

Benchmarks for 2 to 3 year-old Class
aligned with *Teaching Strategies GOLD*
Objectives for Development & Learning

*** Curriculum benchmarks are provided to give teachers and parent's guidelines of what children of this age range could achieve over the course of the school year. Children will exhibit individual differences in the skills they acquire each year.**

לא עליך המלאכה לגמור, ולא אתה בן חורין להבטל ממנה

You are not required to complete the task, but neither are you free to desist from it.

Social-Emotional:

1. Regulates own emotions and behaviors
 - a. Manages feelings (Comforts self by seeking out special object or person)
 - b. Follows limits and expectations (Follows suggestions from adults to change activities or wait turn)
 - c. Takes care of own needs appropriately (Attempts to clean up, hang coat, wash hands appropriately but needs adult guidance)
2. Establishes and sustains positive relationships
 - a. Forms positive relationships with adults (Looks to trusted adult for encouragement when trying new experience)
 - b. Reacts to and begins to demonstrate concern about feelings of others
 - c. Engages with peers through parallel and imitative play
 - d. Makes friends (seeks a preferred playmate and shows pleasure when seeing a friend)
3. Participates cooperatively and constructively in group situations
 - a. Agrees to take turns (e.g. gives another child a toy when asked)
 - b. Seeks adult help to resolve social problems

Physical:

4. Demonstrates traveling skills
 - a. Walks in different ways (fast, slow, backwards)
 - b. Runs and Marches
 - c. Uses feet to scoot riding toy
 - d. Walks up and down stairs holding railing
5. Demonstrates balancing skills
 - a. Kneels while playing
 - b. Sidesteps along balance beam watching feet
 - c. Jumps from low step landing on 2 feet
6. Demonstrates gross-motor manipulative skills
 - a. Throws ball by pushing it with both hands
 - b. Catches large bounced ball with both hands against body
 - c. Kicks stationary ball
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands (uses fork and spoon; strings large beads, etc)
 - b. Grips drawing and writing tools with whole hand and may begin to use tripod grip (preferred hand might not be selected at this age)

Language:

8. Listens to and understands increasingly complex language
 - a. Shows comprehension of language by identifying familiar people, animals and objects when prompted.
 - b. Follows simple requests of 1 to 2 steps
9. Uses language to express thoughts and needs

- a. Names familiar people, animals and objects
 - b. Understood by most familiar people
 - c. Uses complete sentences with few omissions or wrong uses of words.
 - d. Tells simple stories about objects, events and people which may be lacking in correct timing and connections between characters and events.
10. Uses appropriate conversational and other communication skills
- a. Initiates and attends to brief conversations
 - b. Uses appropriate eye contact and conversational pauses
 - c. Responds to verbal prompts in context (e.g. “say please”)

Cognitive:

11. Demonstrates positive approaches to learning
- a. Attends to and engages in projects and tasks especially with adult praise and encouragement
 - b. Practices an activity many times until successful
 - c. Observes and imitates how others Solve Problems and asks for help to solve problems
 - d. Shows curiosity and motivation exploring ways to make things happen.
 - e. Uses creativity and imagination during play and routine tasks
 - f. Begins to understand and accept change in schedule or activity when something unexpected occurs
12. Remembers and connects experiences
- a. Recalls things from the past
 - b. Makes connections (Remembers sequence of routines with adult support)
13. Uses classification skills
- a. Sorts by color
 - b. Identifies and names colors of objects
 - c. Begins to sort objects by groups and answers question of why these objects belong together (e.g. “these are all animals”)
14. Uses symbols and images to represent something not present
- a. Recognizes people, objects and animals in pictures
 - b. Imitates actions of others during play
 - c. Uses real objects as props

Literacy:

15. Demonstrates phonological awareness
- a. Joins in rhyming games and songs
 - b. Begins to fill in missing rhyming words in song or story using context clues
 - c. Sings songs and says rhymes with repeating initial sounds (alliteration)
16. Demonstrates knowledge of the alphabet
- a. Identifies and names some letters in own name
 - b. Begins to recognize some uppercase letters of alphabet
17. Demonstrates knowledge of print and its uses
- a. Shows interest in books
 - b. Turns pages in book front to back
 - c. Recognizes familiar books by their covers
 - d. Shows understanding that text is meaningful and can be read
 - e. Begins to notice environmental print in classroom and around town (e.g. STOP sign, Target, water truck, etc)
18. Comprehends and responds to books
- a. Contributes language that they remember from the story at an appropriate time (e.g. when asked or when providing repetitive text)
 - b. Pretends to read a familiar book
 - c. Retells some events from a familiar story with adult prompting
19. Demonstrates emergent writing (and drawing) skills
- a. Uses linear scribble when attempting to write name or words

- b. Begins to understand that letters are made up of lines and curves
- c. Begins to understand that words can be written in a linear way

Mathematics:

