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IT 7430
Dr. Goetzel

ELL Report

1. Description

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

The setting of this field experience was in my classroom or within my co-team teacher's classroom. My student is a 4th grade student in one of my classes. We have meet in my classroom or the other classroom at different time frames. We have meet during my planning period, lunch time, and during Thursday tutorial. I have even meet with her on selected days after school.

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)**

S.T. is a 10 year old fourth grade student at R.N.Fickett Elementary School. Prior to any of the lessons, I had a conversation with the student in order to get to know more about herself. S.T. is one of my students, however, I wanted to gain more information about her background. English is S.T.'s second language. Her first language is Wolof. Although S. T. was born in the United States, her parents are from Senegal, Africa. Her family often travels back and forth to their home country mostly in the summers. She started at Fickett in 2nd grade. S.T. is very social at school. She has lots of friends and is very involved in school activities. She is a member of the dance team and Art Club, one of the many designers for this year's school art/fashion show, and a participant in the school's talent show. She appears to be very outgoing and loves fashion. S.T. is a hard worker and I can always depend on her to participate in all class discussion and activities. S. T's level of English Proficiency appears to be around Level 4: Intermediate Language to Level 5: Advanced Language Proficiency . In regular classroom setting, she appears to understand very well socially and academically.

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

My student is in my class. Therefore, I work with my student daily. I often work with her individually, within small groups, and even after school for tutorial. However, for this assignment, I decided to create lessons to work with my student individually after school.

Here are the hours from this week. I extended my hours so that I could cover entire social studies unit. My student missed this unit at the beginning of the school year because she was living in Senegal, Africa with her family.

Monday   4/14/14   2:45-3:45 (**1hour**)

Tuesday   4/15/14   3:45-4:45 (**1 hour**)

Wednesday 4/16/14   2:45-3:45 (**1 hour**)

Thursday   4/17/14   2:45-4:45 (**2 hours**).

Friday   4/18/14   2:45-4:45 pm. (**2 hours**)

TOTAL: 7 hours

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

With my student, I decided to review skills and content using several strategies. With both Math and Social Studies lessons, I was able to assess students understanding of language and content. A strategy that I used was to activate my student's background by allowing student to identify and write down what she knows about the upcoming topic and meaning of vocabulary related. With the Math lesson, I showed video that demonstrated the difference in repeating pattern and growing pattern. This video showed examples of both types of pattern. Also, we used flash cards with examples of different types of patterns for my student to identify and review vocabulary words and content. In the Social Studies lesson, we used an interactive powerpoint that includes lot of pictures and maps. Within the powerpoint, I hyperlinked vocabulary words and other unfamiliar words to websites that would show image of the words. Although my student appears to be very fluent in English, many strategies still appeared to be beneficial for her. I had to change some activities to advance learning strategies. Another strategy that was used was allowing my student to summarize reading after identify meaning of unfamiliar words.

