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| Teach Children Social Skills | | |
| Teachers support interactions with peers by helping children to learn social skills needed to get along (*California Preschool Curriculum Framework, Volume 2*, p. 60). | Teachers support interactions with peers by helping children to learn social skills needed to get along (*California Preschool Curriculum Framework, Volume 2*, p. 60). | Provide positive ways of solving problems, settling disputes and keeping interaction fair and inclusive without interfering unnecessarily (*California Preschool Learning Foundations, Volume 1*, p. 28; *California Preschool Curriculum Framework, Volume 1*, p. 65; Developmentally Appropriate Practice, p. 199). |
| Provide Opportunities to Interact | | |
| Teachers contribute to the development of social skills by encouraging shared activities with friends and other peers and a well-designed environment (*California Preschool Learning Foundations, Volume 1*, p. 4; *California Preschool Curriculum Framework, Volume 3*, p. 60). | Teachers should help children who need assistance to find play partners and should teach children proactive strategies for entering and participating in social activities (Developmentally Appropriate Practice, p. 199). |  |
| The Role of Play | | |
| Play is an essential cornerstone of healthy social and emotional development in early childhood and contributes to the skills necessary for adjustment to and success in school (*California Preschool Learning Foundations, Volume 1*, p. 4). | “Play” Includes social play with others, play with materials, and games with rules (*California Preschool Learning Foundations, Volume 1*, p. 4). | “Active learning through purposeful play is important to the development of the child’s brain,” (Transitional Kindergarten Implementation Guide, p. 41). |
| **English Language Development Integration** | | |
|  | Partner English learners with English speaking peers to help scaffold social interactions and English language development (*California Preschool Curriculum Framework, Volume 1*, p. 67). | English learners may need extra assistance as they seek to participate in peer play (Transitional Kindergarten Implementation Guide, p. 57). |