

Benchmarks for 3 to 4 year-old Class
aligned with *Teaching Strategies GOLD*
Objectives for Development & Learning

*** Curriculum benchmarks are provided to give teachers and parents 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 עָלֶיךָ הַמְלָאכָה לְגִמּוֹר, וְלֹא אֶתָּה בֶן חוּרִין לְהַבְטִיל מִמֶּנָּה

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; is able to delay gratification and wait turn)
 - b. Follows limits and expectations (Responds to transition cues to clean up or change activities with few reminders; Accepts redirection from adults; Shows awareness of class rules and routines)
 - c. Takes care of own needs appropriately and with confidence (e.g. hand washing and drying, coat away, toys in proper place, use materials properly; all with minimal prompting)
2. Establishes and sustains positive relationships
 - a. Forms positive relationships with adults (Manages separations without distress and engages with trusted adults)
 - b. Demonstrates concern about feelings of others
 - c. Initiates and interacts with peers (asks “Can I play too?”)
 - d. Prefers to play with 1 or 2 friends over other peers
3. Participates cooperatively and constructively in group situations
 - a. Agrees to take turns (asks “When you are done, may I have a turn?” or “May I be the line leader next time?”)
 - b. Begins to solve social problems (Comes up with solutions with adult help)

Physical:

4. Demonstrates traveling skills
 - a. Walks up and down stairs, alternating feet
 - b. Runs smoothly
 - c. Gallops smoothly and begins to Skip
5. Demonstrates balancing skills
 - a. Stands on one foot 5-10 seconds without support
 - b. Walks on balance beam watching feet
 - b. Jumps forward with 2 feet; Hops 4-6 times on same foot
6. Demonstrates gross-motor manipulative skills
 - a. Throws balls underhand or overhand toward person 5-8 ft away
 - b. Catches large ball with both hands against body
 - c. Kicks ball forward with bent knee
 - d. Walks up and down stairs with alternating feet
7. Demonstrates fine-motor strength and coordination
 - a. Shows increase in hand strength (e.g. able to squeeze and release tongs and clothespins)
 - b. Uses tripod grip but may need prompting for correct placement on tool (e.g. verbal prompt “pinch near the point”)
 - c. Begin to use bilateral skills (e.g. opening and closing containers or using helping hand to stabilize paper during drawing and cutting)

- d. Shows progress with crossing midline of body with arms during visual-motor tasks such as easel painting, drawing, writing
- e. Engages in activities to promote hand-eye coordination (e.g. stringing beads, folding paper, using tweezers, etc)
- f. Uses scissors to cut along a straight line (may need prompting to use “thumbs up” position and hold paper with helping hand)

Language:

8. Listens to and understands increasingly complex language
 - a. Responds appropriately to specific vocabulary and familiar statements, questions and stories
 - b. Follows 2-3 step process
9. Uses language to express thoughts and needs
 - a. Describes objects, places and experiences
 - b. Understood by most people
 - c. Demonstrates acquisition of new words and attempts to use them in context
 - d. Progresses in pronunciation and use of more complex sentences
10. Uses appropriate conversational and other communication skills
 - a. Engages in 3 or more turns in conversation
 - b. Begins to be aware of rules of social language (may still interrupt, talk too loudly or shift topics in conversation)

Cognitive:

11. Demonstrates positive approaches to learning
 - a. Attends to and engages in projects and tasks especially with adult praise and encouragement
 - b. Pursues appropriately challenging tasks (keeps on trying even during challenging activity)
 - c. Thinks through problems and, considering many possibilities, finds a good solution (with limited adult prompting “How do you think we can solve this problem?”)
 - d. Shows eagerness to learn about a variety of topics and ideas
 - e. Uses 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. Retells story or personal experience in order and with details
 - b. Begins to connect prior experiences with new concepts
13. Uses classification skills
 - a. Groups objects by one characteristic at a time (e.g. shape, color, size)
 - b. Groups objects into categories (e.g. food, clothing, farm animals, zoo animals)
14. Uses symbols and images to represent something not present
 - a. Creates through drawing or construction and identifies what they made
 - b. Acts out familiar or imaginary scenarios; may use props to represent something els

Literacy:

15. Demonstrates phonological awareness
 - a. Generates rhyming words spontaneously
 - b. Notices alliterations in phrases (e.g. “all those words start with /b/”)
 - c. Fills in missing rhyming words in song or story using context clues
 - d. Shows awareness of separate words in sentences by participating in chants and echoes
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters in own name
 - b. Recognizes most uppercase letters of alphabet
 - c. Notices that letters make up words and have corresponding sounds (e.g. “that word starts with B”)
 - d. Identifies the sounds of some letters (e.g. when you see [R], you say /r/)
17. Demonstrates knowledge of print and its uses
 - a. Orients book correctly and turns pages front to back

