



DEVELOPMENTAL GOALS EC-2 to Kindergarten



Please sign and return
"Acknowledgement of Receipt"
Thank you!

Developed By:
Chayim Dimont, M.S. Ed.
Lower School Principal
Hillel Day School of Boca Raton



Hillel Day School of Boca Raton Early Childhood Education Developmental Goals

ד"ר טב

Dear Parents,

Welcome to the Hillel Day School of Boca Raton's Early Childhood Education Program. This informational manual is intended to familiarize you with our school's developmental goals and philosophy. We look forward to a happy and rewarding year with you and your child. In the Early Childhood Department, our main goal is to focus on you and your child(ren) and offer them a multitude of developmentally appropriate ways to reach their full potential, gain Jewish values, ideals and, most importantly, a love for Torah. We strive to give all the children individual attention, as well as help them facilitate meaningful interactions with their friends and teachers. By focusing on individual children, we can learn how they live within a group, their learning style preferences as well as their individual personalities.

Furthermore, we seek to establish a partnership with you and your family. This partnership will enable us to work together in order to help our children maximize their potential. The policies and procedures are in place to meet the educational, developmental and safety needs of your child. It is for this reason that it is very important that you become comfortable and familiar with our philosophy, policies and procedures. Please save this manual, as it may answer many of your questions in the future.

If you have any further questions, I will be more than happy to meet with you.

Sincerely,

A handwritten signature in black ink, appearing to read "C. Dimont".

Chayim Dimont, M.S. Ed.
Lower School Principal
Hillel Day School of Boca Raton



חנך לנער על פי דרכו, גם כי יזקין לא יסור ממנה
*Educate the youth according to his way;
 even when he grows old, he will not turn from it.*





DEVELOPMENTAL GOALS

Acknowledgement of Receipt

SIGN AND RETURN THIS PAGE

Please sign and return this page to the Director of Early Childhood Education no later than the first day of school.

We have received and read the Early Childhood Education Developmental Goals Manual for the Hillel Day School of Boca Raton.

Mother's Name-printed

Father's Name-printed

Mother's Signature

Father's Signature

Date

Date

Name(s) of child(ren) in Early Childhood Education Program: _____



A DAY AT HILLEL

The day begins at 8:15 a.m. at Hillel with parents bringing their children to the rooms or dropping them off at the carpool line (depending upon the child's age group). It is important that you be on time as activities begin promptly at 8:15 a.m. **Children should arrive no later than 8:30 a.m.** We have found that children who arrive late can have a hard time moving into the group because they've missed a good portion of the morning activity period.

Each class has a regular daily schedule of activities. The activities alternate between teacher-directed and child-directed. There are times when the children function as a group (story time, music, Parsha, movement, snacks) and there are times when the children are left to make their own choices (activity/work period and outside playtime). Some of the activities the children can choose from include: art, block building, puzzles, dramatic play, water play and cooking. The teachers are aware of each child throughout the day so that they have a picture of how the child's day flows. The teachers will let children figure things out for themselves whenever it is constructive to do so, and will become more actively involved when it seems appropriate. We are helping the children learn to exert self-control and to try to solve the problems they confront on a daily basis. This applies to social skills as well as academic and physical challenges. Children feel good when they know they have some control over themselves and their environment.

At Hillel, the environment includes a warm, creative room experience as well as an equipped outdoor play space. In the classroom, teachers will help the children discover things happening around them (seasons, nature, animal life, friendship, families, themselves and their Jewish heritage) through art materials, books and activities. Children will be encouraged to see more, ask more questions and reflect upon solutions to those questions.

The following is a detailed overview of what children gain through play in the different centers that you will see in each classroom:

Dramatic Play Area:

When your child plays with the housekeeping area, he or she:

- learns about the roles of mothers, fathers and about children and family living
- understands what it feels like to play the role of someone other than himself or herself
- learns how to use his or her imagination
- learns to cooperate with other children and relate to others
- increases his or her ability to communicate with others about personally meaningful experiences
- imitates and describes sounds from the environment
- pantomimes actions such as cooking and vacuuming
- learns about occupations

Not all children use the dramatic play area as a place for cooperative dramatic play. Some use it as a place to explore, figure things out and use the tools, utensils or clothing for other activities.

