

Physical Development	Language and Literacy Development
<ul style="list-style-type: none"> ● Flexible seating options for students (stools, rugs on the floor, standing desks, etc.) ● Students had the freedom to move around the classroom as needed for supplies, to check in with group mates, etc. ● Students work in small groups which require them to walk around to check in with one another 	<ul style="list-style-type: none"> ● Vocabulary words and definitions (with pictures) posted throughout the classroom and in individual student notebooks ● Students have choice of how to present book they read (as a group) ● Prefixes, suffixes, root words, etc. listed on anchor charts (students use while writing/reading)
Cognitive Development	Self-Concept, Identity, and Motivation
<ul style="list-style-type: none"> ● Feedback given by classroom teacher who walked around during project time, checking in with individuals and small groups ● Teacher had writing tips posted on anchor charts throughout the classroom ● Students had a rubric for the small group project 	<ul style="list-style-type: none"> ● Classroom felt relaxed and calm (calm music, soft lighting, flexible seating) ● Students worked in small groups of choice ● Students able to choose the book to student/do a project on
Peer Relations and Moral Development	
<ul style="list-style-type: none"> ● Students working on individual projects but worked together in small groups with those using the same book ● Teacher created student groups to ensure student success 	