

If You Give a Mouse a Cookie

Speech and Language Goals and Objectives

Related VPK Education Standards found in all activities in this section:

Related VPK Education Standards

- I. Physical Health
 - A.2. Demonstrates visual ability to facilitate learning
 - A.3. Exhibits auditory ability to facilitate learning
- II. Approaches to Learning
 - A.1. Shows eagerness and curiosity as a learner
 - B.1. Attends to tasks and seeks help when encountering a problem
 - C.1. Approaches tasks with flexibility and inventiveness
- III. Social and Emotional Development
 - B.1. Follows simple classroom rules and routines
 - B.2. Uses classroom materials carefully
 - B.3. Manages transitions
 - D.3. Participates in the group life of the class
- IV. Language and Communication
 - A.1. Gains meaning by listening
 - B.1. Speaks clearly enough to be understood without contextual clues
 - C.1. Shows an understanding of words and their meanings
 - E.1. Uses language to express needs and feelings, share experiences
 - Predict outcomes and resolve problems
 - E.2. Initiates, asks questions, and responds to adults and peers in a variety of settings
 - E.3. Uses appropriate language and style for context
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks

Sequencing Cards

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Targeted VPK Education Standards

- III. Social and Emotional Development
 - C.1. Interacts easily with familiar adults
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events.
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

Mouse Memory Game

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

What Do You Use?

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events.
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.4. Shows understanding of text read aloud
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events.
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.4. Shows understanding of text read aloud
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events.
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events.
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- VI. Mathematical and Scientific Thinking
 - A(e).1. Shows understanding of and uses positional words
- VII. Social Studies and The Arts
 - A(d).1. Describes the location of things in the environment
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events.
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- VI. Mathematical and Scientific Thinking
 - A(e).1. Shows understanding of and uses positional words
- VII. Social Studies and The Arts
 - A(d).1. Describes the location of things in the environment
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- VI. Mathematical and Scientific Thinking
 - A(c).4. Orders, compares and describes objects according to a single attribute
 - A(f).1. Compares continuous quantities using length, weight and height
 - B(a)3. Makes comparisons among objects

Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- VI. Mathematical and Scientific Thinking
 - A(c).4. Orders, compares and describes objects according to a single attribute
 - A(f).1. Compares continuous quantities using length, weight and height
 - B(a)3. Makes comparisons among objects
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Which One is Different? Level 1

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Targeted VPK Education Standards

IV. Language and Communication

C.2. Uses an expanded vocabulary to describe many objects, actions and events.

D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

D.2. Connects phrases and sentences to build ideas

VI. Mathematical and Scientific Thinking

A(c).4. Orders, compares and describes objects according to a single attribute

Which One is Different? Level 2

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Targeted VPK Education Standards

IV. Language and Communication

C.2. Uses an expanded vocabulary to describe many objects, actions and events.

D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

D.2. Connects phrases and sentences to build ideas

VI. Mathematical and Scientific Thinking

A(c).4. Orders, compares and describes objects according to a single Attribute

VIII. Motor Development

B.1. Uses strength and control to perform simple tasks

B.2. Uses eye-hand coordination to perform tasks

B.3. Shows beginning control of writing, drawing and art tools

You Will Probably Ask for a Straw

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Targeted VPK Education Standards

I. Physical Health

B.5. Performs some self-care tasks independently

VIII. Motor Development

B.1. Uses strength and control to perform simple tasks

B.2. Uses eye-hand coordination to perform tasks

V. Emergent Literacy

A.1. Shows motivation for reading

A.4. Shows understanding of text read aloud

Do You Have a Mustache?

