

Physical Development	Language and Literacy Development
<ul style="list-style-type: none"> - Eye contact with peers and with teacher when she was up front, also with me when interviewing - Beginning to learn cursive (told me in interview) - Used pencil with an adult group, no special gripper - Twisted hair as an energy outlet - Shoot foot/leg, was confined to seat for a while 	<ul style="list-style-type: none"> - Students reading self-selected book - Guided reading groups based on reading level - Talked about the desire to use more technology - Uses Lexia and Achieve 3000 (both technology-based) in the classroom - Able to pay attention for the majority of the lessons, observation period
Cognitive Development	Self-Concept, Identity, and Motivation
<ul style="list-style-type: none"> - Shared a lot with classmates - Very imaginative, shared stories about playing video games - Focused on work (reading) for a very short time - Read a few pages and wanted to chat about what he read - Takes responsibility for own learning, knew the expectations for the assignment he was working on 	<ul style="list-style-type: none"> - Capturing Kids Hearts used throughout the building - Aware of the greater picture, i.e. Jarrett's Gentlemen - Did the assignment/task at hand without complaining or asking many questions - Wanted to share knowledge of the nonfiction book he was reading, previous knowledge plus what the book taught - Cared a lot about clothes and shoes, talked about dressing up on Wednesdays
Peer Relations and Moral Development	
<ul style="list-style-type: none"> - Enjoyed chatting with classmates about the book he was reading - Very obvious he had his "favorites" in the classroom, talked mostly about a few boys - The class rallied around the "Jarrett's Gentleman" mantra and the roles and responsibilities that came with it - Talked a lot about how the class is a "family", "we do things like gentlemen" 	