A House For a Hermit Crab

Speech and Language Goals and Objectives

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

- I. Physical Health
 - A.2. Demonstrates visual ability to facilitate learning
 - A.3. Exhibits auditory ability to facilitate learning
- 11. 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

Hermit Crab and Friends 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

Under Water Friends 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

Months of the Year

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- IV. Language and Communication
 - C.1. Shows an understanding of words and their meanings
- 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).2. Participates in group music experiences

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.1. Shows an understanding of words and their meanings
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events. (category labels)
 - 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

Let Everyone Whisper With Me

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.1. Shows an understanding of words and their meanings
 - 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).2. Participates in group music experiences

I'm a Hermit Crab

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- III. Social and Emotional Development
 - C.1. Interacts easily with familiar adults
 - C.2. Seeks adult assistance appropriately
 - D.1. I nteracts easily with one or more children
- IV. Language and Communication
 - C.1. Shows an understanding of words and their meanings
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events. (category labels)
 - 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

- 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

All Around Hermit Crab, 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(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

Big and Little, Level 1

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- 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

- 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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- 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

	Who.	. What.	and	Where?	Levels 1	1 and 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
- 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

Who Am I? Page 67

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

<u>Lantern Library</u>

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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

<u>Listening Center</u>

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- 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

- 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

Take Your Packet Home

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- 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

A House for a Hermit Crab 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
- 11. 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

- 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)

Starfish 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 in the Ocean

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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

Snail Shape Matching Cards

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- 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

- 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

Small, Medium, and Large, Level 1,

<u>Page 97</u>

- 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

- 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

Shell Pattern Matching

Page 101

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

Hermit Crab and Friends

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- 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

Land or Sea? Page 117

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

Barn or Ocean? Page 121

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

Seashell Counting, Level 1

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- 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

Lanternfish Light-up	L	ant	err	nfis	h L	iah	۱t-	ur
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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)
- IV. Language and Communication
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

Lanternfish Number Match

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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)
- IV. Language and Communication
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentence

Friends in the Ocean

Page 137

- 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
 - $\ensuremath{\mathsf{B.1}}.$ Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

- 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

Sort and Match Seashells

Page 145

- 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

A 11	A 1 .		\sim
AΠ	About	the	Ocean

Page 147

Targeted VPK Education Standards

- 11. 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
 - C.2. Seeks adult assistance appropriately
 - D.1. Interacts easily with one or more children
- VI. Mathematical and Scientific Thinking
 - A(f).1. Compares continuous quantities using length, weight and height
 - A(f).2. Represents and analyzes data
 - 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
 - B(a)3. Makes comparisons among objects

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

A House for a Hermit Crab Puzzles

Page 161

- 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

A House for a Hermit Crab 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
- 11. 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

- 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).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

Fish in the Ocean

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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

I Found a Starfish!

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- 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

- 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

<u>Crab Walk</u> Page 184

- I. Physical Health
 - B.3. Participates in physical fitness activities
- IV. Language and Communication
 - A.2. Follows two and three step directions
- VI. Mathematical and Scientific Thinking
 - A(e).4. Uses directions to move through space and find places in space
- 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

A House For a Hermit Crab 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 185

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 187

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

Play Dough Starfish

<u>Page 189</u>

- 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

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Page 190

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

My Sea Anemone

<u>Page 191</u>

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

Building a Wall

Page 193

Targeted VPK Education Standards

- 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).2. Describes relative position from different perspectives
 - A(e).3. Understands and can tell the difference between orientation terms such as horizontal, diagonal and vertical
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks

Crusty Coral

Page 194

- 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

- 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

My Aquarium Page 197

Targeted VPK Education Standards

- IV. Language and Communication
 - C.1. Shows an understanding of words and their meanings
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events. (category labels)
 - 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

Fish in the Fish Bowl

Page 199

- 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
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

- 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).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

My Ocean Treasures

Page 201

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

Ocean Creatures

Page 202

- 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

In the Seaweed Page 203

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

Puffy San Dollar

<u>Page 205</u>

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

Seashell Friends

Page 207

- 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 211

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

Hermit Crab Lacing

Page 217

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 225

- 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

A House For a Hermit Crab 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
- 11. 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

Neat and Tidy Page 239

Targeted VPK Education Standards

- I. Physical Health
 - B.2. Follows basic health and safety rules
 - 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

Does It Fit? Page 240

Targeted VPK Education Standards

- I. Physical Health
 - B.2. Follows basic health and safety rules
 - 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

I 'm Growing Page 241

- IV. Language and Communication
 - A.2. Follows two and three step directions
 - C.1. Shows an understanding of words and their meanings
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events. (category labels)
 - 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

Brush Your Teeth Everyday

Page 243

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
- 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

Look Mom! Clean Hands!!

Page 247

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

It's My Turn to Sweep

Page 249

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

Scru	bbing	Spor	nges

Page 251

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

Our Hermit Crab

Page 252

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

<u>Recipes</u>

Pages 253-262

- 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

A House For a Hermit Crab 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

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- 11. 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

Who Caught a Fish in the Deep Blue Sea?

Page 266

Targeted VPK Education Standards

- III. Social and Emotional Development
 - D.1. I nteracts 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(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

My House Page 267

- III. Social and Emotional Development
 - D.1. Interacts easily with one or more children
 - D.2. Develops special friendships
- 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
- VII. Social Studies and The Arts
- A(a).1. I dentifies similarities and differences in personal and family Characteristics
- A(b).1. Begins to understand family needs, roles and relationships

Find My House Page 271

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

Beach Day Page 275

Targeted VPK Education Standards

- I. Physical Health
 - B.3. Participates in physical fitness activities
 - B.5. Performs some self-care tasks independently
- 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

Hermit Crab Greetings

<u>Page 277</u>

- III. Social and Emotional Development
 - D.1. Interacts easily with one or more children
- IV. Language and Communication
 - E.2. Initiates, as questions, and responds to adults and peers in a variety of settings
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

Hermit Crab Says "Goodbye"

Page 278

Targeted VPK Education Standards

- III. Social and Emotional Development
 - D.1. Interacts easily with one or more children
- IV. Language and Communication
 - E.2. Initiates, as questions, and responds to adults and peers in a variety of settings
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

Parent Party Invitation

Page 279

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

Will You Be My Friend?

Page 281

- III. Social and Emotional Development
 - A.1. Demonstrates self-concept
 - C.1. Interacts easily with one or more children
 - D.2. Develops special friendships
 - 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

- III. Social and Emotional Development
 - D.1. I nteracts easily with one or more children
- IV. Language and Communication
 - E.2. Initiates, as questions, and responds to adults and peers in a variety of settings
- 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).2. Describes some people's jobs and what is required to perform Them

Moving On Page 287

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. (category labels)
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
 - D.2. Connects phrases and sentences to build ideas
 - $\ensuremath{\mathsf{E.2.}}$ I nitiates, as questions, and responds to adults and peers in a variety of settings
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

Helping Each Other

Page 289

- 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

A House For A Hermit Crab 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 291

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 299

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 303-306

- 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.