Cooking:

When children cook, they tap into skills of which they are unaware such as math, science and social studies. Furthermore, they:

- learn how to follow directions
- stimulate and use all five senses
- recognize colors, shapes and different kinds of foods and kitchen utensils
- have an opportunity to use different kinds of tools and equipment to improve small muscle coordination
- develop vocabulary with words such as "half" and "whole"
- observe and describe transformations
- measure ingredients
- compare numbers and amounts
- predict events





Cooking Continued

- recognize objects by taste, touch and smell
- describe relations among events and ideas
- distinguish between “some” and “all”
- observe that clocks are used to denote the passage of time
- taste new foods

Block Area:

Blocks are another means by which to learn math, science and social studies. Children also:

- learn to use their imagination to create something
- have the satisfaction of being able to make something
- learn about sizes and shapes, weights and balances, height and depth, smoothness, roughness and volume
- learn about constructing
- learn about communities and planning for communities
- learn about various forms of transportation
- exercise their bodies
- learn to play with others
- learn to communicate ideas through language when discussing similarities and differences
- create patterns when building
- deal with similarities and differences
- represent personal experiences through role play and pretending

Outdoors:

When children play in the outdoor area they:

- learn how to use their bodies effectively
- experience joy in achieving a skill
- have fun and relax through bodily movement
- learn the limitations of their bodies
- learn safety and caution
- learn to take turns and to share a piece of equipment
- develop vocabulary words such as “over” and “under”
- gain strength using large muscles
- represent experiences through dramatic play
- experience the direction of movement of things and people
- observe and describe weather changes
- explore the natural environment

Art or Creative Area:

When children work at the art area, they:

- are more concerned with the process than with the product (This is as it should be for this stage of development.)
- learn about colors
- learn to use imagination and transfer ideas to paper
- get emotional satisfaction from being able to express themselves
- learn how to use small muscle coordination to handle a brush
- learn to make choices and decisions
- increase language ability by talking about their creation
- learn how to use materials like scissors, paste, tape and staples
- learn how to use their imaginations to make the kind of creation in mind (Once again, the process, not the finished product, is important to them.)
- learn about shapes, sizes, colors and textures
- mix, stir, roll, cut, punch, twist, bend and fold materials, and learn to generate and observe changes, fit things together, take things apart, arrange, combine and transform



Sand and Water Area:

When your children work in the sand and water area they:

- find it soothing to bury their hands in sand or pour water in and out of cups
- are able to relax with this media art center and focus on a task
- learn about size and measurement by experimenting with measuring spoons, cups and different size containers
- learn what floats in water
- develop vocabulary words such as “empty” and “full”
- explore actively the attributes and functions of materials with all of the senses
- transform and combine materials

Quiet Area:

The term “quiet” is a relative one. A group of two, three and four year olds are unlikely to remain quiet for any length of time, nor should they be expected to, but their activities in the quiet area are quieter than block building, role playing, instrument playing and play dough pounding. This area is filled with books, puzzles and small manipulative games and materials.

When your children work in the quiet area, they:

- have an opportunity to work alone or together with other children
- gain satisfaction in completing a puzzle or game and build self-confidence
- have an opportunity to improve eye-hand coordination
- distinguish and describe shapes
- fit things together and take them apart
- develop an awareness of symmetry in their representations
- compare and sort objects into groups
- use and describe something in many different ways
- compare numbers and amounts

When your children listen to stories or look at books, they:

- learn to listen
- increase their vocabulary by hearing new words
- learn about different concepts, people and places
- learn to enjoy books and reading
- visualize the things they are hearing about
- begin telling stories from pictures and books in an orderly sequence
- begin hearing similarities and differences in words
- recall information that is seen and heard
- see adults reading and enjoying stories
- learn to recognize the names of common objects, places and actions
- develop book awareness concepts such as following pictures and print from left to right and top to bottom, and when reading books in Hebrew they learn the difference in reading direction and letters
- learn to handle books carefully



With all of these materials children are also shown how to clean up. Oftentimes cleaning up is not viewed as part the curriculum. This is simply not the case. When children clean up after they have used a material, they are learning Derech Eretz for the materials, their friends and teachers. Much time is spent on helping children learn this fundamental element of play.

EC-2 to Kindergarten

Guidelines for Developmentally Appropriate Practice

A developmentally appropriate curriculum is planned to be appropriate for the age span of the children within the group. It is implemented with special attention to the different needs, interests, and developmental levels of those individual children.

A developmentally appropriate based curriculum includes and/or provides the following:

- A. For all areas of a child's development; physical, emotional, social, and cognitive challenges through an integrated approach.
- B. Curriculum planning that is based on teachers' observations and recordings of each child's special interests and developmental progress.
- C. Curriculum planning that emphasizes learning as an interactive process. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.
- D. Learning activities and materials that are concrete, real, and relevant to the lives of young children.
- E. A variety of activities and materials. Teachers increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills.