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Targeted VPK Education Standards

I. Physical Health

B.5. Performs some self-care tasks independently

V. Emergent Literacy

A.1. Shows motivation for reading

A.4. Shows understanding of text read aloud

Listening Center

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Targeted VPK Education Standards

- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VII. Social Studies and The Arts
 - A(b).3. Begins to be aware of technology and how it affects life
- III. Social and Emotional Development
 - A.2. Shows some self-direction

Bookless Story Time

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Targeted VPK Education Standards

- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VII. Social Studies and The Arts
 - A(b).3. Begins to be aware of technology and how it affects life
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events.
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

Packet Making Day

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Targeted VPK Education Standards

- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VII. Social Studies and The Arts
 - A(b).3. Begins to be aware of technology and how it affects life
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events.
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Targeted VPK Education Standards

III. Social and Emotional Development

C.2. Seeks adult assistance appropriately

IV. Language and Communication

A.2. Follows two and three step directions

V. Emergent Literacy

A.1. Shows motivation for reading

A.4. Shows understanding of text read aloud

B.2. Uses letter-like shapes, symbols, and letters to convey meaning

If You Give a Mouse a Cookie

Cognitive Goals and Objectives

Related VPK Education Standards found in all activities in this section:

Related VPK Education Standards

- I. Physical Health
 - A.2. Demonstrates visual ability to facilitate learning
 - A.3. Exhibits auditory ability to facilitate learning
- II. Approaches to Learning
 - A.1. Shows eagerness and curiosity as a learner
 - B.1. Attends to tasks and seeks help when encountering a problem
 - C.1. Approaches tasks with flexibility and inventiveness
- III. Social and Emotional Development
 - B.1. Follows simple classroom rules and routines
 - B.2. Uses classroom materials carefully
 - B.3. Manages transitions
 - D.3. Participates in the group life of the class
- IV. Language and Communication
 - A.1. Gains meaning by listening
 - B.1. Speaks clearly enough to be understood without contextual clues
 - C.1. Shows an understanding of words and their meanings
 - E.1. Uses language to express needs and feelings, share experiences
 - Predict outcomes and resolve problems
 - E.2. Initiates, asks questions, and responds to adults and peers in a variety of settings
 - E.3. Uses appropriate language and style for context
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks

Matching Colors, Level 1

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- VI. Mathematical and Scientific Thinking
 - A(c).4. Orders, compares and describes objects according to a single attribute (seriation)

Crayon Color Matching, Level 2

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- VI. Mathematical and Scientific Thinking
 - A(c).4. Orders, compares and describes objects according to a single attribute (seriation)
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Whose Name is in the Cookie Jar?

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- V. Emergent Literacy
 - A.3. Shows alphabet knowledge
 - B.2. Uses letter-like shapes, symbols, and letters to convey meaning

We Belong Together, Level 1

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Targeted VPK Education Standards

- IV. Language and Communication
 - A.2. Follows two and three step directions
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

We Belong Together, Level 2

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Targeted VPK Education Standards

- IV. Language and Communication
 - A.2. Follows two and three step directions
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Every Room in the House

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Targeted VPK Education Standards

- IV. Language and Communication
 - A.2. Follows two and three step directions
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

Some Sponge Fun

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Targeted VPK Education Standards

- IV. Language and Communication
 - A.2. Follows two and three step directions
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

Sponge Shapes in a Bucket

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- VI. Mathematical and Scientific Thinking
 - A(d).1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval and other less common shapes

Shapes on a Bucket

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- VI. Mathematical and Scientific Thinking
 - A(d).1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval and other less common shapes

Mouse matching Shapes

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- VI. Mathematical and Scientific Thinking
 - A(d).1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval and other less common shapes
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Bandana Pattern Matching

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Targeted VPK Education Standards

- IV. Language and Communication
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- VI. Mathematical and Scientific Thinking
 - A(c).1. Recognizes patterns and non-patterns
 - A(c).3. Recognizes pattern units

Targeted VPK Education Standards

- IV. Language and Communication
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- VI. Mathematical and Scientific Thinking
 - A(c).1. Recognizes patterns and non-patterns
 - A(c).2. Duplicates identical patterns with at least two elements
 - A(c).3. Recognizes pattern units
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- VI. Mathematical and Scientific Thinking
 - A(a).1. Demonstrates understanding of one-to-one correspondence
 - A(a).2. Shows understanding of how to count and construct sets
 - A(a).4. Assigns and relates numerical representations among numerals (written), sets of Objects, and number names (spoken) in the range of five to ten
 - A(a).5. Counts and knows the sequence of number names (spoken)
 - A(c).4. Orders, compares and describes objects according to a single attribute (seriation)
 - A(f).1. Compares continuous quantities using length, weight and height
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- VI. Mathematical and Scientific Thinking
 - A(a).1. Demonstrates understanding of one-to-one correspondence
 - A(a).2. Shows understanding of how to count and construct sets
 - A(a).4. Assigns and relates numerical representations among numerals (written), sets of Objects, and number names (spoken) in the range of five to ten
 - A(a).5. Counts and knows the sequence of number names (spoken)
 - A(c).4. Orders, compares and describes objects according to a single attribute (seriation)
 - A(f).1. Compares continuous quantities using length, weight and height
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Counting Cookies, Level 1

