

ELL Report Template

1. Description

- a. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).

The setting of this field experience was in a first grade classroom at North LaFayette Elementary.

- b. The student(s)—use a pseudonym to maintain confidentiality—with whom you are working (e.g. age, grade level, level of English Proficiency, personal characteristics based on observations/interactions, other information that may give the reader a more in-depth description of the student)

My student, whom I will call “Tom” is a 7 year old little boy. He is in the first grade. He repeated Kindergarten, so he is a little older than the rest of the students. His level of English proficiency (based on the ACCESS test) is a 3.2-Developing. This means that he knows and uses social English with some academic language with visual and graphic support. He is a quiet little boy with a great attitude. He is quiet, yet motivated and eager to learn anything that is put in front of him.

- c. The days and times that you met with the student.

I met with “Tom” every day from November 14th -November 18th for 60 minutes per day. He normally meets with his ESOL teacher for 45 minutes per day, 5 days per week.

- d. Ways in which you interacted/engaged with the student (including pedagogical strategies).

I basically worked with “Tom” on the same things that his ESOL teacher would normally work on with him. I assessed his sight word knowledge for his first grade sight word list. I also helped him use a program to practice for his yearly ACCESS test. This program was called “Finish Line.” It is basically just a book that the student can practice the same type of questions that will be on their yearly assessment. I also worked with “Tom” on his ImagineLearning app. This is a supplemental activity that ELL learners can do for 20 minutes per day to work on their independent leveled work.

Objectives and Assessments

Write 2-3 learning objectives and state how you will assess each. Provide evidence for meeting the objectives.

Objective	Assessment	Was the objective met? Evidence of student learning.
<i>(Content) The student will investigate the characteristics of quadrilaterals.</i>	<i>(Formative). I will observe and ask questions while the student is working.</i>	<i>Yes. Maria was able to look at the quadrilateral manipulatives and identify (show and explain) all the characteristics of each.</i>
<i>The student will read ½ of the grade-level sight word list.</i>	<i>(Formative) I will observe and show him the flashcards with the words for him to read.</i>	<i>Yes. "Tom" was able to read over ½ of the grade level sight word list. You can tell that he has been working very hard on these words with his general education and ESOL teachers.</i>
<i>The student will create words w/short e on magnetic board.</i>	<i>(Formative) I will observe and give words for him to spell. I will question him about the sounds.</i>	<i>Yes. He is very good at using his short vowel sounds to spell out words.</i>
<i>The student will read one-on-one with his AR book using phonics to sound out sight words that he may not know.</i>	<i>(Formative) I will observe him reading, ask questions, and help with unknown sight words.</i>	<i>Yes. Unknown words were discussed, and we also discussed using our finger to follow along with the words.</i>

2. Resources

You are required to use 2-3 ELL-specific resources to help inform your understanding of ELLs and increase your pedagogical strategies to assist students who are English Language Learners (ELLs). You may use the resources listed within the module or other resources available to you. Briefly describe how the resources were used to assist in your experience.

Finley, T. (2015, August 31). Strategies and Resources for Supporting English-Language Learners. Retrieved November 10, 2016, from <https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

This site gives me many good ideas about how to support English-Language Learners. It gives lesson plans to help with other students accepting cultural differences. It gives good resources for teachers, how to use technology, etc. It is just a good website to use when teaching these types of learners.

Ferlazzo, L. (2016, November 3). Do's & Don'ts for Teaching English Language Learners. Retrieved November 10, 2016, from <https://www.edutopia.org/blog/esl-ell-tips-ferlazzo-sypnieski>

This site gives me a good understanding of what the do's and don'ts of teaching English Language Learners are. It discusses modeling, and how important that strategy is with these types of learners. It also discusses the rate at which you should talk to these students and the wait time that you should have when waiting on an answer. It is a good resource for teachers to use to understand how to communicate in the best possible way with these types of learners.