



Getting Started

RESPOND

PLAY

CONNECT

OBSERVE

Welcome to Experience Baby!

Experience Baby is an infant curriculum that supports relationship-based play and discovery. By using this system, you will:

- Nurture warm and caring **emotional connections** with the child and build trust and emotional security.
- Offer play opportunities that invite children to **engage, explore and discover** their environment through everyday routines.
- **Partner with families** and share reflections on each child's unique development.



Experience

a year of growth and discovery

The Getting Started includes:

- This Guide
- Continuum Poster
- Pocket Cube



Each Experience Baby Teacher Bundle includes:

- 36 Shared Experience cards
- Two monthly board books
- A planning calendar
- Read with Me book list
- Digital album with 12 original songs
- Storytelling puppets
- A nursery rhyme poster
- An early learning continuum of skills



The Child Pack includes:

- A 56-page daily journal
- Shared Experience stickers
- Digital Family Newsletter



Experience Baby is designed to grow with your infants and toddlers.
A new bundle comes every month to keep you and your children inspired.

2025-26 Themes



1 Respond

Stack the Cups

Young Infant

Show a cup. Begin to make high and low sounds.

READY?

Move the cup toward the child and invite them to reach for it with their hands or feet. Encourage them to make vocal sounds, such as loud and quiet, as they reach.

Older Infant

Stack three nesting cups. Knock them down.

READY?

Invite the child to hand you cups as you rebuild the tower. Encourage them to knock it down. Add simple phrases like, "Up, Up!", "Uh-oh!" and "Kaboom!"

Young Toddler

Stack the nesting cups. Knock them down. Invite a child to help you rebuild the tower.

READY?

Encourage the child to pick up the cups and stack them independently. Encourage them to repeat words or phrases like, "Up, Up!", "Uh-oh!" and "Fall Down!"

OBSERVE

PD 2 FINE MOTOR

BENCHMARK 1 Does the child use their hands and feet to reach for and make contact with the cup(s)?

BENCHMARK 2 Does the child purposely grasp the cups with their finger and thumb?

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 short sentences?

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2 Play

A collection of children's toys and books. On the left are three plush bears in blue, yellow, and orange, and a doll with blonde hair wearing a blue dress. In the center is a wooden block with a dog and a violin. To the right is a book titled 'baby Pets' with various animal illustrations.

3 Observe

SOCIAL & EMOTIONAL DEVELOPMENT

SED 1c Completes tasks independently

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Reaches for a familiar object or toy.	Attempts to do a familiar task or explore objects independently.	Completes familiar tasks or activities independently. May still need adult support on occasion.	Expresses interest in planning or trying new or complex tasks and activities with help.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task or activity with a different approach.

Do:

Set a few familiar objects or toys within each child's	Invite children to complete a task that they have done before, or provide objects for the children to explore on their own.	Provide familiar tasks or activities for independent play. Support as needed.	Invite children to help plan a task or activity, and then invite them to participate. The task or activity can be new, or it can be familiar and complex.	Provide children with an activity that includes at least one new task. Invite them to complete the task independently.	Provide children with a task or activity that they have done before. Encourage children to approach the task or activity in a new way.
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SED 1d Identifies emotions

BENCHMARK 1	BENCHMARK 2	BENCHMARK 3	BENCHMARK 4	BENCHMARK 5	BENCHMARK 6
Asks facial expressions or vocalizations express engagement, interest, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Recognizes that feelings can change.	Identifies complex feelings and recognizes that they can have more than one feeling at the same time.

Do:

Engage children by speaking, singing, or using a toy. Look for facial expressions or vocalizations expressing engagement or contentment. Expressions of stress or discomfort may be	Provide children with an engaging activity or time for creative play. Watch for facial expressions and gestures that express emotions like excitement.	Provide children with pictures of different emotions. Ask children to choose one picture to show how they are feeling and name the feeling.	During play or an activity, encourage children to name and describe their feelings about different situations, such as waiting for a turn or getting to participate in an exciting activity.	Encourage conversation about feelings throughout an activity, providing the opportunity to identify different emotions that occur within the same	Encourage children to identify feelings like pride or jealousy.
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4 Connect with families

Daily Journal

experience baby

This journal belongs to:

1 Respond:

Follow the child's lead

36 Shared Experience Cards

Each card offers a new idea for how to play with a child to inspire communication, movement or exploration. You can use the ideas naturally throughout the day while a child plays on the floor, during diaper changes or while outside on a walk. Learning happens naturally all day. Let the child's interests and engagement guide the process.