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.
(Language) The student will define what are patterns and the different types of patterns.	*(Formative) I will ask student write down what they think pattern, growing pattern, and repeating pattern means.* *(Summative). I will ask student questions while she is completing activities allowing student to verbally identify all patterns and what types.*	*Yes. Based off of the pretest, S.T. was not able to identify what was the definition of pattern. After watching video and completing activities, S.T. was able to verbally define what are patterns and the difference between growing patterns and repeating patterns.*
(Content) The student will identify and complete number sequences and number patterns in tables.	*(Formative) I will administer pre-assessment on patterns and number patterns.* *(Summative) I will ask questions as student identify and complete patterns in number sequences and tables.*	*Yes. From the pre-test, I noticed that S.T. was able to complete the pattern, however she had a hard time explaining what she had done. She did not understand that there was a rule for each problem. After watching videos and completing activity with matching pattern flash cards with rules, she was able to independently create her own tables.*
(Content) The student will identify meaning of words using context clues in reading of Social Studies materials.	*(Formative) I will allow student to read passages in the lesson related to Native American history. The student and I will identify any unfamiliar words for student within each sentence or paragraph. I will ask questions to prompt student on how to use context clues.* *I will ask questions to identify student's prior knowledge after allowing student to read aloud the overview page on Native American Powerpoint.*	*Yes. When we began the lesson, S.T. stated that she was familiar with the words context clues, however she was not able to tell what me what it's meaning. After we continued the lesson and practiced using context clues, S. T. would stop at the end of a sentence and state the word that was unfamiliar to her. She stated each time that she need to use the words that were around that word to figure out the unfamiliar word's meaning.*
(Language) The student will identify meaning of vocabulary terms in Native American lesson.	*(Summative). I will identify five terms related to Native American culture and allow student to write down what she think is the meaning of those words. (see attachment of S.T.'s responses).*	*Yes. Based off of pre-test, S. T. was not familiar with all of the terms. Lesson was taught through the use of powerpoint. Whenever the student saw words in the lesson from the pre-test, we would discuss what she taught it was versus it's definition. In order for S.T. to get a clearer understanding of vocabulary word, I displayed pictures of vocabulary terms from internet. After lesson was over, S.T. was given a post-test of same terms. The post-test results show that S.T. made tremendous improvements with identifying the meaning of the terms. S.T. stated that seeing pictures helped her understand meanings even more.*

Please see attachments for Pre-tests, Post-Tests, and samples from student's individual assignments.*

3. Resources

The IRIS Center for Training Enhancements. (2011). Teaching English Language Learners: Effective Instructional Practices. Retrieved on April 9, 2014 from http://iris.peabody.vanderbilt.edu/ module/ell/

There were quite a few resources that I used to help inform my understanding of ELLs. The main resource that was used was the IRIS Center for Training. This cite provided strategies that I could use with my student. From this cite, I learned that I should try to incorporate my students' background into the lesson. This will help spark their interest and increase understanding since the lessons are relatable. Although I already incorporate vocabulary into my lessons, this cite helped me to understand more about the importance of vocabulary and strategies that could be used to help students understand them more. I used the strategies of showing pictures, using flashcards, and displaying other graphics to help the students understand the concepts and vocabulary.

Six Key Strategies for Teachers of English-Language Learners. (2005). Retrieved on Apr. 10, 2014 from https://uteach.utexas.edu/sites/default/files/files/SixKeyStrategiesELL.pdf

This site was also a useful site. It provided six key strategies that can be used to help ELL students and native language speakers learn words that they do not use daily. Some of the strategies were similar to the strategies states in the IRIS Center website. The six strategies included vocabulary development, guide interaction, metacognition assessment, explicit instruction, context and universal themes, and models, graphic organizers and visuals. I found all of these strategies to be effective, however, for these objectives, I mostly used the vocabulary development and the visual models. I found these strategies to be the most effective for one-on-one interaction.

Effective Teaching Strategies for English Language Learners. (n.d.) *Support Real Teachers.org.* Retrieved on April 10, 2014 from http://www.supportrealteachers.org/strategies-for-english-language-learners.html

This site also provides several strategies that teachers could be used to help ELL students become proficient in English. On this site, I found general, environmental, and instructional strategies that can be used. This site even provided activities and assignments that could be used to help promote language skills. I found this site to be helpful because it provided graphic organizers, activities, and other helpful resources that I could use.

Math Language and Content Pre-test

Name: _S.T._

Patterns

Directions: Look at the number patterns below. Label each pattern as a "growing pattern" or "repeating pattern" on the lines provided.

1. 2, 5, 8, 11, 14, 17   _growing pattern_ ✓

2. 14, 16, 16, 18, 14, 16, 16, 18   _repeating pattern_ ✓

3. 63, 49, 35, 21, 7   _growing pattern_ ✓

4. 50, 25, 75, 50, 50, 25, 75, 50   _repeating pattern_ ✓

Name: _S.T._

Number Patterns

Directions: Complete each number pattern below.