Targeted VPK Education Standards

- VI. Mathematical and Scientific Thinking
 - A(a).1. Demonstrates understanding of one-to-one correspondence
 - A(a).2. Shows understanding of how to count and construct sets
 - A(a).4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) in the range of five to ten
 - A(a).5. Counts and knows the sequence of number names (spoken)
- IV. Language and Communication
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- VII. Social Studies and The Arts
 - B(a).2. Participates in group music experiences

How Many Chocolate Chips?

Targeted VPK Education Standards

- VI. Mathematical and Scientific Thinking
 - A(a).1. Demonstrates understanding of one-to-one correspondence
 - A(a).2. Shows understanding of how to count and construct sets
 - A(a).4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) in the range of five to ten
 - A(a).5. Counts and knows the sequence of number names (spoken)
- IV. Language and Communication
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

Targeted VPK Education Standards

- VI. Mathematical and Scientific Thinking
 - A(a).1. Demonstrates understanding of one-to-one correspondence
 - A(a).2. Shows understanding of how to count and construct sets
 - A(a).4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) in the range of five to ten
 - A(a).5. Counts and knows the sequence of number names (spoken)
- IV. Language and Communication
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentence

Counting Crayons

Targeted VPK Education Standards

- VI. Mathematical and Scientific Thinking
 - A(a).1. Demonstrates understanding of one-to-one correspondence
 - A(a).2. Shows understanding of how to count and construct sets
 - A(a).4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) in the range of five to ten
 - A(a).5. Counts and knows the sequence of number names (spoken)
- IV. Language and Communication
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentence
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

If You Give a mouse a Number, He'll Want to Count

Targeted VPK Education Standards

- VI. Mathematical and Scientific Thinking
 - A(a).1. Demonstrates understanding of one-to-one correspondence
 - A(a).2. Shows understanding of how to count and construct sets
 - A(a).4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) in the range of five to ten
 - A(a).5. Counts and knows the sequence of number names (spoken)
- IV. Language and Communication
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentence
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Targeted VPK Education Standards

IV. Language and Communication

A.2. Follows two and three step directions

VI. Mathematical and Scientific Thinking

A(c).1. Recognizes patterns and non-patterns

VIII. Motor Development

B.1. Uses strength and control to perform simple tasks

B.2. Uses eye-hand coordination to perform tasks

B.3. Shows beginning control of writing, drawing and art tools

If You Give a Mouse a Cookie

Gross Motor Goals and Objectives

Related VPK Education Standards found in all activities in this section:

Related VPK Education Standards

I. Physical Health

A.2. Demonstrates visual ability to facilitate learning

A.3. Exhibits auditory ability to facilitate learning

II. Approaches to Learning

A.1. Shows eagerness and curiosity as a learner

B.1. Attends to tasks and seeks help when encountering a problem

C.1. Approaches tasks with flexibility and inventiveness

III. Social and Emotional Development

B.1. Follows simple classroom rules and routines

B.2. Uses classroom materials carefully

B.3. Manages transitions

D.3. Participates in the group life of the class

IV. Language and Communication

A.1. Gains meaning by listening

B.1. Speaks clearly enough to be understood without contextual clues

C.1. Shows an understanding of words and their meanings

E.1. Uses language to express needs and feelings, share experiences

Predict outcomes and resolve problems

E.2. Initiates, asks questions, and responds to adults and peers in a variety of settings

