

# One Duck Stuck

## Speech and Language Goals and Objectives

### **Related Florida 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

## Who Can Help?

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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

## 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

## Ducks in the Water

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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
- VI. Mathematical and Scientific Thinking
  - A(e).1. Shows understanding of and uses positional words
- VII. Social Studies and The Arts
  - B(a).3. Participates in creative movement, dance and drama

**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**

- 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.
  - 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
- VIII. Motor Development
  - B.1. Uses strength and control to perform simple tasks

**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

**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

**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

**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**

- I. Physical Health
  - B.3. Participates in physical fitness activities
- III. Social and Emotional Development
  - D.1. Interacts easily with one or more children
- 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
- VI. Mathematical and Scientific Thinking
  - 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).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

## 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

## 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

### **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

### **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

## Take Your Packet Home

### **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

# One Duck Stuck

## 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)

## Fish of Many Colors, 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

## Fishing for Colors

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### **Targeted VPK Education Standards**

#### III. Social and Emotional Development

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

#### 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

## Stuck on 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

## Duck 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

## Super Snakes

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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

## Stuck in the Muck

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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).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**

- 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

## Dots and Spots on Mr. Frog

### **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

## Mr. Frog has Numbers

### **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

**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

**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
  - 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

Baby Frogs and Bull Frogs

**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

I Spy a Red Leaf

**Targeted VPK Education Standards**

- III. Social and Emotional Development
  - 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
- V. Emergent Literacy
  - A.1. Shows motivation for reading
  - A.4. Shows understanding of text read aloud

## Wings, Tail, Feet and Antlers

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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

B(a).1. Asks questions and uses senses to observe and explore materials  
And natural phenomena

## Wings, Tail, Feet and Antlers

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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

B(a).1. Asks questions and uses senses to observe and explore materials  
And natural phenomena

#### VIII. Motor Development

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

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

## 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

**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

# One Duck Stuck

## 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 VKP 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
- V. Emergent Literacy
  - A.1. Shows motivation for reading
  - A.4. Shows understanding of text read aloud
- VII. Social Studies and The Arts
  - 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

**Targeted VKP 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

**Targeted VKP 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
- 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 VKP Education Standards**

- I. Physical Health
  - B.3. Participates in physical fitness activities
  - 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
  - A.1. Moves with balance and control
  - A.2. Coordinates movements to perform simple tasks

**Targeted VKP 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
- 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

# One Duck Stuck

## 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

Page 161

### **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

Page 163

### **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

## Colorful Snakes

Page 164

### **Targeted VPK Education Standards**

- IV. Language and Communication
  - C.2. Uses an expanded vocabulary to describe many objects, actions and events
- 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

## Simple Pipe Cleaner Snakes

Page 165

### **Targeted VPK Education Standards**

- IV. Language and Communication
  - C.2. Uses an expanded vocabulary to describe many objects, actions and events
- 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

## Snake Necklaces

Page 166

### **Targeted VPK Education Standards**

- 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

## Marsh Friends

Page 167

### **Targeted VPK Education Standards**

- IV. Language and Communication
  - C.2. Uses an expanded vocabulary to describe many objects, actions and events
- VIII. Motor Development
  - B.1. Uses strength and control to perform simple tasks
  - B.2. Uses eye-hand coordination to perform tasks

## Dragonfly Clips

Page 171

### **Targeted VPK Education Standards**

- 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

## Mud Finger Painting

Page 172

### **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
- 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

## Hop Along Frog

Page 173

### **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
- 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

## Critters in the March

Page 175

### **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

Page 179

### **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

## Lacing Duck and His Friends

Page 185

### **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

Page 197

### **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

# One Duck Stuck

## 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



## Walking Barefoot Through the Marsh

Page 207

### **Targeted VPK Education Standards**

- I. Physical Health
  - B.5. Performs some self-care tasks independently
- 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
- VIII. Motor Development
  - B.1. Uses strength and control to perform simple tasks
  - B.2. Uses eye-hand coordination to perform tasks

## Ducky Shoes

Page 208

### **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
  - 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

## Rhymes for Bare Feet

Page 209

### **Targeted VPK Education Standards**

- I. Physical Health
  - B.5. Performs some self-care tasks independently
- 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
- VIII. Motor Development
  - B.1. Uses strength and control to perform simple tasks
  - B.2. Uses eye-hand coordination to perform tasks

## Look Mom! Clean Hands!!

Page 211

### **Targeted VPK Education Standards**

- I. Physical Health
  - 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

## Recipes

Pages 213-220

### **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

# One Duck Stuck

## 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

Page 223

### **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

## Welcome to the Snail Hotel

Page 224

### **Targeted VPK Education Standards**

- 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
- VI. Mathematical and Scientific Thinking
  - B(a).1. Asks questions and uses senses to observe and explore materials  
And natural phenomena

## I'm a Skunk!

Page 225

### **Targeted VPK Education Standards**

- I. Physical Health
  - B.5. Performs some self-care tasks independently
- III. Social and Emotional Development
  - D.1. Interacts easily with one or more children
- IV. Language and Communication
  - D.1. Uses age-appropriate grammar in conversations and increasingly
- 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

## Duck Pond Games

Page 226

### **Targeted VPK Education Standards**

- III. Social and Emotional Development
  - 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

## Squirt the Ducks

Page 227

### **Targeted VPK Education Standards**

- III. Social and Emotional Development
  - D.1. Interacts easily with one or more children
- VIII. Motor Development
  - B.1. Uses strength and control to perform simple tasks
  - B.2. Uses eye-hand coordination to perform tasks

## Pond Play

Page 228

### **Targeted VPK Education Standards**

- III. Social and Emotional Development
  - 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

## Quack, Quack, Quack and Away The Go!

Page 229

### **Targeted VPK Education Standards**

- III. Social and Emotional Development
  - 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
- V. Emergent Literacy
  - A.2. Shows age-appropriate phonological awareness
- VII. Social Studies and The Arts
  - B(a).3. Participates in creative movement, dance and drama

## Duckie Says

Page 230

### **Targeted VPK Education Standards**

- III. Social and Emotional Development
  - D.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

**Targeted VPK Education Standards**

- III. Social and Emotional Development
  - A.1. Demonstrates self-concept
  - C.1. Interacts easily with familiar adults
  - C.2. Seeks adult assistance appropriately
  - E.1. Seeks adult help when needed to resolve conflicts
- 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

**Targeted VPK Education Standards**

- I. Physical Health
  - B.3. Participates in physical fitness activities
- 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

**Targeted VPK Education Standards**

- III. Social and Emotional Development
  - A.1. Demonstrates self-concept
  - C.1. Interacts easily with familiar adults
  - D.1. Interacts easily with one or more children
  - D.4. Shows empathy and caring for others
- 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

# One Duck Stuck

## 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

Page 237

### **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

Page 243

### **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

Pages 247-256

### **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.**