

Clap Your Hands

Speech and Language Goals and Objectives

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

Related VPK Education Standards

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

Animal Identification 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

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

Blow Me a Kiss

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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

Stick Out Your Tongue, Look Out Cereal, Here We Come Page 32

Targeted VPK Education Standards

- I. Physical Health
 - B.4. Makes wise food choices
 - B.5. Performs some self-care tasks independently
- 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

Knock, Knock, Who's There?

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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

Super Star

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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
- VII. Social Studies and The Arts
 - B(a).3. Participates in creative movement, dance and drama

How Old Are You?

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

Quiet as a Mouse

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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
 - 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

Where is the Mouse? 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(e).1. Shows understanding of and uses positional words
- VII. Social Studies and The Arts
 - A(d).1. Describes the location of things in the environment
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Targeted VPK Education Standards

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

Targeted VPK Education Standards

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

Targeted VPK Education Standards

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

Which One is Different? Level 1

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Targeted VPK Education Standards

IV. Language and Communication

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

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

D.2. Connects phrases and sentences to build ideas

VI. Mathematical and Scientific Thinking

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

Which One is Different? Level 2

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Targeted VPK Education Standards

IV. Language and Communication

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

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

D.2. Connects phrases and sentences to build ideas

VI. Mathematical and Scientific Thinking

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

VIII. Motor Development

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

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

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

Finish the Phrase

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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

Field Trip

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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

Animal Talk

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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

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

Clap Your Hands

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)

Matching Baseball Hats, 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

Find Something Yellow, Find Something Red

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud
- VI. Mathematical and Scientific Thinking
 - A(c).4. Orders, compares and describes objects according to a single attribute (seriation)

Happy Hippo's 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

Gorilla's Shape Matching

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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

Count Your Fingers, Count Your Toes, Level 1

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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

Clown Hats

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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

Clowning Around With Numbers

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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

Put Your Finger in the Air

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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
- VII. Social Studies and The Arts
 - B(a).2. Participates in group music experiences

One Toe, Two Toes, Three Toes, Four

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Targeted VPK Education Standards

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

Clap Your Hands and Count the Bears

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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

VIII. Motor Development

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

Clap Your Hands and Count With Me

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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

VIII. Motor Development

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

Targeted VPK Education Standards

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

Targeted VPK Education Standards

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

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

Complete the Pattern

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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

Hats Go Here, Socks Go There, Level 1

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Targeted VPK Education Standards

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

Hats Go Here, Socks Go There, Level 2

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Targeted VPK Education Standards

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

Targeted VKP 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
- 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

Clap Your Hands

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

Hop Like a Bunny

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

Jump Like a Frog

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Targeted VPK Education Standards

- I. Physical Health
 - B.3. Participates in physical fitness activities
- IV. Language and Communication
 - A.2. Follows two and three step directions
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
- V. Emergent Literacy
 - 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

Doing the Baby Crawl

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

Upside Down, Look All Around

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Targeted VPK Education Standards

- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
- VI. Mathematical and Scientific Thinking
 - A(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

Do a Somersault Across the Floor

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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
- V. Emergent Literacy
 - A.4. Shows understanding of text read aloud
- 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

Flying high in the Sky

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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
- V. Emergent Literacy
 - A.4. Shows understanding of text read aloud
- 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

Shake Your Arms and Take a Seat

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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
- 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

Bounce, Toss, and Catch

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

Targeted VPK Education Standards

- I. Physical Health
 - B.3. Participates in physical fitness activities
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
- III. Social and Emotional Development
 - D.1. Interacts easily with one or more children
- VII. Social Studies and The Arts
 - B(a).2. Participates in group music experiences
- VIII. Motor Development
 - A.1. Moves with balance and control
 - A.2. Coordinates movements to perform simple tasks
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Clap Your Hands

Fine Motor Goals and Objectives

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

Related VPK Education Standards

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

Painting on the Easel

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Targeted VPK Education Standards

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

Cooked Play Dough

Page 179

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

Where is Thumbkin?

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Targeted VPK Education Standards

- III. Social and Emotional Development
 - D.1. Interacts easily with one or more children
- VII. Social Studies and The Arts
 - B(a).2. Participates in group music experiences
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Hungry, Hungry Hippo

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Targeted VPK Education Standards

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

A Pocket for My Babies

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Targeted VPK Education Standards

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

Cutting Grids

Page 189

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

Clap Your Hands, Stomp Your Feet, Lacing Cards

Page 195

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 203

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

Complete the Picture

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Targeted VPK Education Standards

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

Connect the Dots

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Targeted VPK Education Standards

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

Clap Your Hands Puzzles

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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

Clap Your Hands

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

Mr. Happy Sock

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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

Socks on My Feet

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Targeted VPK Education Standards

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- V. Emergent Literacy
 - A.4. Shows understanding of text read aloud
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Helping Hippo

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Targeted VPK Education Standards

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - 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

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Targeted VPK Education Standards

- I. Physical Health
 - B.5. Performs some self-care tasks independently
- IV. Language and Communication
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- V. Emergent Literacy
 - A.4. Shows understanding of text read aloud
- VIII. Motor Development
 - B.1. Uses strength and control to perform simple tasks
 - B.2. Uses eye-hand coordination to perform tasks

Recipes

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Targeted VPK Education Standards

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

Clap Your Hands

Socialization Goals and Objectives

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

Related VPK Education Standards

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

Dramatic Play and Prop Suggestions

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Targeted VPK Education Standards

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

Make a Silly Face

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Targeted VPK Education Standards

- III. Social and Emotional Development
 - A.1. Demonstrates self-concept
 - 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
- V. Emergent Literacy
 - A.4. Shows understanding of text read aloud

Greetings

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Targeted VPK Education Standards

- 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
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly

So Long, Farewell

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Targeted VPK Education Standards

- 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
 - C.2. Uses an expanded vocabulary to describe many objects, actions and events
 - D.1. Uses age-appropriate grammar in conversations and increasingly
- V. Emergent Literacy
 - A.4. Shows understanding of text read aloud

Parent Party Invitation

Page 263

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

Show Me a Smile, Show Me a Frown

Page 265

Targeted VPK Education Standards

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

Smiling or Frowning

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Targeted VPK Education Standards

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

I'll Tickle You If You Tickle Me

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Targeted VPK Education Standards

- III. Social and Emotional Development
 - C.1. Interacts easily with familiar adults
 - D.1. Interacts easily with one or more children
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

I've got a Secret

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Targeted VPK Education Standards

- III. Social and Emotional Development
 - C.1. Interacts easily with familiar adults
 - D.1. Interacts easily with one or more children
- V. Emergent Literacy
 - A.1. Shows motivation for reading
 - A.4. Shows understanding of text read aloud

Silly Clown Face

Page 277

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

Clap Your Hands

Music and Rhymes Goals and Objectives

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

Related VPK Education Standards

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

Mother Goose Rhymes

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Targeted VPK Education Standards

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

Mother Goose Every Day

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Targeted VPK Education Standards

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

Rhymes and Finger Plays

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Targeted VPK Education Standards

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

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