Each card is color-coded

Purple experiences invite a child to **Connect & Communicate**.
Green experiences invite a child to **Play & Explore**.
Orange experiences invite a child to **Move & Grow**.

Each card is numbered

There are 12 cards of each color. Use the numbers as a quick identifier while lesson planning.

Each card offers three levels of interaction

Children develop at their own rate. As you play, simplify or increase the challenge to best match the developmental level of the child.

Observe

While you play, take note of the child's engagement, behaviors and interactions.

Stack the Cups

SUPPLIES
• Nesting cups

Young Infant

Show a cup. Begin to make high and low sounds.

READY?

Move the cup toward the child and invite them to reach for it with their hands or feet. Encourage them to make vocal sounds, such as loud and quiet, as they reach.

Older Infant

Stack three nesting cups. Knock them down.

Invite the child to rebuild the tower as you rebuild the tower. Encourage them to knock it down. Add simple phrases like, "Up, Up!", "Uh-oh!" and "Kaboom!"

Young Toddler

Stack the nesting cups. Knock them down. Invite a child to help you rebuild the tower.

READY?

Encourage the child to pick up the cups and stack them independently. Encourage them to repeat words or phrases like, "Up, Up!", "Uh-oh!" and "Fall Down!"

OBSERVE

PD 2 FINE MOTOR

BENCHMARK 1 Does the child use their hands and feet to reach for and make contact with the cups?

BENCHMARK 2 Does the child purposely grasp the cups with their finger and thumb?

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 short sentences?

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Notice the child's readiness

Set out the materials, play a song or sit close by and look for signs that indicate that the child is ready to play and engage. Check your reference card to help assess if they are ready.

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

I'm exploring on my own **1** "Watch me or talk about what I'm doing." "No new ideas, please."

I turn away from you or walk away decisively **1** "I may be back, but I need a break."

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 **1** "I am open!" "I welcome you and experiences!"

I am looking at you **1** "You are interesting to me." "Come see me."

Planning Calendar

The planning calendar offers a quick overview of all 36 Shared Experience cards and presents a simple approach to responsive planning based on the interests of the child. We recommend that during the natural flow of the day, you share experiences with the baby that support all areas of their development. **To facilitate this, we suggest you use at least one of each colored card daily.**

Assessment

Refer to the stars as guidance for the activities to observe and document child progress.

Monday-Wednesday

At the beginning of the first week, we recommend using cards numbered 1-3.

MONDAY



TUESDAY



WEDNESDAY



Thursday-Friday

If a child's interest and engagement level during a given experience is high, repeat that experience later in the day, or again later in the week.

THURSDAY

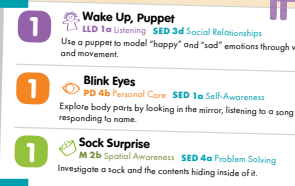


FRIDAY



Me & My Family

MONDAY

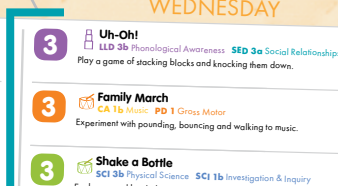


PLANNING CALENDAR

TUESDAY



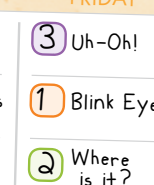
WEDNESDAY



THURSDAY



FRIDAY



2 Play: Build skills through songs, stories and discoveries

Experience Baby Music Collection

Explore the digital music library. Each thematic study includes access to an online music collection. There are 12 tracks in each exclusive Experience Baby collection. The tracks are organized into three categories: instrumental, storytelling, and playful game songs. These tracks are thoughtfully designed to support a range of key infant emotional, cognitive, and physical development.

