**ELL
Report Template**

1. ***Description***
	1. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.). The setting of the field experience took place in my second grade, Dual Language Immersion (DLI) classroom at Russell Elementary School.
	2. 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)

I had the pleasure of working with two of my second-grade students in a small group setting. The first student is a girl named Daisy. Daisy and her family are from Mexico. She has been in the U.S. since she was a baby; she is nine years old. Daisy speaks Spanish and English. However, her mother has limited English. She communicates more with the Spanish teacher (collaborating teacher) or the Parent Liaison then she does with me. Daisy would be considered Stage 3 (Speech Emergence) for language proficiency. She can use short phrases and simple sentences, ask questions, and respond to simple questions. When she talks in English, Daisy sometimes says a sentence backward. For example, instead of saying I did my homework last night, she would say homework last night I did. Daisy’s strength is in math, but Daisy struggles a little in reading and writing. At this point of the year, she should be on a level M, and she is currently on a level L. Her writing has improved over the last few months, she is now able to write pieces that includes an introduction, reasons/details, transitions, and a closing. Due to language, she does not always write her sentences grammatically correct. Daisy was retained in kindergarten.

The second student that I worked with is eight years old Maya. Maya’s father is from Columbia, and her mother is from Texas. Maya’s grandmother (mom’s mom) is from Mexico. Both of Maya’s parents are bilinguals. Maya would be considered Stage 4 (Intermediate Language Proficiency). She can articulate long and complicated statements and is very adamant about expressing her thoughts and opinions. Maya is an average student in math and can communicate in English and Spanish well. She is on a level L but is very close to being on grade level for the end of the nine weeks. Her writing has improved significantly over the school year. She has gone from writing three sentences to writing four paragraphs on a given topic. While Maya is always one of the first students to raise her hand to provide a response to answer, Daisy has to be called on to respond to a question.

* 1. The days and times that you met with the student.

	I worked with Daisy in the morning and Maya in the afternoon for a total of nine days. The dates range from March 25- April 11. See details below.

March 25: 7:30-8:00 and 2:00-2:30

March 26: 7:30-8:00 and 2:00-2:30

March 27: 7:30-8:00 and 2:00-2:30

March 28: 7:30-8:00 and 2:00-2:30

March 29: 7:30-8:00 and 2:00-2:30

April 8: Daisy was absent. I worked with Maya from 2:00-2:30.

April 9: 7:30-8:00 and 2:00-2:30

April 10: 7:30-8:00 and 2:00-2:30

April 11: 7:30-8:00 and 2:00-2:30

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

Daisy and Maya have improved over the course of the school year. As a result, I decided to focus on areas that would extend their reading and writing skills. On March 25 and 26 we worked on vowel teams. I first started by reviewing vowels, then I informed students that a vowel team is a combination of two vowels that make one sound. Next, we went over common vowel teams (ai, ay, ee, ea, ey, ie, oa, oe, ue, ui). As we went over the vowel teams, I was able to provide them with examples of words as well as pictures. They were also given a chance to come up with a few on their own. I had each student to match a vowel team word to a picture and to then sort the pairs under the right team. I felt that this activity went well with IRIS Center’s information about obtaining new vocabulary. The next day, we reviewed the common vowel teams. Their final task was to cut and glue the correct vowel teams next to the right picture. This activity will help both students when it comes to spelling as well as reading.

On March 27 – 28, I used [Reading A-Z](https://www.readinga-z.com/) with the girls. The first day we looked at a book titled, Plant Parts. Before we got started with the lesson, I asked students to tell me what they remembered about plants from kindergarten and first grade. Doing this helped me to activate students’ prior knowledge (“Teaching English Language Learners,” 2019). We then began to read the book which described common parts of different kinds of plants using context sentences, labels, and photographs to support meaning. To check for students’ comprehension, I asked students to summarize or retell what they read (“Teaching English Language Learners,” 2019). The next day, I gave students a book called Games we Play. However, the book did not have any words because it was wordless. Students had to look through the book and write a story to match the words. As students wrote their story, I had them label things that they could refer back to later. In doing so, this helped make a visual representation of concepts and build vocabulary. This activity also helped focus meaning and understanding rather than decoding. In the end, both students were able to write a story that made sense and showed that they understood the structure of a story.