- 20. Uses number concepts and operations
 - a. Verbally counts to 10
 - b. Counts up to 5 objects with 1:1 correspondence (touching 1 object as they say each number)
 - c. Demonstrates understanding of concepts of one, two and more
 - d. Begins to recognize and name a few numerals between 1 – 10
- 21. Explores and describes spatial relationships and shapes
 - a. Follows simple directions related to position (in, on, under, up, down)
 - b. Matches basic shapes (circle, square, triangle, rectangle)
- 22. Compares and measures
 - a. Makes simple comparisons between 2 objects (e.g. which is bigger, shorter; compares capacity of one container to another as transfers sand or water between 2 containers)
 - b. Uses measurement words (taller, longer, etc)
 - c. Begins to explore measuring concepts using recipes
- 23. Demonstrates knowledge of patterns
 - a. Shows interest in simple patterns in everyday life
 - b. Notices patterns in their environment (given adult modeling)

Science and Technology:

- 24. Uses scientific inquiry skills
 - a. Makes simple observations
 - b. Explores indoor and outdoor environments
- 25. Demonstrates knowledge of the characteristics of living things
 - a. Names living and non-living things
 - b. Begins to learn about people, animals and plants, growing and changing, through songs and stories
- 26. Demonstrates knowledge of the physical properties of objects and materials
 - a. Explores variety of substances (e.g. paper, wood, plastic)
 - b. Uses appropriate vocabulary to describe physical properties of objects (e.g. hard/soft, cold/hot, bumpy/smooth)
- 27. Demonstrates knowledge of Earth's environment
 - a. Engages in songs, stories and discussions related to the four seasons
 - b. Describes weather of the day (e.g. sunny, cloudy, rainy, snowy)
- 28. Uses tools and other technology to perform tasks
 - a. Explores with basic scientific tools such as magnifying glasses and balances
 - b. Begins to understand (with teacher guidance) why we use different tools (e.g. magnifying glasses make things look bigger or balances show us which item is heavier)

Social Studies:

- 29. Demonstrates knowledge about self
 - a. Compares characteristics of self to others (e.g. I have curly hair and she has straight hair)
 - b. Begins to express personal preferences (e.g. I like cars)
- 30. Shows basic understanding of people and how they live
 - a. Notices different people in the community
 - b. Awareness of different jobs of people in community
 - c. Notices outward differences among people
- 31. Explores change related to familiar people or places
 - a. Demonstrates understanding that people and things change over time (e.g. they were babies and now they are big boys and girls who go to school)
 - b. Begins to use vocabulary to describe concepts of time (now, today, this day, soon, tomorrow); may not use terms of yesterday, tomorrow, last week, next week correctly.
- 32. Demonstrates simple geographic knowledge

- a. Engages in discussions about where we live and travel to different places
- b. Explores the places in the world through music, pictures and stories of different cultures

The Arts:

33. Explores the visual arts
 - a. Experiments with art materials (paint, dough, oil pastels, glue)
 - b. Notices color, shape, and texture (with adult guidance)
34. Explores musical concepts and expression
 - a. Shows awareness of different kinds of music
 - b. Attends to and joins in singing song
 - c. Explores the sounds of different musical instruments
35. Explores dance and movement concepts
 - a. Moves body in response to music
 - b. Marches to musical beat
 - c. Imitates simple actions during dance and movement activities
36. Explores drama through actions and language
 - a. Uses props to enhance play scenarios
 - b. Shows different facial expressions to represent feelings of characters in a story (e.g. “Zoe felt sad in the story, can you show me a sad face?”)

English Language Acquisition (as needed):

37. Demonstrates progress in listening to and understanding English
 - a. Observes others as they converse in English
 - b. Responds to common English words
38. Demonstrates progress in speaking English
 - a. Repeats words in English
 - b. Uses a few socially interactive words in English
 - c. Develops 2-3 word phrases to increase expression in English

Jewish Studies

- Jewish Life
 - Provide an environment to acquire a strong Jewish identity
 - Develop a Jewish identity in a natural and enjoyable process
 - Become familiar with prayers and brachot (blessings), the pre-Shabbat and holiday activities, inclusion of Biblical stories and Hebrew
- Israel
 - Israel is a place where Jewish and non-Jewish people live
 - Degel (flag) of Israel
- Hebrew
 - Listens to, understands and incorporates simple Hebrew words in everyday use
- Ta’am Shel Shabbat
 - Become familiar with Shabbat prayers and brachot (blessings)
 - Become familiar with Bible Stories

- Tzedakah and Mitzvot
 - To understand the concept of helping others, giving charity and feeling compassion
 - To become familiar with, understand and engage in mitzvot*, derech erez, community, tzedakah (charity), gimulat hasadim

Mitzvah (“Commandment”) however, loosely translated as “good deeds”.

Derech Eretz (the way of the world) loosely translated as “Appropriate behavior and good character”

Tzedakah (“Righteous Giving”)

Gimulat Hasadim (“Acts of Love and Kindness”)