

Physical Development	Language and Literacy Development
<ul style="list-style-type: none"> - Students self-select seat from various options (rocking chairs, wobbly chairs, stools, on the floor) - Most students were happy and easy going - Some seemed uncomfortable, able to move around as needed - Eating snacks throughout observations, can do this as long as it does not interfere with the learning - One student asked for a “break” to get his energy out 	<ul style="list-style-type: none"> - Independent reading, book of student’s choice - Students seemed to read quickly, some turning a page every minute - Lots of the students reading graphic novels (Diary of a Wimpy Kid, Roblox, etc.) - Choral reading during guided reading groups (on reading level) - Most reading chapter books over a longer period of time
Cognitive Development	Self-Concept, Identity, and Motivation
<ul style="list-style-type: none"> - Students seemed engaged and interested in the mini-lesson about theme (using the class read aloud) - Turn and talks during the mini-lesson, students shared their ideas with an elbow partner - Some students read independently for 45 mins, seemed engaged the entire time - Student stopped while reading to take notes in notebook, some on sticky notes 	<ul style="list-style-type: none"> - Students seemed to enjoy when the teacher called them out for following expectations, when they were able to answer question - Enjoyed talking about their chapter books, especially when they were able to explain the theme (the topic of the mini-lesson) - Students turned in homework as they entered the classroom for the day (reading log and response) - One students seemed very sensitive, cried when she missed a question posed to her, didn’t understand - Some group conflicts in reading groups
Peer Relations and Moral Development	
<ul style="list-style-type: none"> - Classroom contract created at the beginning of the year, signed by all students - Turn and talks before sharing aloud with the whole group - Used morning meeting and closing circles to build classroom community - Enjoyed working with a group in reading groups, talking about book club books - Seemed to desire peer and adult recognition for their work, following expectations - Some friendship issues were obvious, bickering about an issue that occurred at recess 	