1. 2, 6, 10, 14, _18_ ✓

2. 92, 82, 72, _62_, 52 ✓

3. 2, 4, 8, 16, _32_ ✓

4. 20, _45_ 70, 95, 120, 145 ✓

5. _7_, 12, 17, 22, 27, 32 ✓

Pattern means when you add the same number again.

growing pattern means when the numbers are going up

repeating pattern means when a number repeats

Guided Practice Matching Cards Used with Math Content Lesson

C	2	5	9	10	12
D	14	35	63	70	84

Divide the number in C by 10.

C	20	40	70	80	90
D	2	4	7	8	9

Add 20 to the number in C.

C	1	3	5	7	8
D	100	300	500	700	800

Multiply the number in C by 7.

C	5	15	20	45	55
D	1	3	4	9	11

Multiply the number in C by 100.

C	D
5	25
6	26
10	30
20	40
35	55

C	D
8	2
12	6
20	14
36	30
45	39

Divide the number in C by 5.

Subtract 6 from the number in C.

Math Post Test

Social Studies Language Pretest

5.1
Pre - Assesment
April.
2

Plateau: A flat and dry place.

Pueblos: it is a name

Samon: Some kind of fish.

maize: like a King

Caribou: it is kind of a drum

Vocabulary / My new word

cultivated: used

tremendously: a lot

Social Studies Language Post-test

S.T.
Post - Test

plateau: A flat and dry and big
rock that if flat on the top

pueblos: homes made by dirt and
clay from hopi

Solmon: some kind of fish

maize: corn

caribou: raindeer

Social Studies Content Objective Assignments

Name ___S.T___   *Attachment 3*   Date __04-15-2014__

Greeting Historians!

As you explore the worlds of the different Native American Nations that once thrived in North America, record your findings below.

Kwakiutl

Location: North west Pacific coast.

Climate: not too hot not too cold.

Clothing: it depended on tempiture

Type of housing: made with ceedar treas

Interesting fact: One of the most important fish was salmon they dried it and ateit ally

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S.T   04-16-2014

Hopi Hot

Location: Southwest (Death valley)

Climate: Hot

Clothing: thin clothes

Type of housing: Pueblos they were made out of dirt and clay.

Interesting fact: There houses were made out of dirt and sand

- Click on the "Hopi" link at the bottom of the page. From this website, click on the "Corn" link. Why was corn so important to the Hopi? They used it in every ceremony.

- Click on the "Water" hyperlink. Why was water so important to the Hopi? ____

Describe the ceremony the Hopi conducted in order to ensure the next rainfall: ____

Seminole

Location: South east (florida) (Atlantic coastal Plain)

Climate: kind of hot

Clothing: thin closhing made out of grass

Type of housing: Round houses with no walls

Interesting fact: ____

S.T   04-17-2014

Inuit   Ice igloo

ion: A laska.

te: Very cold.

ing: thick clothing

of housing: Igloo

sting fact: They made their clothe from
oun dears.

Click on the "Built igloo homes" hyperlink. Scroll down and click on the images of the igloos, the Inuit's winter dwelling. What materials did the Inuit people use to build the igloos? _____

Next, click on the "Wore thick clothing" hyperlink. What materials did the Inuit people use to make their clothes? _____

_____

How many layers of footwear did the Inuit wear? _____

box below, sketch the winter igloo home and the traditional dress of the Inuit. Label rawing with the type of materials used.

S.T   04-18-2014

Nez Perce

Location: Norwest (Plateau) Idaho,orgo.

Climate: little hot.

Clothing: They used tree branches.

food: fished all year hunting in summer,fall,

Type of housing: Teepee and perminate lodge

Interesting fact: the animals migrated in the winter sono hunting.

