tornado appear.



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Strong House



Let's problem-solve how to design a sturdy home with sticks.



MR 7 Logic & Reasoning

Uses logic to solve problems.



SUPPLIES

- Blocks
- Nature items
- Container
- Die
- Paper
- Markers

Where is your child along the learning path?

INFANTS

Play with the baby and explore putting sticks in a container then dumping them out.

TODDLERS

Set out nature items for children to build a structure. Observe and wait for them to ask for help.

PRESCHOOL / PRE-K

Roll the die and count out the same amount of building supplies. Observe how they problem-solve building a house with those supplies. Then roll the die again, count out more supplies and continue to build.

YOUNG SCHOOL-AGE

Encourage children to draw a house design. Then encourage them to use the supplies (pipecleaners or sticks) to make the house. Possible extension, if desired: Roll the die and take away that many pieces. How does that change the design?



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Sink or Float?

Let's explore objects that sink and float.



SCI 1 Investigation & Inquiry

Observe, inquire and investigate objects and events to gain understanding.



SUPPLIES

Bowl of water
Variety of
objects that
sink and float
Plates
Marker
Paper

Where is your child along the learning path?

INFANTS

Sit with a child next to a bowl of water. Put a few items in the water that float. Observe how the child explores the water and the objects.

TODDLERS

Set out a bin of water and a variety of objects. Play with them in water. Talk about how some float and others sink.

PRESCHOOL / PRE-K

Set out a bowl of water and a variety of items. Label two plates: one "sink" and the other "float." Invite children to experiment by dropping the items into the water then sorting them onto the plates.

YOUNG SCHOOL-AGE

Encourage children to presort the objects into two piles: those that sink and those that float. Ask them to predict which objects will sink or float. Test the predictions by dropping them into water.



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