- b. Understands that the title is the name of the book
 - c. Begins to indicate directionality of text by moving finger left to right
 - d. Notices environmental print in classroom and around town (e.g. STOP sign, Target, water truck, etc)
18. Comprehends and responds to books
- a. Asks and answers questions about stories
 - b. Pretends to read a familiar book
 - c. Retells stories in sequence using pictures as cues
19. Demonstrates emergent writing (and drawing) skills
- a. Understands that letters and numbers can all be made using lines and curves
 - b. Builds letters and numbers with wood cutouts of big and little lines and curves
 - c. Uses drawings and letter-like forms to represent thoughts and ideas
 - d. Dictates personal ideas or stories to teachers; notices that spoken words can be written down
 - e. Writes first name in CAPITAL letters
 - f. Draws basic shapes using lines and curves
 - g. Draws a person using lines and curves given prompting\

Mathematics:

20. Uses number concepts and operations
- a. Verbally counts to 20 accurately
 - b. Counts up to 10 objects with 1:1 correspondence (touching 1 object as they say each number)
 - c. Recognizes the number of items in a small set (up to five objects)
 - d. Identifies numerals 1 to 10 by name and connects to counted objects
21. Explores and describes spatial relationships and shapes
- a. Follows simple directions related to proximity (beside, between, next to)
 - b. Identifies basic shapes (circle, square, triangle, rectangle)
 - c. Searches for shapes in environment with teacher prompting
 - d. Creates basic shapes with drawings or constructions given cueing
22. Compares and measures
- a. Makes comparisons using quantities (more, less, same)
 - b. Uses measurement words (longer, shortest, etc)
 - c. Measures with non-standard items (e.g. paperclips, apples, etc)
 - d. Explores standard measuring tools (with adult guidance)
 - e. Explore measuring concepts using recipes
23. Demonstrates knowledge of patterns
- a. Copies simple repeating patterns using manipulatives
 - b. Verbalizes simple patterns as they follow along e.g.:
 - i. Red-Yellow, Red-Yellow, Red-Yellow, etc
 - ii. Red-Yellow-Yellow, Red-Yellow-Yellow, Red-Yellow-Yellow, etc
 - iii. Red-Blue-Yellow, Red-Blue-Yellow, Red-Blue-Yellow, etc
 - c. Identifies what comes next in a simple pattern

Science and Technology:

24. Uses scientific inquiry skills
- a. Makes simple observations
 - b. Becomes excited about new discoveries
 - c. Engages in investigations of indoor and outdoor environments
25. Demonstrates knowledge of the characteristics of living things
- a. Describes living and non-living things
 - b. Begins to understand that people, plants and animals live and die
 - c. Begins to explore life cycle of some living things (e.g. frogs, butterflies)
26. Demonstrates knowledge of the physical properties of objects and materials
- a. Explores variety of substances and finds objects made of those substances in environment (e.g. wood, metal, plastic)

- b. Uses appropriate vocabulary to describe physical properties of objects (e.g. hot/cold, sink/float, rough/smooth)
- 27. Demonstrates knowledge of Earth's environment
 - a. Identifies the four seasons
 - b. Observes and describes weather
 - c. Practices habits of recycling and reusing
- 28. Uses tools and other technology to perform tasks
 - a. Observes how tools and technology are used at school and home
 - b. Demonstrates appropriate use of tools emphasizing safety (with teacher guidance)

Social Studies:

- 29. Demonstrates knowledge about self
 - a. Recognizes the characteristics that make them special and different
 - b. Expresses personal preferences
- 30. Shows basic understanding of people and how they live
 - a. Understands that we are part of a larger community
 - b. Awareness of different jobs of people in community
 - c. Shows respect for differences among people and cultures
- 31. Explores change related to familiar people or places
 - a. Demonstrates understanding that people and things change over time (e.g. people get older, new houses are built, etc.)
 - b. Names the days of the week
 - c. Uses vocabulary to describe concepts of time (yesterday, today, tomorrow)
- 32. Demonstrates simple geographic knowledge
 - a. Understands that the world extends beyond our family (school, neighborhood community, city, state)
 - b. Explores the places in the world with globe and map and through discussions of other places and cultures

The Arts:

- 33. Explores the visual arts
 - a. Describes and comments on art created by self and others
 - b. Explores color, line, shape, form and texture
 - c. Utilizes various media in art (paint, clay, oil pastels, etc)
 - d. Follows adult guidance for use of art materials
- 34. Explores musical concepts and expression
 - a. Shows awareness and appreciation of different kinds of music
 - b. Participates in songs and rhymes
 - c. Explores patterns of rhythm and beat by using musical instruments
 - d. Explores their own voice by using different pitch (high/low), tempo (fast/slow), and volume
- 35. Explores dance and movement concepts
 - a. Demonstrates body control by responding to tempo changes
 - b. Demonstrates movement of body parts in a rhythmic pattern
 - c. Uses dance or movement to creatively interpret music or express feelings
 - d. Demonstrates ability to follow simple directions during movement activities
- 36. Explores drama through actions and language
 - a. Engages in dramatizations of stories or dramatic play scenarios
 - b. Uses props to enhance dramatic play and exhibit creativity
 - c. Discusses ideas with peers during group dramatic play
 - d. Begins to differentiate between what could actually happen or what is pretend

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

- c. Understands increasingly complex English phrases
- 38. Demonstrates progress in speaking English
 - a. Repeats words in English
 - b. Uses a few socially interactive words in English
 - c. Develops 2-4 word phrases to increase expression in English
 - d. Uses increasingly complex English grammar with some mistakes common for younger children

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”)