E.3. Uses appropriate language and style for context

Targeted VPK Education Standards

- I. Physical Health
 - B.3. Participates in physical fitness activities
- IV. Language and Communication
 - A.2. Follows two and three step directions
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VI. Mathematical and Scientific Thinking
 - A(e).1. Shows understanding of and uses positional words
 - A(e).4. Uses directions to move through space and find places in space
- VII. Social Studies and The Arts
 - A(d).1. Describes the location of things in the environment
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks

Targeted VPK Education Standards

- I. Physical Health
 - B.3. Participates in physical fitness activities
- VI. Mathematical and Scientific Thinking
 - A(e).1. Shows understanding of and uses positional words
 - A(e).4. Uses directions to move through space and find places in space
- VII. Social Studies and The Arts
 - B(a).2. Participates in group music experiences
 - B(a).3. Participates in creative movement, dance and drama
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks

We're Going on a Cookie Hunt

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Targeted VPK Education Standards

IV. Language and Communication

C.2. Uses an expanded vocabulary to describe many objects, actions and events

VI. Mathematical and Scientific Thinking

A(a).1. Demonstrates understanding of one-to-one correspondence

A(a).2. Shows understanding of how to count and construct sets

A(a).5. Counts and knows the sequence of number names (spoken)

A(e).1. Shows understanding of and uses positional words

A(e).4. Uses directions to move through space and find places in space

VIII. Motor Development

A.1. Moves with balance and control

A.2. Coordinates movements to perform simple tasks

Toss the Sponge in the Bucket

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Targeted VPK Education Standards

I. Physical Health

B.3. Participates in physical fitness activities

IV. Language and Communication

C.2. Uses an expanded vocabulary to describe many objects, actions and events

D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

VIII. Motor Development

A.1. Moves with balance and control

A.2. Coordinates movements to perform simple tasks

Building a Tower

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Targeted VPK Education Standards

V. Emergent Literacy

A.1. Shows motivation for reading

A.4. Shows understanding of text read aloud

VIII. Motor Development

A.1. Moves with balance and control

A.2. Coordinates movements to perform simple tasks

Targeted VPK Education Standards

- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks

Targeted VPK Education Standards

- A. Physical Health
 - B.3. Participates in physical fitness activities
- III. Social and Emotional Development
 - D.1. Interacts easily with one or more children
- VII. Social Studies and The Arts
 - B(a).2. Participates in group music experiences
 - B(a).3. Participates in creative movement, dance and drama
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks

If You Give a Mouse a Cookie

Fine Motor Goals and Objectives

Related VPK Education Standards found in all activities in this section:

Related VPK Education Standards

I. Physical Health

- A.2. Demonstrates visual ability to facilitate learning
- A.3. Exhibits auditory ability to facilitate learning

II. Approaches to Learning

- A.1. Shows eagerness and curiosity as a learner
- B.1. Attends to tasks and seeks help when encountering a problem
- C.1. Approaches tasks with flexibility and inventiveness

III. Social and Emotional Development

- B.1. Follows simple classroom rules and routines
- B.2. Uses classroom materials carefully
- B.3. Manages transitions
- D.3. Participates in the group life of the class

IV. Language and Communication

- A.1. Gains meaning by listening
- B.1. Speaks clearly enough to be understood without contextual clues
- C.1. Shows an understanding of words and their meanings
- E.1. Uses language to express needs and feelings, share experiences
Predict outcomes and resolve problems
- E.2. Initiates, asks questions, and responds to adults and peers in a variety of settings
- E.3. Uses appropriate language and style for context

VIII. Motor Development

- A.1. Moves with balance and control
- A.2. Coordinates movements to perform simple tasks

Painting on the Easel

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Targeted VPK Education Standards

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
- V. Emergent Literacy
 - B.2. Uses letter-like shapes, symbols, and letters to convey meaning (own name)
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Cooked Play Dough

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Targeted VPK Education Standards

- I. Physical Health
 - B.3. Participates in physical fitness activities
- VII. Social Studies and The Arts
 - B(a).1. Uses a variety of art materials for tactile experiences and exploration
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Making Cookies

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Targeted VPK Education Standards

- I. Physical Health
 - B.3. Participates in physical fitness activities
- VII. Social Studies and The Arts
 - B(a).1. Uses a variety of art materials for tactile experiences and exploration
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Put Your Crayons in the Box