- Click on the "Nez Perce National Historical Park" hyperlink at the bottom of the page. Using the table blow, describe ways the Nez Perce used their natural resources during the different seasons.

Season	Natural Resource	How it was used
Spring	fish	
Summer	hunt and fish	
Fall/Autumn	hunt and fish	
Winter	fish	

S. T   04-18-2014

Pawnee Plains.

Location: Great Plains (central part)

Climate: in the middle.

Clothing: (made from buffalo skin)

Type of housing: teepee (made with buffalo skin and tree bark) perminate lodges (bark) but they cones)

Interesting fact: they farmed corn, squash and beans for half of the year (the other half buffalo.

- Click on the "Built permanent lodges" hyperlink. What type of materials did the Pawnee use to construct their homes? _____

- Click on the "Smithsonian" hyperlink in the bottom of the page. Explore this site to discover what the symbolic drawings in the buffalo hide painting represent. Record your findings in the table below.

Description of drawing	What the drawing represents
	Teepee & it was made with bark and buffalo skin.
	buffalo they hunted it for food clothing and homes.

Social Studies Content Post-test

Name: S. T   Date: D4 - 18 - 14

SS4H1 The student will describe how early Native American cultures developed in North America.
a. Locate where Native Americans settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeastern (Seminole).
b. Describe how Native Americans used their environment to obtain food, clothing, and shelter.

100

Use the map to answer the following questions #1-3.

1. Which Native Americans lived near the area marked by an "D" on the map?
a. Hopi
b. Inuit
c. Nez Perce
d. Seminole

2. Which letter marks where the Kwakiutl lived?
a. A
b. B
c. C
d. D

3. Which Native Americans lived near the area marked by an "F" on the map?
a. Hopi
b. Seminole
c. Pawnee
d. Inuit

4. The Sioux, the Pawnees, and the Dakotas lived on the rolling lands west of the Mississippi River. They hunted buffalo for food, clothing, and other items needed to live. Where did they live?
   A. the Pacific Northwest
   B. the Southwest
   C. the Great Plains
   D. the Southeast

5. The Southwest Indians lived in deserts where only a few plants and animals could survive. Which of the following types of houses were built from materials in this environment?
   A. tepees made from bison skins
   B. brick houses made of cement
   C. adobe houses made of clay and stone
   D. longhouses made of wood from trees

6. The physical environment affected the lives of Native Americans. Which one of the following statements best describes the life of the Native Americans of the Pacific Northwest?
   A. They hunted buffalo and deer on the plains.
   B. They herded cattle and goats.
   C. They fished along the coast, rivers, and lakes.
   D. They grew corn and squash in the fields.

7. Which group of Native Americans often moved, following the buffalo?
   A. Plains
   B. Southwestern
   C. Pacific Northwest
   D. Eastern Woodlands

8. Pacific Northwest Americans such as the Kwakiutl, had the following resources
   A   corn and adobe brick
   B   cedar trees, salmon, and fish
   C   corn, squash and buffalo meat
   D   deer, bear, rabbit and cedar trees

9. The Native American tribes had different ways of living. Which activity BEST describes the Native Americans of the Great Plains?
   A. They hunted small animals and gathered berries.
   B. They hunted buffalo for food, clothing, and shelter.
   C. They fished for salmon and hunted caribou.
   D. They grew crops such as beans, cotton, and corn.

10. Totem poles were a form of art. They were symbols for
   A   spiritual meaning for the Plains people
   B   a way to symbolize the seasons of the year
   C   an artistic expression of the sky, wind and earth
   D   showing family and clan stories

11. Southeastern Native Americans' way of living depended on the resources in their area. Which of the following activities BEST describe their way of life then?
   A. They grew beans and corn and made pottery from clay.
   B. They followed and hunted buffalo for food, clothing, and shelter.
   C. They hunted seal and fished for salmon.
   D. They gathered berries and hunted small game.