For the remainder of our small group time, I integrated science into our small group lessons (“Teaching English Language Learners,” 2019). Since we were going to be learning about life cycles of plants the next week in class, I wanted to give the girls some background information by using pictures and videos, I did so by using [Brainpop Jr](https://jr.brainpop.com/). We first started by focusing on the following vocabulary words: germinate, life cycle, seedling, adult plant, and seed. Students had the chance to learn about these words through play by simply choosing a word to explore. Students could draw, write, or even create a skit with the word on Brainpop Jr. Students were then able to watch the video about a plant’s life cycle. This was a great strategy to use to pre-teach science vocabulary to students. The next day, we started by going over the vocabulary words that were studied the day before. Students had the chance to create a word map (using Brainpop Jr. features). Since Brainpop has items in Spanish, I gave Daisy the opportunity to use this option whenever she was little confused.

Students were then given the option to take the “Easy Quiz,” as they answered each question, we went over the answer choices and why some answers didn’t make sense.

The following day, the girls completed a graphic organizer that contained each stage of a plant’s life cycle. Using what they learned about vowel teams, students had to write a complete sentence about each step of the life cycle. Completing this activity helped strengthen students written language and organize their thoughts. The next day, students used a digital story retelling program called [Photo Story 3](https://www.microsoft.com/en-us/download/details.aspx?id=11132). With this program, students were able to show pictures and tell about the life cycle of a plant using the sentences they created the day before. This activity helped strengthen their oral language and helped build self-confidence and skills to communicate effectively.

Learning about the life cycle of a plant using the sheltered instruction provided support to my students learning and helped them understand the science content (“Teaching English Language Learners,” 2019).

1. ***Objectives and Assessments***

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

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| **Objective**Example | **Assessment** | **Was the objective met? Evidence of student learning.** |
| *(Content) The student will investigate the characteristics of quadrilaterals.* | *(Formative). I will observe and ask questions while the student is working.* | *Yes. Maria was able to look at the quadrilateral manipulatives and identify (show and explain) all the characteristics of each.*  |
| ELAGSE2RF3**:** Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams.  | The student will take a formative assessment after learning about vowel teams. | Yes, both students were able to distinguish the spelling-sound correspondences for common vowel teams by matching a picture to the correct vowel team.   |
| ELAGSE2RF4:Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. | The student will be able to read and comprehend an on-level. (Formative) | Yes, both students were able to read the text about plants with 96% or better accuracy. Both students were also able to summarize what they read.  |
| ELAGSE2RL7:Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | The student will be able to use information from illustrations to tell determine the characters, setting, and the plot of a story. (Formative) | Yes, both students were able to write a story that made sense and showed that they understood the characters, setting, and plot of a story (structure of a story).  |
| S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. b. Plan and carry out an investigation of the life cycle of a plant. | The student will be able to explain the life cycle of a plant. (Summative) | Yes, both students were able to meet the objective by writing a complete sentence explaining each stage of the life cycle. Students were also able to show pictures of each life cycle and explain each phase verbally.  |

1. ***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.

Butterflies. (2019). Retrieved March 22, 2019, from <https://jr.brainpop.com>

I used Brainpop Jr.’s “word play” option to pre-teach vocabulary. I also used the “word map” feature to promote vocabulary development to help organize vocabulary visually. I also used the “easy quiz” feature, which checked for the understanding of the life cycle of a butterfly.

Microsoft Photo Story 3 for Windows XP. (2019). <https://www.microsoft.com/en-us/download/details.aspx?id=11132>

Photo Story 3 gave students the chance to strengthen their oral and written language. This resource helps to organize students’ thoughts and provide them with an opportunity to communicate effectively. Furthermore, it helps by building students’ self-confidence.

Reading A-Z. (2019). Retrieved May 21, 2019, from <https://www.readinga-z.com>

I used the "wordless books" feature from Reading A-Z. The wordless books have many benefits. First, it helps students with their language acquisition and proficiency. Not only can they be a great visual representation of concepts and vocabulary, but they also aid in the meaning and understanding of a text, not just decoding.

Teaching English Language Learners: Effective Instructional Practices. (2019). Retrieved from <https://iris.peabody.vanderbilt.edu/module/ell/#content>

 This resource was beneficial because it helped to remind me of strategies to use when working with ELLs.