

# ELL Report Template

## 1. Description

- a. Setting: The setting of the field experience took place in an inclusion classroom. The classroom setting was a seventh grade inclusion classroom.
- b. Student Information: The student's name is David. David is a 13 year old boy who was adopted from an orphanage in Japan four years ago. He has been in the US for 4 years and has grown tremendously in his language barriers. Based on the five different levels, he is on stage 4: Intermediate Language Proficiency. David has a great sense of humor and does not have a problem asking for help when it comes to reading and understanding English. David enjoys learning but does not seem to understand liberal ideas when it comes to developing his reading comprehension. He has a difficult time being liberal and focusing on author's purpose in a story.
- c. The days and times that you met with the student.

10/24/2018- 10:00-11:00 am/ Small Group (During ELT)-1:00-2:00pm  
10/26/2018- 10:00-11:00 am/ Small Group (During ELT)- 1:00-2:00 pm  
11/1/2018-10:00-11:00 am /Small group 1:00-2:00pm  
11/6/2018-10:00-11:00 am/ 1:00-2:00pm

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

David is a student who is familiar to me because I taught him last year. One of the strategies that I used with him when reading the story was to make predictions. When making predictions, it allows the students to try to understand what maybe helping or happening in the future. David was ask to make a comic book strip which allowed him to draw and use certain vocabulary from the book to illustration a text to self connection from the book. We discussed how journaling can be useful for written book and how the author was making the topic more relevance for the middle school students. While we discussed the text to self connection, we did activate his prior knowledge by discussing how hard it can be to be in middle school. Another strategy was to allow David to work with another student as we were completing activities to have someone else serve as a word bank for him. Another session that I got to work with David, He did great job in leading a discussion in our little small group of four students about understanding why Greg got so mad at his baby brother. David discusses how he is one of the youngest in his family. He shared that he had 14 brothers and sisters.

## 2. Objectives and Assessments

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

<b>Objective</b>	<b>Assessment</b>	<b>the objective met? Evidence of student learning.</b>
<i>The student will be able to identify and understand an author's point of view.</i>	<i>I will observe and ask the student questions about how the author develops his point of view by discussing the plot from the chapter.</i>	<i>David was able to answer comprehension questions about the author's purpose while discussing his own experiences in middle school. This was noted from the verbal discussion that was led in the classroom and small group.</i>
<i>The student will be able to identify the different plot elements and share the answers via verbal discussion</i>	<i>I will observe the student answering question reviewing the different element of plot and use new vocabulary based on context clue strategies.</i>	<i>David was able to answer a graphic organizer about the plot element and incorporate both of the context (using new words) and share the answers in a script that was later used for a Flipgrid to share with parents. He was able to use new words in the correct context.</i>

## **2. Resources**

1. The first resource for this project was from the IRIS Module that we had the opportunity to complete this semester. The biggest strategy that I really thought was a great tool was using sheltered instruction. The example provided discussed three different levels for the student. My student met the requirement for the intermediate. This gave me some great idea on what expectations to have for him based on his acquisition of knowledge of the English Language. Having some particular vocabulary instruction for the student with the use of the context clue strategy incorporated some idea of how and why the author created the text for the student to read.

The IRIS Center. (2011). *Teaching English Language Learners: Effective Instructional Practices*. Retrieved from

<https://iris.peabody.vanderbilt.edu/module/ell/>

2. The next strategy that was useful for small group work in the activities was to Turn and Talk. This is a great idea because some students do better with conversational English and they are able to show mastery. As a teacher, I can walk around and observe how to conversation is going. We used this technique in large group and it went over well. David did a great job of being able to explain the vocabulary from understanding the author's purpose of entertaining the audience.

Beers, G. K., & Probst, R. E. (2017). *Disrupting thinking: Why how we read matters*. New York, NY: Scholastic.