

Name \_\_\_\_\_

## SOCIAL INTERACTION

During this observation, you will note how children work and play together.

Some children may feel shy or uncomfortable and hesitate or refuse to enter into activities right away. Others will be more adventurous and willing to play either immediately or with only slight encouragement. This readiness depends on age, interests, and prior social experiences with peers.

Concerning leadership in group situations, you will see that some children are leaders, others followers, and still others may be either, depending on circumstances.

Watch for these types of social participation:

- Onlooker behavior – watching other children and having no interaction with them, making comments on other's play.
- Solitary Play – playing alone with toys that are different from those used by children nearby, no interaction with others.
- Parallel Play – playing alongside other children and using toys the same as those children, but with little or no interaction.
- Associative Play – engaging in rather disorganized play with other children, no assignment of activities or roles.
- Cooperative Play – engaging in organized play with a theme, a beginning and end, leadership and other roles assigned, cooperation in creating or dramatizing something.

1. Describe a situation in which one child got along especially well with other children. What did he/she do that made him/her appreciated at the time? How did others react?

2. Describe a situation in which one child had difficulty getting along with other children. What did he/she do that made him/her unappreciated at the time? How did others react?

Name \_\_\_\_\_

### CONCEPT FORMATION

Children will vary in their understanding of concepts such as number and time. This is due not only to innate intelligence, but also to parental encouragement, opportunities to explore the environment, the educational value of toys, whether or not a child is read to, having an older sibling, and the amount of exposure to educational television programs.

Describe situations in which children demonstrate an understanding of the following concepts: color, shape, number, time, space, weight/volume/length, and classification. For each one, note both the context and the degree of concept formation.

a) For context, state the situation – were they playing a game, being creative in art or dramatic play, carrying on a conversation, responding to a direct question, being read to, etc.

b) For degree of concept formation, state how much understanding they appear to have – no understanding, some understanding or much understanding about the concept. Explain your answer briefly.

CONCEPT	CONTEXT (situation)	CONCEPT FORMATION (how much understanding)
1. Color  (such as red/blue, light/dark)		
2. Shape  (such as circle/ triangle/square)		