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Targeted VPK Education Standards

- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools
- IV. Language and Communication
 - A.2. Follows two and three step directions

Cutting Grids

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Targeted VPK Education Standards

VIII. Motor Development

- B.1. Uses strength and control to perform simple tasks
- B.2. Uses eye-hand coordination to perform tasks
- B.3. Shows beginning control of writing, drawing and art tools

Complete the Picture

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Targeted VPK Education Standards

VIII. Motor Development

- B.1. Uses strength and control to perform simple tasks
- B.2. Uses eye-hand coordination to perform tasks
- B.3. Shows beginning control of writing, drawing and art tools

Connect the Dots

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Targeted VPK Education Standards

VI. Mathematical and Scientific Thinking

- A(a).1. Demonstrates understanding of one-to-one correspondence
- A(a).2. Shows understanding of how to count and construct sets
- A(a).4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) in the range of five to ten
- A(a).5. Counts and knows the sequence of number names (spoken)

VIII. Motor Development

- B.1. Uses strength and control to perform simple tasks
- B.2. Uses eye-hand coordination to perform tasks
- B.3. Shows beginning control of writing, drawing and art tools

My Little Mouse

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Targeted VPK Education Standards

VIII. Motor Development

- B.1. Uses strength and control to perform simple tasks
- B.2. Uses eye-hand coordination to perform tasks
- B.3. Shows beginning control of writing, drawing and art tools

I Want to Draw a Picture

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Targeted VPK Education Standards

- IV. Language and Communication
 - A.2. Follows two and three step directions
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.3. Shows alphabet knowledge
 - A.4. Shows understanding of text read aloud
 - B.2. Uses letter-like shapes, symbols, and letters to convey meaning (own name)
 - B.3. Demonstrates age appropriate ability to write letters
- VII. Social Studies and The Arts
 - B(a).1. Uses a variety of art materials for tactile experiences and exploration
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Puffy Mouse

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Targeted VPK Education Standards

- IV. Language and Communication
 - A.2. Follows two and three step directions
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- VII. Social Studies and The Arts
 - B(a).1. Uses a variety of art materials for tactile experiences and exploration
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Cookies on the Cookie Jar

Page 187

Targeted VPK Education Standards

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- VII. Social Studies and The Arts
 - B(a).1. Uses a variety of art materials for tactile experiences and exploration
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
 - B.3. Shows beginning control of writing, drawing and art tools

Mouse's Lacing

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Targeted VPK Education Standards

IV. Language and Communication

C.2. Uses an expanded vocabulary to describe many objects, actions and events

D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

VIII. Motor Development

B.1. Uses strength and control to perform simple tasks

B.2. Uses eye-hand coordination to perform tasks

B.3. Shows beginning control of writing, drawing and art tools

Follow the Path

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Targeted VPK Education Standards

IV. Language and Communication

C.2. Uses an expanded vocabulary to describe many objects, actions and events

D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

VI. Mathematical and Scientific Thinking

A(d).1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval and other less common shapes

VIII. Motor Development

B.1. Uses strength and control to perform simple tasks

B.2. Uses eye-hand coordination to perform tasks

B.3. Shows beginning control of writing, drawing and art tools

If You Give a Mouse a Cookie

Daily Living, Cooking, and Self-Help Goals and Objectives

Related VPK Education Standards found in all activities in this section:

Related VPK Education Standards

- I. Physical Health
 - A.2. Demonstrates visual ability to facilitate learning
 - A.3. Exhibits auditory ability to facilitate learning
- II. Approaches to Learning
 - A.1. Shows eagerness and curiosity as a learner
 - B.1. Attends to tasks and seeks help when encountering a problem
 - C.1. Approaches tasks with flexibility and inventiveness
- III. Social and Emotional Development
 - B.1. Follows simple classroom rules and routines
 - B.2. Uses classroom materials carefully
 - B.3. Manages transitions
 - D.3. Participates in the group life of the class
- IV. Language and Communication
 - A.1. Gains meaning by listening
 - B.1. Speaks clearly enough to be understood without contextual clues
 - C.1. Shows an understanding of words and their meanings
 - E.1. Uses language to express needs and feelings, share experiences
Predict outcomes and resolve problems
 - E.2. Initiates, asks questions, and responds to adults and peers in a variety of settings
 - E.3. Uses appropriate language and style for context
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks

Look at Me

Page 207

Targeted VPK Education Standards

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Traveling With My Backpack

Page 208

Targeted VPK Education Standards

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

If You Give a Mouse a Cookie

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Targeted VPK Education Standards

- I. Physical Health
 - B.1. Shows that basic physical needs are met
 - B.4. Makes wise food choices
 - B.5. Performs some self-care tasks independently
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Brush Your Teeth Everyday

Page 210

Targeted VPK Education Standards

- I. Physical Health
 - A.4. Performs oral hygiene routines
 - B.2. Follows basic health and safety rules
 - B.5. Performs some self-care tasks independently
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

If You Give a Mouse a Cookie Headbands

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Targeted VPK Education Standards

- II. Approaches to Learning
 - D.1. Shows some planning and reflection
- III. Social and Emotional Development
 - A.1. Demonstrates self-concept
 - A.2. Shows some self-direction
 - D.1. Interacts easily with one or more children
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- VII. Social Studies and The Arts
 - B(a).3. Participates in creative movement, dance and drama
- V. Emergent Literacy
 - A.4. Shows understanding of text read aloud

Mouse Needs a Trim

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Targeted VPK Education Standards

- V. Emergent Literacy
 - A.4. Shows understanding of text read aloud
- VI. Mathematical and Scientific Thinking
 - B(a).1. Asks questions and uses senses to observe and explore materials and natural phenomena
 - B(a).2. Uses simple tools and equipment for investigation
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

This is the Way We Scrub the Floor

Page 214

Targeted VPK Education Standards

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

It's My Turn to Sweep

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Targeted VPK Education Standards

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- III. Social and Emotional Development
 - A.1. Demonstrates self-concept
 - C.1. Interacts easily with one or more children
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events

Recipes

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Targeted VPK Education Standards

- I. Physical Health
 - B.1. Shows that basic physical needs are met
 - B.4. Makes wise food choices
 - B.5. Performs some self-care tasks independently
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

If You Give a Mouse a Cookie

Socialization Goals and Objectives

Related VPK Education Standards found in all activities in this section:

Related VPK Education Standards

- I. Physical Health
 - A.2. Demonstrates visual ability to facilitate learning
 - A.3. Exhibits auditory ability to facilitate learning
- II. Approaches to Learning
 - A.1. Shows eagerness and curiosity as a learner
 - B.1. Attends to tasks and seeks help when encountering a problem
 - C.1. Approaches tasks with flexibility and inventiveness
- III. Social and Emotional Development
 - B.1. Follows simple classroom rules and routines
 - B.2. Uses classroom materials carefully
 - B.3. Manages transitions
 - D.3. Participates in the group life of the class
- IV. Language and Communication
 - A.1. Gains meaning by listening
 - B.1. Speaks clearly enough to be understood without contextual clues
 - C.1. Shows an understanding of words and their meanings
 - E.1. Uses language to express needs and feelings, share experiences
Predict outcomes and resolve problems
 - E.2. Initiates, asks questions, and responds to adults and peers in a variety of settings
 - E.3. Uses appropriate language and style for context
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks

Dramatic Play and Prop Suggestions

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Targeted VPK Education Standards

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- II. Approaches to Learning
 - D.1. Shows some planning and reflection
- III. Social and Emotional Development
 - A.1. Demonstrates self-concept
 - A.2. Shows some self-direction
 - D.1. Interacts easily with one or more children
- IV. Language and Communication
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- V. Emergent Literacy
 - A.4. Shows understanding of text read aloud
- VII. Social Studies and The Arts
 - B(a).3. Participates in creative movement, dance and drama

Helping Each Other

Page 228

Targeted VPK Education Standards

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- III. Social and Emotional Development
 - A.1. Demonstrates self-concept
 - C.1. Interacts easily with one or more children
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events

My Family Picture

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Targeted VPK Education Standards

