

ELL Report

1. Description

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

My ELL field experience is taking place in my general education classroom. I have certification in ELL so I have a group of eight ELL students in my classroom all day. Throughout the day during all content lessons, I differentiate using multiple techniques. Students in my class do not leave my room for pull out or push in services because I am able to provide the scaffolding in my classroom. At Taylor elementary, every grade level has two certified ELL teachers so that the students who need services get support in the classroom. If there are students who are in a general education teachers classroom that is not certified in ELL those students will receive push in services. For this ELL project, I have eight ELL students who I serve in ELL and I will be using one of them during math groups/small group during recess and before school for my ELL assignment.

- 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's pseudonym is Jay. He is 8 years old (just turned 9) and in 3rd grade. He is direct served in ELL and has intermediate English Proficiency. He can form complex sentences and can request clarification but still needs support in content areas. His ACCESS scores are high in reading, literacy, and comprehension but are lower in speaking, listening, writing, and oral language. Based on observations and interactions he is very outgoing and he loves to tell stories. I think that he is very comfortable with social language and is confident in his speaking ability. He is struggling in math. His parents speak only Spanish at home but he has a brother who speaks English and is in 5th grade. He has a loving family who is supportive of him and his learning. His mother is very involved in making sure that his grades are improving and making sure, he does his work. Because of this, he is a hard worker who asks a lot of clarifying questions. Sometimes he will get off task and is thinking about other things but if you redirect he will pay close attention.

The days and times that you met with the student.

Type of learning	Dates	Times	Elapsed time
Before school tutoring session	10/18	7:45 to 8:30 (3 times)	2 hours and 15 minutes
	10/25		
	11/1		
Math small groups and recess small group	10/20- Math Group	Math Group: 10:30-11	3 hours
	10/20- Recess	Recess 11:50-12:20	
	10/27- Math Group		
	10/30- Math Group		
	10/30- Recess		
	10/31- Math Group		

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

I interacted with Jay in many ways to help him understand 2-step word problems. He was pulled to my kidney table for small group work during math class time on multiple days and also pulled at recess for extra guidance. I am also meeting with the student one-on-one for tutoring every Wednesday morning for 45 minutes.

One way to I interacted with him to help him learn vocabulary was to give him his own word wall. In my room, we have a class word wall for math where we add vocabulary words together. The students also have their own word wall that goes in their notebooks to help them remember the vocabulary that we discuss. Robertson (2017) states "Word walls are also a great support for ELLs, and may be organized around a number of concepts, including the alphabet and phonetic sounds, new vocabulary words, sight words, grammar rules, conversational phrases, and writing structures" (para. 3). This word wall is for new vocabulary words so that students gain exposure to the words every day in many ways. With ELL students (and the student I worked with), I make sure to use the words frequently and point to them on the word wall as we talk about them.

I also use pictures, manipulatives, and background knowledge with this ELL student. When doing two-step word problems I introduced the topic using manipulatives. I had the student use the manipulatives to represent the problem and move them around to show their solution. This is a more concrete way to make sure that ELL students have a strong background before starting to do problems with no manipulatives. I then had my student draw a step-by-step picture of what is happening in the problem. This gives the student a visual representation of what is happening in the problem. I also related the word problem to something that is happening in real life to give the students background knowledge. When the student was working on a problem about candy, I talked about how much candy he will get for Halloween and how he could share it with people in his family when using division. The technology resourced I used to show visuals was a website called Math Playground. The student is

able to look at two-step word problems and use the online manipulatives to help him visualize the problem. This site gives students a variety of problems and they have to move the pieces to the correct location and place the numbers in the correct spot. Math Playground has helped this student work with two-step problems in a more meaningful way. Hands-on learning and using background knowledge and visuals are all in the ELL Iris module as differentiation strategies for ELL students. I also always make sure, when I am talking with the student about strategies to speak in shorter phrases and pause to make sure that he comprehends what we are talking about. I always try to make sure that my lessons are context embedded- they have visuals and hands on tasks, and that they are cognitively demanding which means students have to think and analyze their work.

