**Hotchkiss  
ELL Report**

1. ***Description***
   1. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).  
      My field experience for the ELL module took place in my 5th grade classroom.
   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)  
      My student, Blake, is an 11 year old 5th grader. His English proficiency is in the intermediate to advanced range and causes him to be shy when answering questions in class. He enjoys talking with friends about soccer and Nintendo games. Although he seems shy because of being an ESOL student, Blake is a high achiever. He makes great grades and will be suggested to be evaluated for gifted/MERIT next year.
   3. The days and times that you met with the student.  
      Monday 4/11/16 8:00-10:00

Tuesday 4/12/16 8:00-10:00

Wednesday 4/13/16 8:00-10:00

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

Blake is in my morning math and science classes. This being the week prior to Milestones testing, we were reviewing things that were covered during the year. On Monday we worked in groups to review adding, subtracting, and comparing decimals. Being in groups helped my students, including Blake, feel more comfortable asking questions while I walked around to monitor and assist groups. On Tuesday, again using groups, we reviewed place value. To help my students review, we played a game in which they ordered themselves with place value cards (hundreds, tens, ones, tenths, hundredths, thousandths, etc.). My students enjoyed “seeing” where the places go to help them visualize the value of numbers. On Wednesday, we reviewed adding and subtracting fractions. Using a graphic organizer covered earlier in the year, we went through the steps together, and then separated in to groups to work on our own.

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** | **Assessment** | **Was the objective met? Evidence of student learning.** |
| *The student will tell how to add, subtract, and compare decimals.* | *I will ask questions while the student is working in his group.* | *Yes, Blake was able to tell me to “line up the decimals” when adding, subtracting or comparing decimals.* |
| *The student will be able to tell the steps to add or subtract fractions.* | *After working with groups, I will call on students to tell me the steps individually.* | *Yes, Blake remembers the steps well. When I asked him what the first step was, he said, “Make sure denominators are the same.” Then he was able to tell me to add or subtract tops, but not bottoms and to simplify.* |

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.

Vanderbilt University. (2016). Teaching English Language Learners: Effective Instructional Practices. Retrieved April, 2016, from <http://iris.peabody.vanderbilt.edu/module/ell/#content>

The module was very helpful when describing effective practices for EL learners. I grouped my students so that my EL student would feel comfortable asking questions and so that I could provide opportunities for him and my other students to show what they have learned.

Ferlazzo, L. (2012, March 12). Do's & Don'ts For Teaching English-Language Learners. Retrieved April, 2016, from <http://www.edutopia.org/blog/esl-ell-tips-ferlazzo-sypnieski>

On Edutopia, Ferlazzo wrote a very informative article also encouraged modeling and allowing students to show what they’ve learned. When working with fractions, even though they had already learned how to work with fractions, I modelled exactly how to add and subtract fractions. I also monitored my groups to check for understanding with my students.

Greene, R. (2013, October 25). 5 Key Strategies For ELL Instruction. Retrieved April, 2016, from <https://www.teachingchannel.org/blog/2013/10/25/strategies-for-ell-instruction/>

In this article as well, the importance of grouping was discussed. My students were placed in heterogeneous groups (not necessarily in respect to language levels but math levels) to benefit my EL student and my other students.