

Melinda Butler – May 3, 2013

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 my field experience was in my classroom, after school hours at Timber Ridge Elementary over the last week.

- 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 worked with two boys, Alex and Chris, ages 6 and 7. Both of these boys have BICS. They are both lacking in CALP. Family support for both of these boys is great. Both sets of parents speak pretty fluent English with a strong accent. They have been very supportive with anything that I ask of them in terms of help for the boys in school. Both families continue to speak their native languages at home.

Alex is a 7 year old from Romania. He has intermediate English Language skills, which still leaves him a bit behind compared to the others in his classroom. He tries very hard and wants to fit in with his classmates. He is a fighter and loves competing in sports with his fellow classmates. He feels very comfortable with the other boys in his class when he is playing at recess because they always try to get him on their teams. ☺

The second boy, Chris, is Chinese. He has recently moved here from San Francisco and is at the beginner level of English Language Skills. He is young for his age as there must not be a cut off age for kids in California. Along with being an ELL student, he is also very immature for his grade due to him being almost a full year younger than his classmates. He has made great progress this year but is still in the process of learning English.

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

I met with Alex for 1 ¼ hours on Tuesday and Thursday, April 30th and May 2nd. – Total 2 ½ hours.

I met with Chris for 1 ¼ hours on Wednesday and Thursday, May 1st and 2nd. – Total 2 ½ hours.

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

In Social Studies, we are learning about folktales. First I asked them what they remembered about folktales or if they could remember what one was. Next, I completed a lesson about Annie Oakley with them. I began with introducing seven vocabulary words that were not common words that they would've have known. I went over the definition and then had them make a connection with those words to help them remember it. After reading the story with them on the Smartboard, we discussed Annie's character and talked about how/why it qualified as a folktale. They had a little bit of trouble associating with the stretching of the truth as an "ok" thing for folktales since in first grade, they are reminded often about how important it is to tell the truth. ☺

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.
<p>The student will describe the lives of American folktale characters. - The student will listen to the story, "Little Sureshot, The Story of Annie Oakley", by Stephanie Spinner.</p>	<p><i>Formative Assessment-The student will retell the events of the story in sequential order. I typed up a list of events and once the students mentioned it, I checked it off.</i></p>	<p><i>Yes, both boys enjoyed the story and were able to retell the story in sequential order, listing most of the important details and events of the story.</i></p>
<p><i>The student will compare and contrast a biography vs a folktale.</i></p>	<p><i>Formative Assessment - Given a Venn diagram, the students will think of ways that a biography and a folktale are the same and different from each other.</i></p>	<p><i>Yes, it took some extra modeling by the teacher by providing background knowledge that I knew they had from previous activities we've done in the class to get the boys brainstorming ideas on their own for the Venn diagram.</i></p>
<p><i>The students will be able to use the new vocabulary words in sentences.</i></p>	<p><i>Formative Assessment- Given a word bank with the 7 words, they had to use their background knowledge and connections we made earlier to use each word in a complete sentence.</i></p>	<p><i>Yes, their sentences were pretty good. A couple sentences here and there missed a period at the end which is still common among most 1st graders.</i></p>

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. I taught new vocabulary that was going to be seen in this folktale by using 3x5 cards with words and pictures. I introduced them, had the boys pronounce them, spell them, and then I had them tell me

again what the word meant. I made sure that each boy fully understood their meanings before hearing the story.

2. I gave assessment considerations by suggesting that they use their background knowledge from past class assignments to brainstorm ideas for the Venn diagram when they compared and contrasted folktales and biographies.
3. I used the Sheltered Instruction Observation Protocol method when teaching about folktales and Annie Oakley to the boys. I also used comprehensible input while evaluating their efforts and when I was teaching them about the lives of certain folktale heroes from long ago. I made sure to model what I wanted them to do before I had them write the sentences. I made sure I spoke clearly and slowly when I reviewed past assignments and ideas for the Venn diagram. I used multimodal techniques by showing pictures of the vocabulary words. I simplified the syntax by keeping sentences short and using familiar words.
- 4.
- 5.