As a developmentally appropriate program, we see children as individual learners. All children learn at their own individual rate and therefore, the goals described in this pamphlet should only be used as guidance in helping children reach their potential.



Developmental Goals for the EC-2 Program

Self-Awareness and Social Emotional Development

- Can display a high level of confidence and self esteem by showing pride in accomplishments
- Children and parents develop strong connections and high levels of trust with teachers
- Show strong sense of self as an individual; for example, is able to reply to simple requests by saying “no” or “yes” or by using two or more word answers
- Becomes capable of self evaluation and has beginning notions of self (happy, sad, angry, etc.)
- Uses name of self and others
- Identifies six or more body parts
- Experiences self as a powerful, potent, creative doer, explores the environment and is able to question, evaluate and hypothesize
- Begins to understand other children’s moods and emotions
- Shows empathic concern for others
- Begins to interact with others in play situations
- Can begin to self regulate bodily functions

Motor Development

- Scribbles with crayons, imitates horizontal hand stroke
- Walks up and down stairs without assistance, can jump off one step
- Kicks ball
- Stands on one foot
- Stands and walks on tiptoes
- Begins to understand scissor use
- Discriminates size (can nest four cups)

Language Development

- Combines words
- Listens to stories for a short while (5-15 minutes)
- Speaking vocabulary of approximately 200 words
- Begins fantasy play
- Defines household items
- Uses adjectives and adverbs
- Recounts events of the day
- Begins to use compound sentences

Physical, Spatial, and Temporal Awareness

- Can negotiate small spaces
- Begins to understand up, down, side, under, over, around, bottom, below, above, in and out
- Can begin to place simple garments on own body
- Can label large and small, hard and soft, heavy and light, etc.
- Begins to understand multi-scheme combinations into meaningful sequence (toothpaste on toothbrush, puts cap on tube, brushes teeth)

Cognitive

- Begins to understand concept of praying to Hashem
- Begins to understand concepts of holidays
- Begins to understand concept of Brachot
- Begins to understand concepts of Torah and Mitzvot
- Begins to understand that we read the Torah on Shabbat



- Begins to understand concepts of paint and combining paint to create new colors
- Begins to recognize common colors
- Begins to understand texture
- Begins to understand personal impact on project
- Begins to understand start, middle and end of projects
- Can count by rote to five
- Can count two to three objects
- Understands causality

Developmental Goals for the EC-3 Program

Self-Awareness and Social Emotional Development

- Can display a high level of confidence and self esteem
- Children and parents develop strong connections and high levels of trust with teachers
- Understands pronouns (I, me, he, she, they, them, and all)
- Able to negotiate immediate needs with others in the environment
- Exhibits the ability to control impulses
- Can negotiate within a group setting
- Identifies self with children of same age
- Gains greater enjoyment from peer play and joint exploration
- Understands that others have rights and privileges
- Begins to understand how to cooperate
- Joins other children in play
- Can regulate bodily functions

Motor Development

- Can jump off the ground with both feet
- Is able to use scissors with proper grip and can begin to cut paper on a line
- Can use writing tools with appropriate grip
- Can balance on a balance beam
- Threads beads
- Draws purposeful circles
- Draws face of person
- Can begin to throw a ball by guiding the course of the ball with fingers
- Catches ball from straight arm position, trapping ball against chest
- Can hold paper with one hand while writing with the other hand
- Can begin multiple levels of eye-hand coordination games

Language Development

- Can introduce topics as they relate to other topics
- Can use multiple sentences to describe needs, wants and desires
- Understands past, present and future
- Forms correct sentences
- Can use objects to create an entire fantasy role
- Can stay focused on stories and recount the events
- Can sit in story time for 15-20 minutes
- Begins to understand letter concepts





Physical, Spatial, and Temporal Awareness

- Matches objects that have the same functions (comb and brush)
- Can begin to sort by criteria (shape and color)
- Understands multi-scheme combinations
- Identifies familiar objects by touch when placed in a bag with two other objects
- Figures out which child is missing by looking at children who are present
- Can sort through shapes

Cognitive

- Understands why we pray to Hashem
- Understands concepts of holidays and symbols that relate to those holidays
- Understands that we make brachot before we eat
- Understands that we say the Birchat Hamazon after eating
- Understands that we read the Torah on Monday, Thursday and Shabbat
- Understands the basic story of the Parsha
- Understands why we do Miztvot
- Introduction to Hebrew words and phrases in a manner that relates to their daily life
- Understands how to create green, purple, orange, black, brown, and other multi-combinational colors
- Recognizes all colors
- Can count from one to ten
- Able to introduce new materials into art projects that may not be in front of them
- Understands texture and how it impacts art
- Understands beginning, middle and end
- Can count up to five objects
- Can begin to follow sequential order of events
- Prefers challenging tasks when given a choice between easy and hard tasks
- Begins to be able to generate self motivated art work without facilitation of teachers

