

Map of the Foundations Social-Emotional Development

Domain

Social Interaction

Strand

Substrand

Age

Foundation

Foundation Description

Examples

SOCIAL-EMOTIONAL DEVELOPMENT

2.0 Interactions with Peers

At around 48 months of age	At around 60 months of age
<p>2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.</p> <p>Children interact comfortably with one or two playmates, although sociability is still basic. Children sometimes share materials and communicate together, occasionally working cooperatively on a mutual goal or project, especially with adult support.</p> <p>Examples</p> <ul style="list-style-type: none"> • After watching another child dig in the sandbox, begins to dig alongside in a similar fashion; eventually the two children are digging together. • Paints with other children on easels side by side, with the children looking at each other's pictures, occasionally conflicting over the sharing of paints, and commenting about their own painting. • Uses rhythm instruments together with several other children. • With adult prompting, shares the blocks she is using or participates in turn-taking with another child. 	<p>2.1 More actively and intentionally cooperate with each other.</p> <p>Children initiate and participate in more complex, cooperative activity with peers. This may involve working together in groups to achieve a shared goal or communicating about how to share materials so all can use them.</p> <p>Examples</p> <ul style="list-style-type: none"> • Invites several children to help dig a hole in the sandbox. • Suggests taking turns riding the tricycle. • Responds appropriately to another child's ideas about how to build a better car track on the floor. • Shares play dough so another child can make something. • Talks for several minutes with another child about how they are dressing up in adult clothes for pretend play. • Joins several other children to create a train track, using blocks on the floor. • Holds the bubble wand for another child so she can blow bubbles. • Sets the table with another child, communicating about what is needed next.
<p>2.2 Participate in simple sequences of pretend play.*</p> <p>Children play imaginative, complementary roles (such as parent and child) in pretend play but without much planning or a well-developed story line.</p> <p>Examples</p> <ul style="list-style-type: none"> • Communicates to another child, "I'll be the tiger!" when they are playing outside. • Leaps into the air in pretend "flying," and other children join in and do the same. 	<p>2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</p> <p>Children develop longer, more complex pretend play narratives involving a shared script, coordination of child-selected roles, and mutual correction within those roles as they play.</p> <p>Examples</p> <ul style="list-style-type: none"> • Creates with a small group of children an extended imaginary story with a beginning, a middle, and an end (e.g., a story of sickness and healing that involves a doctor's visit, a trip to the hospital, an operation, and the patient's recovery).

* Children may "play" whether or not they are communicating orally, narrating the play, or motorically engaging in activities. For example, they may ask an adult or peer to assist in the motor aspects of play.

Includes notes for children with disabilities