

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 for my field experience took place at the student's apartment complex. The leasing office has a community clubhouse space that was optimal for the field experience. The student does attend Brumby which sits in an affluent east Cobb neighborhood, but the majority of Brumby students come from low SES families residing in apartment homes.

- 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)**

I chose to work with Elsa. She is nine years old and in fourth grade. Her first language, language spoken at home and primary language is Spanish. She is currently active in the ELL program as well as Special Education. Elsa's English proficiency is intermediate language proficiency. She is a happy child who enjoys helping the teacher, playing with friends and pleasing others.

Elsa is the youngest of five children. Her parents have been in the country for at least 17 years and are still at the early production English language proficiency. As Elsa has gotten older she has become more outgoing. She use to be very quiet and shy. She seems to be more

confident in her English and math skills as she participates more in class and volunteers to give answers and speak out loud.

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

I meet with the student for an hour one day a week for five weeks.

Monday, February 18, 3:30-4:40

Monday, February 25, 3:30-4:30

Monday, March 4, 3:30-4:30

Monday, March 11, 3:30-4:30

Monday, March 18, 3:30-4:30

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

Before I began working with Elsa I meet with her homeroom teacher, ESOL teacher, and her small group teacher to discuss Elsa current math needs and strategies that were familiar to her. I reviewed several of Elsa's work samples to get a feel of her math strengths and weaknesses. I knew she was working below grade level but I needed to know her current instructional level. I have worked with Elsa in a summer camp that I held at her apartment complex, so we were familiar with each other. I asked her if she would like to help me out with a class that I was taking and she was happy to help. I also asked her where she would like to work, at school or at her complex. She asked me to come to her complex.

Since we were already familiar with each other we talked a little bit about how she was doing and got to work. After looking at fourth grade standards I decided to work on the fractions standards with Elsa. I introduced fractions to Elsa using situational context strategy. We talked about her favorite foods and I brought in items that were examples of fractions. Graham crackers, Hersey's chocolate bar, and a pizza. We discussed how these items formed fractions

and what portion stood for the numerator and how the total number of pieces stood for the denominator.

The next activity Elsa and I did was to identify visual fractions. To introduce this topic I used the strategy of differentiated instruction. First we looked at pictures of fractions and then I made fractions with manipulatives and we analyzed them. We then watched a couple of videos that showed visual fractions. Finally Elsa logged on to Mathletics and completed the What Fraction is Shaded activity. She was shown 10 visual representations of fractions and correctly answered eight questions.

On our third meeting I used the strategy of accessing prior knowledge. I asked Elsa to draw me pictures of fractions and explain them to me or tell me their fraction representation. Elsa drew me several fractions, most of them were equivalent to half ($\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$, $\frac{5}{10}$ and $\frac{1}{2}$). While drawing the fractions I used effective questioning to ask higher-order thinking questions. When Elsa was faced with an unfamiliar word I used an English to Spanish translator to increase her success rate. On her own she would say the Spanish word and then the English word several times. I asked her why she was doing that and she explained that it helped her remember the new English word. We continued to create visual depictions of fractions as we chose random fractions. Once Elsa mastered this task, I used teacher modeling to show her how to use Educreations to create a how to video. She chose her three favorite fractions and created a video on how to draw visual representations of fractions.

Next we moved into identifying simple equivalent fractions. I used an activity that was rooted in student interests. In our first meeting Elsa shared with me that in her spare time she enjoyed playing online games like Minecraft and Robloxs. I was excited to show her the Multi User Virtual Environment (MUVE) game Fog Stone Isle. We used this simulation to explore equivalent fractions. Fog Stone Isle helped Elsa see the relationship between fractions other than

halves. She completed the equivalent fractions activity successfully and continued to play other games.

On our final meeting we concluded our session by analyzing a trail mix recipe that feed four people. We made the mixture together while evaluating the different measuring cups. I then challenged Elsa to double the recipe so she could take some home to her family. Elsa applied her knowledge of fractions and doubled the recipe. I was inspired to do this student-centered activity because I know Elsa wants to be a chef when she grows up.

2. 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>The student will investigate the characteristics of fractions.</i>	<i>(Formative) I will observe and ask questions while the student is working.</i>	<i>Yes. Elsa was able to look at the food manipulatives and identify (show and explain) all the characteristics of fractions.</i>
<i>The student will identify visual fractions.</i>	<i>(Formative) I will observe and ask questions while the student is working.</i> <i>(Summative) Student will complete What Fraction is Shaded activity on Mathletics.</i>	<i>Yes. Elsa was able to identify visual fractions. She was successful 8 out of 10 questions on Mathletics, identifying visual fractions</i>
<i>The student will create visual fractions.</i>	<i>(Formative) I will observe and ask questions while the student is working.</i>	<i>Yes. Elsa was able to create visual fractions and articulate the corresponding fraction. She also created an Educreation's video explaining how to create visual fractions.</i>
<i>The student will understand simple representations of equivalent fractions.</i>	<i>(Formative) I will observe and ask questions while the student is working.</i> <i>(Summative) Student will complete equivalent fractions activity on Fog Stone Isle.</i>	<i>Yes. Elsa used Fog Stone Isle to practice identifying representations of equivalent fractions. She was successful completing the equivalent fraction task and was able to build a well for the village.</i>

<p><i>The student will understand simple representations of equivalent fractions.</i></p>	<p><i>(Formative) I will observe and ask questions while the student is working.</i></p>	<p><i>Yes. Elsa and I made a trail mix with a recipe that was made for four people. While we made the trail mix we experimented with the measuring cups. I then gave Elsa the task of doubling the recipe so she could take it home and share with her family. She completed the task and was able to communicate the equivalent fractions.</i></p>
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3. 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.

1. The Iris Center. Retrieved from <https://iris.peabody.vanderbilt.edu/module/ell/cresource/q2/p09/#content>

The Iris site has a tremendous amount of helpful information and is a wealth of knowledge, starting with the Universal Design for Learning (UDL). The guiding principles, although they seem to be familiar researched-based practices, are great guidelines to use when creating lesson plans. I was not familiar with sheltered instructions model. However, it seems as though I was on track in my practices. Sheltered instructions involves integrating language skill into all content area subjects and not isolating it to ESOL class or language arts class.

2. WiDA: English Language Development (ELD) Standards. Retrieved from <https://wida.wisc.edu/>

The WiDA website helped inform my understanding of who develops our early childhood and k-12 language development standards. I was surprised and relieved to see that the first standards is developing social and instructional language. This stresses the importance, to me, of encouraging students to build relationships and community through language. All other standards focus on skills needed for academic success. This was helpful in my experience as I made sure to start every session with conversation instead of just jumping into academic instruction.

3. Proficiency Levels of English Language Learners. Retrieved from <https://www.hotchalkeducationnetwork.com/english-language-learners-proficiency-levels/>

The Proficiency Levels of English Language Learners article increased my knowledge and understanding of the “fluency” verses “proficiency” levels. I learned the proficiency is more specific that fluency and measurable. This article increased my pedagogical strategies to be able to assist English language learners. I specifically used the proficiency levels to instruct and communicate with my student.