Developmental Goals for the EC-4 Program

Self-Awareness and Social Emotional Development

- Can display a high level of confidence and self esteem
- Children and parents develop strong connections and high levels of trust with teachers
- Strong sense of family and home, quotes parents as authorities
- Can negotiate with other children with some facilitation of teacher
- Understands rules of fair play
- Understands personal effect on the environment and action vs. reactions
- Can regulate emotional swings from happy to sad to angry, etc.
- Can understand role as listener and understands role as community member

Motor Development

- Can negotiate large climber with little support from teachers
- Multiple levels of eye-hand coordination, can ride tricycle
- Holds writing instrument with appropriate grip
- Can cut with scissors proficiently
- Can manage with most fine motor activities with little support of teachers

Language Development

- Can regulate thought patterns to explain ideas in a focused manner

- Understands multiple meanings of words
- Can formulate a story by using visual cues
- Understands past, present and future and how it pertains to language
- Can hold a meaningful and focused conversation
- Recognizes most of the ABC's
- Begins to associate appropriate sounds with letters

Physical, Spatial, and Temporal Awareness

- Can begin to understand abstract concepts and ideas
- Complete understanding of visual mass: heavier, lighter, greater and less than
- Begins to understand proper direction of Hebrew words vs. English words

Cognitive

- Recognizes some of the alef-bet
- Can relate some sounds to some of the letters
- Understands that we read Torah three times a week
- Knows the name of each weekly Parsha
- Knows the story of the Parsha during the week that is read
- Knows all symbols and concepts related to holidays
- Knows all Brachot associated with each type of food
- Understands that we say Birkat Hamazon after we eat
- Begins to use Al Hamichia and Borei Nefashot
- Begins to use Asher Yatzar after use of bathroom
- Beginning understanding of concrete math concepts
- Can produce self made projects
- Can initiate planning and production of all art projects (little need for pre-cut materials)



Developmental Goals for the Kindergarten Program

Self-Awareness and Social Emotional Development

- Can display a high level of confidence and self esteem
- Children and parents develop strong connections and high levels of trust with teachers
- Can work in small groups and large groups
- Can problem solve through most emotional situations
- Can negotiate confidently with others
- Can begin to work independently
- Respects others, their space, rights and privileges
- Understands the consequences of their actions

Motor Development

- Can write with appropriate grip and use proper posture
- Understands that lines for writing have meaning, and therefore begins the process of using those lines as guides
- Understands proper positioning of paper when writing

Language Development

- Participates in Tefilah
- Enjoys being read to and retells simple narrative stories or information
- Understands simple classroom instruction and vocabulary drawn from school and everyday life.

- Uses descriptive language to explain and explore
- Shows familiarity with rhyming and beginning sounds
- Matches Hebrew and English spoken words with written words
- Writes letters of alphabet and alef-bet and some high frequency words
- Associates sounds to alphabet and alef-bet
- Can combine two Hebrew letters to create a new sound
- Begins to combine sounds to create new sounds
- Pre-readings skills; understands literary elements, context clues, can make inferences, predictions and sequence of story events
- Begins to understand that punctuation has meaning
- Can begin to produce their own book (theoretic knowledge as well as physical book)
- Can follow simple three to four step directions
- Expresses thoughts on paper through drawing, writing or other ways of creative expression
- Understands and uses proper direction when writing in Hebrew and English

Cognitive

- Complete understanding of Parsha by name and story associated with the Parsha of that week
- Understands that we read Torah three time a week and when
- Knows all symbols and concepts related to holidays
- Understands simple math concepts: patterns, shapes and place values
- Understands number sequence and use and how they relate to objects
- Begins to understand abstract math concepts
- Understands science concepts; predicting, observing and explaining
- Strong sense of time and what time means
- Understands calendar and how it relates to everyday life
- Can initiate Brachot associated with proper foods
- Understands that we say Birchat Hamazon, Borei Nefashot and Al Hamichia after we eat
- Understands and begins to use of Asher Yatzar after use of bathroom



The above-mentioned material was gathered from;

[Transdisciplinary Play Based Intervention: Guidelines for Developing a Meaningful Curriculum for Young Children](#)

By Toni W. Linder

[Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth through Age Eight](#)

By Sue Bredekamp

[Learning to Read and Write](#)

By Susan B. Neuman, Carol Copple and Sue Bredekamp



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