

Goals for 2-Year-Olds

1. Literacy

a. Oral Language and Vocabulary

- i. Listen attentively to teacher for short periods and follow simple directions.
- ii. Listen to daily age-appropriate read-alouds with increasing attentiveness.
- iii. Use short sentences to convey simple ideas, wants, and needs.
- iv. Repeat parts of simple rhymes, songs, and/or fingerplays.

b. Reading/Alphabet Knowledge

- i. Begin to relate spoken word to written word by observing the teacher tracking print.
- ii. Begin to identify uppercase letters.
- iii. Recognize what a book is and practice being gentle with books.

c. Writing

- i. Begin to move from random scribbles to smaller or clustered scribbles. May be able to point to an area and identify it as a specific item drawn or part of their picture. ("This is Mommy." Or "That's a fire truck.")
- ii. Observe first name in writing through room labels, on drawings, etc.
- iii. Draw pictures and sometimes give dictations about the pictures.

2. Math

a. Number Sense

- i. Participate in teacher-led counting orally to 9.
- ii. Display awareness of more than 2.
- iii. Explore numbers through songs, rhymes, and play.

b. Measurement

- i. Explore the concept of big/little.
- ii. Use measurement tools such as measuring cups in a play setting.

c. Shapes and Patterns

- i. Explore 2-dimensional shapes (circle, triangle, rectangle, square, etc.) Identify circle, triangle, square.
- ii. Explore ABAB patterns.
- iii. Begin to sort objects into two categories.

3. Science

a. Sensory Experiences

- i. Participate in play-based sensory experiences (such as sensory bins) where children use the 5 senses to observe and explore the following areas:
 1. Force, Motion, and Energy
 2. Matter
 3. Living Things (Animals, People, Plants) and The Environment (Seasons, Weather, Nature)

4. Social Studies

- a. Citizenship
 - i. Engage in parallel play and play with other children.
 - ii. Understand that there are class rules (maximum of 2) and work towards following them.
 - iii. Participate in whole-class and small-group activities of 5-10 minutes. These may need to be even shorter at the beginning of the year.
 - b. All About Me and My Family
 - i. Recognize self in a snapshot.
 - ii. Respond to first name.
 - iii. Discuss that you are part of a family.
 - c. My Community
 - i. Introduce a few community helpers (firefighters, police officers, doctors, teachers, etc.) and the jobs they do.
 - ii. Make simple choices throughout the day, such as which toy to play with during free play time.
5. Personal and Interpersonal Development
- a. Self-Awareness
 - i. Begin to express emotions using words with teacher guidance.
 - ii. Demonstrate increasing independence.
 - iii. Know that there is a classroom routine where different activities happen throughout the day.
 - iv. Demonstrate confidence in self and abilities.
 - b. Social Development
 - i. Begin to identify emotions.
 - ii. Begin to understand the idea of taking turns and sharing.
 - iii. Participate in short group activities.
 - iv. Follow simple rules with teacher guidance.
6. Physical Development
- a. Gross Motor Skills
 - i. Climb on age-appropriate playground equipment.
 - ii. Jump with both feet.
 - iii. Roll and kick a ball.
 - b. Fine Motor Skills
 - i. Fill and dump containers in a sensory bin (ex. sand.)
 - ii. Color with a large crayon and paint with a large brush.
 - iii. Apply glue and paste paper.
 - iv. Begin working with simple puzzles.
 - v. Roll, squeeze, and flatten modeling dough or clay.