- III. Social and Emotional Development
 - A.1. Demonstrates self-concept
 - C.1. Interacts easily with familiar adults
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VII. Social Studies and The Arts
 - A(a).1. Identifies similarities and differences in personal and family Characteristics
 - A(b).1. Begins to understand family needs, roles and relationships

Bedtime Stories

Page 233

Targeted VPK Education Standards

- III. Social and Emotional Development
 - A.1. Demonstrates self-concept
 - C.1. Interacts easily with familiar adults
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

Mouse's Art Gallery

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Targeted VPK Education Standards

- VII. Social Studies and The Arts
 - B(b).1. Responds to artistic creations or events
- III. Social and Emotional Development
 - C.1. Interacts easily with familiar adults
 - D.1. Interacts easily with one or more children
- IV. Language and Communication
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas

Who Ate the Cookies From the Cookie Jar?

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Targeted VPK Education Standards

- III. Social and Emotional Development
 - A.1. Demonstrates self-concept
 - C.1. Interacts easily with one or more children
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.2. Shows age-appropriate phonological awareness
 - A.4. Shows understanding of text read aloud
- VII. Social Studies and The Arts
 - B(a).2. Participates in group music experiences
 - B(a).3. Participates in creative movement, dance and drama

Cookie, Cookie, who Has the Cookie?

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Targeted VPK Education Standards

- III. Social and Emotional Development
 - A.1. Demonstrates self-concept
 - C.1. Interacts easily with one or more children
- VII. Social Studies and The Arts
 - B(a).2. Participates in group music experiences

Cat and Mouse

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Targeted VPK Education Standards

- I. Physical Health
 - B.3. Participates in physical fitness activities
- III. Social and Emotional Development
 - A.1. Demonstrates self-concept
 - C.1. Interacts easily with one or more children
- VI. Mathematical and Scientific Thinking
 - A(e).4. Uses directions to move through space and find places in Space
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks

Going to the Bakery

Page 243

Targeted VPK Education Standards

- I. Physical Health
 - B.2. Follows basic health and safety rules
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events.
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
- VI. Mathematical and Scientific Thinking
 - B(a).1. Asks questions and uses senses to observe and explore materials and natural phenomena

If You Give a Mouse a Cookie

Music and Rhymes Goals and Objectives

Related VPK Education Standards found in all activities in this section:

Related VPK Education Standards

- I. Physical Health
 - A.2. Demonstrates visual ability to facilitate learning
 - A.3. Exhibits auditory ability to facilitate learning
- II. Approaches to Learning
 - A.1. Shows eagerness and curiosity as a learner
 - B.1. Attends to tasks and seeks help when encountering a problem
 - C.1. Approaches tasks with flexibility and inventiveness
- III. Social and Emotional Development
 - B.1. Follows simple classroom rules and routines
 - B.2. Uses classroom materials carefully
 - B.3. Manages transitions
 - D.3. Participates in the group life of the class
- IV. Language and Communication
 - A.1. Gains meaning by listening
 - B.1. Speaks clearly enough to be understood without contextual clues
 - C.1. Shows an understanding of words and their meanings
 - E.1. Uses language to express needs and feelings, share experiences
Predict outcomes and resolve problems
 - E.2. Initiates, asks questions, and responds to adults and peers in a variety of settings
 - E.3. Uses appropriate language and style for context
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks

Mother Goose Rhymes

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Targeted VPK Education Standards

- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.2. Shows age-appropriate phonological awareness
 - A.4. Shows understanding of text read aloud
- VII. Social Studies and The Arts
 - B(a).2. Participates in group music experiences
 - B(a).3. Participates in creative movement, dance and drama

Mother Goose Every Day

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Targeted VPK Education Standards

- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.2. Shows age-appropriate phonological awareness
 - A.4. Shows understanding of text read aloud
- VII. Social Studies and The Arts
 - B(a).2. Participates in group music experiences
 - B(a).3. Participates in creative movement, dance and drama

Rhymes and Finger Plays

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Targeted VPK Education Standards

- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.2. Shows age-appropriate phonological awareness
 - A.4. Shows understanding of text read aloud
- VII. Social Studies and The Arts
 - B(a).2. Participates in group music experiences
 - B(a).3. Participates in creative movement, dance and drama
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

***Standards may vary according to rhyme selected.**