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>(Content) The student will draw a picture/use manipulatives (online manipulatives) of the situation in a 2-step word problem and solve using addition, subtraction, multiplication, and/or division strategies.</i>	<i>(Formative) I will observe and ask questions while the student is working. Student will be given a ticket out the door question and be able to fill in the blanks using online manipulatives.</i> <i>(Summative) End of unit Test-includes multiple two-step word problems</i>	<i>Yes, the student was able to complete a picture that represented the word problem and solve the problem using multiple operations.</i> <i>No, The student incorrectly answered the 2-sept word problems on the end of the unit assessment. The student did not use the strategy to draw a picture to solve.</i>
<i>(language) The student will explain the word problems situations and use vocabulary words like quotient, product, factors, dividend, and divisor</i>	<i>(Formative) I will listen to the student talk through a word problem as he draws his picture or moves his manipulatives.</i>	<i>Yes, the student explained the 2-step word problem on the study guide for the test using vocabulary like quotient, dividend, and divisor. He stated that to solve the problem he would have to use the two numbers in the problem to find the product as the first step. When asked what those two numbers in the problem would be called he said "factors" He also, described the second step of the problem saying that you would add the next numbers to find the sum. He used math vocabulary to describe the problem.</i>
<i>(Writing) The students will be able to explain in writing why they solved a two-step word problem the way they did.</i>	<i>(Summative) End of the unit test- two-step word problem questions say to explain your answer.</i>	<i>No, the student did not explain his answer. The student only wrote his answer with no explanation and no picture.</i>

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.

The first resource that I used to help inform my understanding of ELLs to increase my pedagogical strategies was the Iris module. Multiple strategies were useful in my instruction with my student. One aspect that I had not done before reading this module was connecting vocabulary with other vocabulary. I talked with my ELL students about how the math words we use are similar and different. Vanderbilt University in their Iris Module (2017) stated that, “Teachers should encourage students to think about how new words connect with other words they know” (p. 7). I usually use a word wall to write important words, but with multiplication and division, I used a compare and contrast format. We talked about how the product and the quotient are similar and different. I think that this helped students gain a deeper understanding of when we should use division in a word problem and when we should use multiplication. As the students think about new words, I also have them think through the problem using visuals. The Vanderbilt Iris Module (2017) discusses differentiation strategies, and one way to differentiate is to use visuals. When teachers use visuals in lessons, it makes learning more concrete for students who need more supports (p. 9).

The second resource that I used to gain knowledge of strategies for ELL students was a resource that I received in my ELL class I took last year. The name of the resource is Colorin Colorado. I always make sure that I use strategies to adapt tests to help ELL students succeed. Colorin Colorado (2017) states, “Scaffolding assessments allow ELLs to demonstrate their content knowledge through exhibits or projects, drawings, and graphic organizers” (para. 13). I used various strategies to differentiate the summative assessment. I modified the test to highlight parts that were important. For example, I used graphic organizers for ELL students to fill in the blanks. If the question said to solve the problem and to show work I made an organizer that said workspace and a box that said solve (answer) so that the student knew to make sure to have both pieces of information for each question. I was also able to scaffold by providing pictures and having the ELL students create their own picture/drawing. This helps students visualize what they are solving and helps them get their point across to me as well.

The last resource I used to learn more about how to help ELL students succeed was a blog from TESOL international association. I read about how flipped classroom can help English learners get extra guidance by watching videos before in class time. Arntsen (2013) states, “For ESL/EFL classes, the flopped classroom approach is wonderful because it maximizes the amount of time students speak English in class and Minimizes the amount of teacher talk time” (Para. 1). This guided my instruction to start adding videos so that teaching time was minimum and the students could get to small group time more quickly and have valuable conversations, which would help their English communication skills.

Arntsen, T. (2013). *The Flipped Classroom*. Retrieved from <http://blog.tesol.org/the-flipped-classroom/>

Colorin Colorado- WETA (2017). *Using Informal Assessments for English Language Learners*. Received from <http://www.colorincolorado.org/article/using-informal-assessments-english-language-learners>

Robertson, K. (2017). Supporting ELLs in the Mainstream Classroom: Language Tips. Received from <http://www.colorincolorado.org/article/supporting-ells-mainstream-classroom-language-tips>

Vanderbilt University (2017). *Teaching English Language Learners: Effective Instructional Practices*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/ell/>