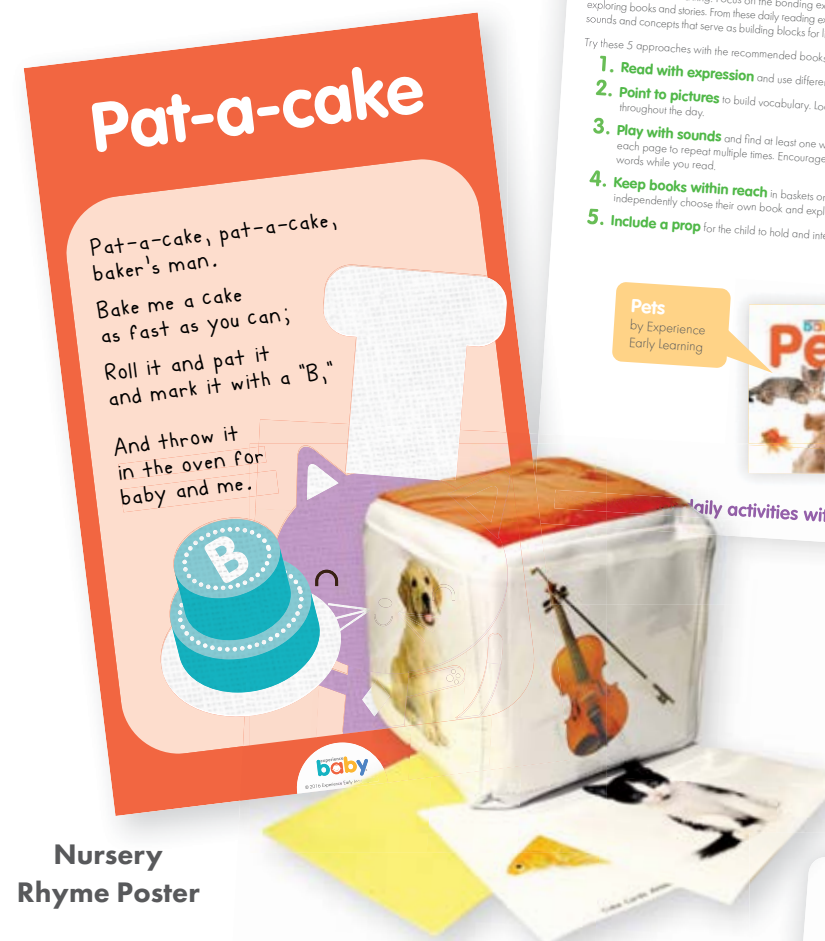


Instrumental	TYPE & PURPOSE
	Instrument Sounds: Listen for the different sounds made by two instruments. The instruments are played interchangeably to support auditory discrimination.
	Soothing: A gentle rocking song helps calm and create a relaxing mood.
	Energetic Expression: A vibrant instrumental helps energize and excite the mood. Strong rhythm patterns evoke emotions.
Storytelling	Tempo Change: Listen for a change in the tempo or the volume and respond with whole body by changing movements.
	Finger Play: Expose the child to rhyme and repetition to evoke emotion and invite playful movement.
	Sound Play: A variety of nonsense syllables and sounds provide listening experiences with vocal play and experimentation.
	Environmental Sounds: An auditory experience exposes the child to the real sounds found in the surrounding environment.
Songs	Peekaboo/"Where Is It?": A playful song supports cognitive concepts (such as object permanence and spatial awareness) by hiding and finding objects.
	Body Parts: Encourage the child to become familiar with the names of his or her own body parts and practice how to control, move and use them.
	Movement Cues: Encourage gross motor coordination for specific upper/lower body movements. Practice controlling the speed and direction of movements.
	Nursery Rhyme: Sing a familiar song to expose the child to rhyme and repetition while engaging with music to evoke emotion and invite playful movement.

Storytelling Tools

Young children learn through sensory experiences as they listen, see and touch objects in their surrounding environment. Your Experience Baby system includes a variety of tools that support cognitive development.

Read with Me Every Day helps to create a routine of reading. Includes activities to serve as building blocks for literacy and cognitive development.



Each thematic study includes two board books to help educators **build a quality library**, featuring high-contrast images, real photos, and simple illustrations to engage growing babies.



Your Experience Baby system includes a set of **Photo Cards** that support early literacy skills by adding life to stories, songs and games. Place them in a **Pocket Cube** or tape to a box so that young children can touch and safely explore them.

Found and nature-based materials

Experience Baby encourages nine types of play with objects you can find at home or in nature:

Look



Grab • Squeeze



Roll



Push • Pull



Fill • Spill



Stack • Nest



Cover



Imitate



Shake • Pound



3 Observe:

Track baby cues and engagement

When to Play, When to Pause

Pre-verbal communication is always a challenge. That's why we include a reference guide in your Shared Experience card deck. We've listed some of the most common cues you'll encounter, with a translation of each.

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!"

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."

