The project we present is part of a bigger one that is taking place in the kindergarten schoolrooms in the city of Huesca. This time, we have focused in the study of the process of interaction that is established among two or more children, already since the tender years, when they try to solve a proposed task, the reconstruction of special basic situations, to see how they are capable of adapting and modifying their performance depending on the answer of their mate. To fulfil this study we have used the observational methodology, recording the sessions with an only system of categories during the three years that lasts the school cycle. The analysis of dates we have used has been the technique of polar coordinates that allows us to establish the different relationships of activation or of inhibition that are given among the categories that configure the tool of register and codification. It makes possible the construction of conceptual maps that make clear the different relationships that are established between the two subjects, tutor and tutored, during the carrying out of the task. This analysis allows us the reduction of dates from the sequential analysis of delays using the statistical ZSUM introduced by Cochran (1954) and put into practice by Sackett (1980). The analysis of polar coordinates, allows the complementation of a diachronic perspective and another synchronic one, through the representation of the values obtained as modules and angles of vectors (polar coordinates). The module of vector (>1.96) gives to it the meaning, and the angle, depending on the quadrant where it is, the nature of the relationship.