

Grade	Social and Emotional Development: What to Expect at School
K	<p>“Life is good.”</p> <ul style="list-style-type: none"> - overall a time of great happiness; exaltation in new found set of skills - developing sense of self - not selfish, but are at the center of their own world; hard to see world from any other point of view - may have difficulty expressing empathy if conflict involves them directly, but can comfort others when not involved - may play well one moment and argue the next; delight in independence one moment and then become dependent on adult intervention - likes rules and routines - needs approval - still sometimes confuses fantasy with reality, can be uncomfortable when it’s not clear about “pretend” situations - expresses anger and jealousy physically - often excludes other children in play-best friends only - beginning to move from parallel play to cooperative play and in need of lots of support (for example: “Is she still my friend if she’s playing with someone else today?”) - likes to try new things and take risks - likes to make own decisions - sometimes needs to get away and be alone - begins to notice and understand relationships among people and similarities and differences in other families - sometimes critical of other children and embarrassed by own mistakes <p>In the classroom:</p> <ul style="list-style-type: none"> - can work at quiet activities for 15-20 minutes - likes consistent guidelines, does best when knows routines and what to expect - expect them to think out loud - can take turns and share, but doesn’t always want to (for example, we use the idea of “switch time” versus sharing to help children learn this concept)

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1 st	<p data-bbox="304 256 485 289">“Industrious”</p> <ul data-bbox="304 293 1388 581" style="list-style-type: none">- friends are important (may have best friend)- school becomes child’s “own” place; may not communicate about it as much at home- likes to be first- is enthusiastic and sometimes competitive- sometimes a “poor sport” or dishonest; invents rules- anxious to do well- can sometimes be bossy or critical of others- thrives on encouragement; failure can be hard- develops sense of humor <p data-bbox="304 618 527 646">In the classroom</p> <ul data-bbox="304 651 1402 841" style="list-style-type: none">- enjoys sharing information- enjoys working with others- tries out relationships with authority through teasing, tattling, complaining and bossing- can be very sensitive—an ounce of encouragement may be all they need- need to take edge off competitiveness in classroom- likes to have a structured role to practice leadership skills

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2 nd	<p data-bbox="296 256 514 289">“Hard workers”</p> <ul data-bbox="296 293 1144 581" style="list-style-type: none">- exhibits strong likes and dislikes- a tendency to drive feelings deep inside- can be moody and sulking- often content to spend long periods alone in their room by choice- relationships with friends can be one day on, one day off- teasing, joking, and sarcasm can be emotionally painful- often complains, “Nobody likes me”- likes security and structure- doesn’t like to make mistakes or risk making them <p data-bbox="296 613 535 646">In the classroom:</p> <ul data-bbox="296 651 1144 808" style="list-style-type: none">- has frequent friendship shifts- prefers set schedule, changes can be upsetting- may begin anxiety about tests or assignments-recess can produce physical complaints- likes a moderate seriousness of classroom with humor and games

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3 rd	<p>“Full of energy, imagination, and little sense of their own limits.”</p> <ul style="list-style-type: none">- gravitate toward their own interests when making choices about working and playing with others- enjoy humor, jokes, and riddles; still developing delivery and understanding of jokes- translation for “I’m bored” is “this is too hard”; when accomplishments don’t come easily or quickly, there may be a strong sense of inferiority- may overestimate ability- begins to develop resilience, bounces back quickly from mistakes- beginning to push back regarding limits and boundaries- friendship groups often include more children than at seven- developing the ability to work cooperatively <p>In the classroom:</p> <ul style="list-style-type: none">- likes group work- responds well to class projects and traditions which build a sense of unity- growing sense of moral responsibility; may have fairness issues- physical complaints, especially at recess- likes to study other cultures- enjoys stories that concern fairness and justice

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4 th	<p data-bbox="304 256 646 289">“Emerging Sense of Self”</p> <ul data-bbox="304 293 1228 670" style="list-style-type: none">- work well independently as compared to younger and older schoolmates- trying to understand ethical behavior at a new level- complains about aches and pains- nail biting, hair twisting and other outlets for tension are common- can be anxious about academic work- an ounce of either negativity or encouragement is greatly magnified- can be highly competitive- may be impatient or critical of others- sees adult inconsistencies and imperfections- can be individualistic- growing sense of self-awareness- mood often influenced by social life <p data-bbox="304 703 535 735">In the classroom:</p> <ul data-bbox="304 740 1018 862" style="list-style-type: none">- likes to work with partner of choice- cliques may begin- likes to negotiate with teacher- second chances are important; have tendency to give up

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5 th	<p>“Calm and cooperative”</p> <ul style="list-style-type: none"> - children at this age find comfort in themselves, their teachers, their parents, and even their siblings - work well on group projects - ordering their world is important to them - fairness issues peak, but can be solved - quick to anger, quick to forgive - generally content - likes clubs, activities, sports - good at solving social issues - begins to crave privacy - may seek new circle of friends <p>In the classroom:</p> <ul style="list-style-type: none"> - basically cooperative nature - does well in cooperative learning groups - generally satisfied with own ability - love serving in role as teacher of younger children - enjoy being noticed and rewarded for efforts - quick tempers may lead to physical outbursts and tears, but usually quickly solved

References

Drescher, J.M. (1993). *When your child is 6 to 12*. Intercourse, PA: Good Books.

Wood, C. (1997). *Yardsticks*. Greenfield, MA: Northeast Foundation for Children.