Shoulders "Please pause." "Follow me."

I'm ready for some fun... or am I ?!?



Record Observation Information

Document the child's progress on the Individual Observation Form or Group Observation Form. Include notes about the child's engagement level as the child plays. Use this information to plan which experiences you will repeat later in the week.

EXPERIENCE ASSESSMENT

INDIVIDUAL OBSERVATION FORM

Evaluator's name Ms Pam Program Pampered Pals
Child's name Louisa Child's DOB 4/18/24 Today's Date 3/29

This Individual Observation Form uses current data to provide a complete picture of a child's development. As each child develops at their own pace, this information helps to individualize learning experiences to support their continued growth.

SOCIAL & EMOTIONAL

GOAL	BENCHMARK	NOTES
SED 1 Self-Awareness	SED 1a Knows self and expresses confidence SED 1b Expresses needs and preferences SED 1c Completes tasks independently SED 1d Identifies emotions	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6
SED 2 Self-Regulation	SED 2a Manages feelings and behavior SED 2b Follows routines and transitions SED 2c Develops relationships with adults SED 2d Develops relationships with peers	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6
SED 3 Social Relationships	SED 3a Participates cooperatively in groups SED 3b Identifies and respects emotions of others	1 2 3 4 5 6 1 2 3 4 5 6
SED 4 Problem-Solving	SED 4a Solves problems SED 4b Responsible Decision-Making	1 2 3 4 5 6 1 2 3 4 5 6

APPROACHES TO LEARNING

GOAL	BENCHMARK	NOTES
ATL 1 Attention & Persistence	ATL 1a Attends ATL 1b Persists	1 2 3 4 5 6 1 2 3 4 5 6
ATL 2 Flexibility & Play	ATL 2a Shows flexibility ATL 2b Engages in play	1 2 3 4 5 6 1 2 3 4 5 6

PHYSICAL DEVELOPMENT

GOAL	BENCHMARK	NOTES
PD 1 Gross Motor	PD 1 Builds strength, coordination and balance of large muscles	1 2 3 4 5 6
PD 2 Fine Motor	PD 2 Builds strength and coordination of small movements	1 2 3 4 5 6
PD 3 Safety	PD 3 Demonstrates safe practices PD 4a Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4b Understands bodily functions	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6
PD 4 Personal Care	PD 5 Follows healthy nutrition routines	1 2 3 4 5 6
PD 5 Nutrition		

LANGUAGE & LITERACY

GOAL	BENCHMARK	NOTES
LLD 1 Listening	LLD 1a Understands and interprets language LLD 1b Follows directions	1 2 3 4 5 6 1 2 3 4 5 6
LLD 2 Communication	LLD 2a Uses language to express information and ask/answer questions LLD 2b Uses conversational skills LLD 2c Uses sentence structure LLD 2d Uses and expands vocabulary LLD 3a Rhyme LLD 3b Hears Large Units of Sound LLD 3c Hears Small Units of Sound	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6
LLD 3 Phonological Awareness	LLD 4 Identifies letters, makes letter-sound connections and decodes words	1 2 3 4 5 6
LLD 4 Alphabetic Knowledge	LLD 5 Uses print concepts and explores books and other text	1 2 3 4 5 6
LLD 5 Concepts of Print	LLD 6a Responds to text LLD 6b Retells, asks and answers questions about a text or story	1 2 3 4 5 6 1 2 3 4 5 6
LLD 6 Reading Comprehension	LLD 7a Emergent Writing LLD 7b Uses writing to represent meaning	1 2 3 4 5 6 1 2 3 4 5 6
LLD 7 Writing		

Notes: Lots of laughing

EXPERIENCE ASSESSMENT

GROUP OBSERVATION FORMS

brightwheel + experience CURRICULUM

4 Connect:

Build relationships with the family

The Family Newsletter

The digital family newsletters help families extend classroom learning at home with simple, play-based activities, songs, and book suggestions that are aligned with early developmental milestones.

The Traveling Journal

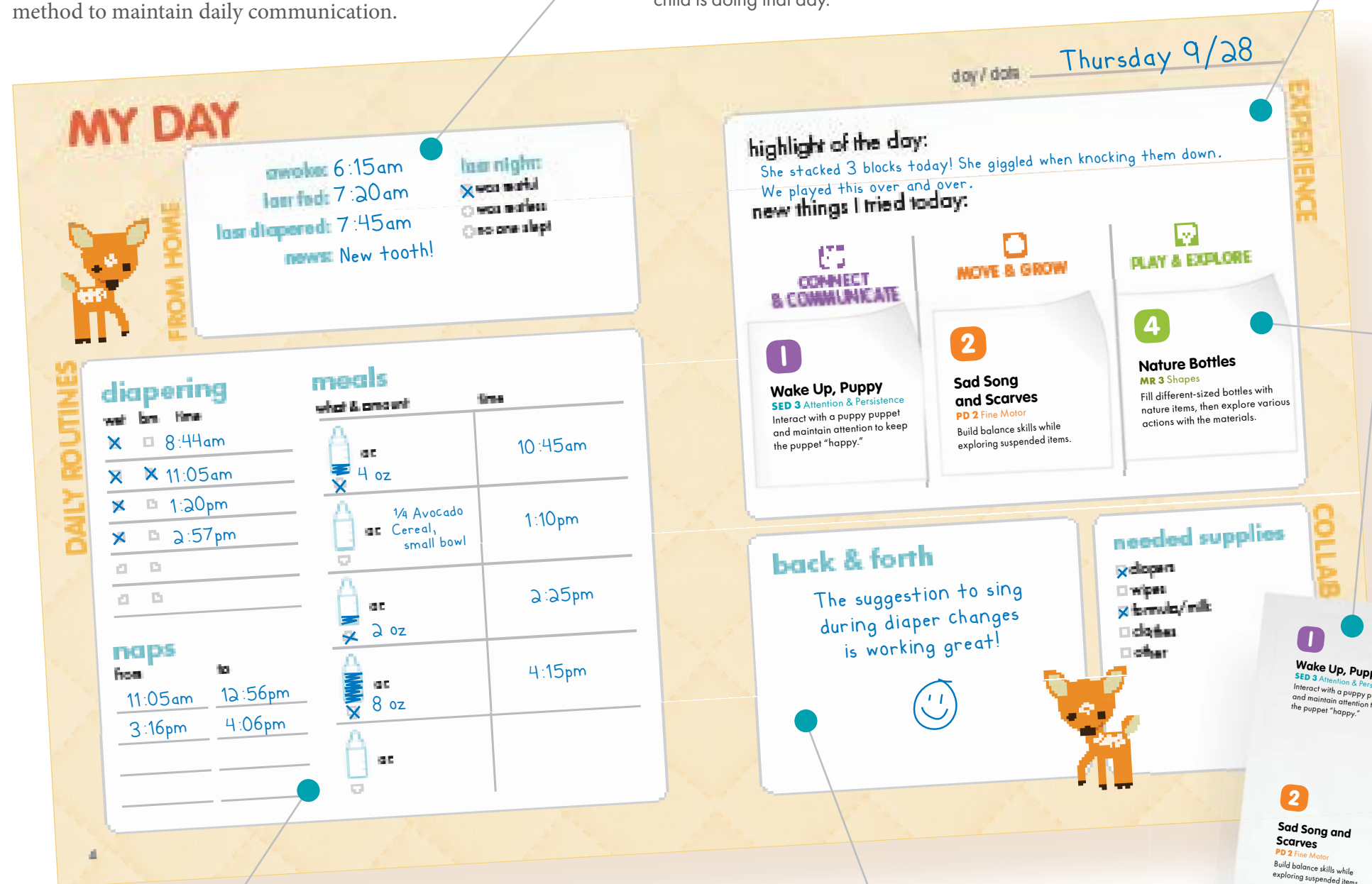
The traveling journal strengthens your partnership with families by offering an organized and easy method to maintain daily communication.

Input from home

The first part of the journal is completed by the family, providing you with a fuller view of how the child is doing that day.

Daily experiences

Use this section to capture highlights of the day. You can quickly convey any Shared Experience activities that happened by placing the printed stickers provided or make your own notes.



Sticker system

Included with the daily journal is a set of 36 stickers that provide a quick and easy way to summarize each activity in the Shared Experience deck.

Stickers allow flexibility in how many and which activities you share with the child each day.

Collaboration

This space provides a channel of communication between you and the family. Jot down ideas, questions and suggestions and encourage the family to do the same.

Daily routines

Record the essentials in this section, including meals, diapering and naps.



"Social interactions during
the first two years of life provide
the foundation for learning."

RONALD LALLY

PhD, Educational Psychology



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