

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 is a 7th grade social studies classroom in suburban Atlanta school. The school is a Title 1 Lighthouse school with students from over 40 countries. The school has an ELL (English Language Learner) program and supports students from outside its school zone as well.

- 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)

Presently have a class with 8 students who are ELL students at various levels. The student who I will work the most with a 14 year (A) 7th grade girl. This student is from Iraq and speaks Arabic; she has only been in the United States 1 week prior to school starting. At the time of the start of school, she only spoke a few basic words of English. The student also has seizures.

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

I teach this student each day for one class of the day. For the first nine weeks of the school year, it was the second period of the day and for the second 9 weeks it has been the last period of the day. I also meet with this student for one of our Saturday schools. Our Saturday schools are for student to come in and receive additional instruction, remediation and test retakes.

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

I engaged the student using various strategies. The one which was used the most used was in the incorporation of visuals whether it be videos, images or a map. While using videos, I would turn on the close caption for the student to use, this allowed her to hear and see the words being spoken. I have add the student create a dictionary of new words. The student has been allowed to refer back to the words while completing activities and using them in vocabulary games. Using PowerPoint, I ensure visuals are included and the student is given a graphic organizer to take guided notes. When student is completing reading assignment I pair her with another student and her readings is differentiated to include a reference dictionary with words underlined.

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>The student will locate physical and political features of Southwest Asia.</i>	<i>Formative – The student will label a map based upon prior knowledge prior to use an atlas. Formal – Map Quiz</i>	<i>Yes, Student A was given a map quiz and was able to locate the physical and political features of Southwest Asia given. Student A made a 100 on the quiz.</i>
<i>The student will compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, Christianity.</i>	<i>Formative – I will ask the students the differences and similarities between the three religions and work with the student to place these items on a Venn diagram. I will use Google translator to ask the student the questions. Formal – Religion Quiz</i>	<i>Yes, Student A was able to complete the Venn diagram. The student also took a quiz on the three religions. Student A made a 90 on the quiz.</i>
<i>The student will be able to explain how the borders of the present country of Israel have changed since its creation in 1948 to today.</i>	<i>Formative – The student will be given a worksheets displaying 5 different maps over the course of sixty years displaying the changing borders. The worksheet also has reading passages with each map. I will review the passages with the student. The student then had 10 questions to answer regarding the various maps.</i>	<i>Yes, the student was able to answer 7 out of 10 questions regarding how the borders of Israel changed over the years and the who supported and challenged the changing borders of Israel.</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.

Promoting Language Learning and Academic Success in the Content Areas for English Learners (Now with Common Core) Fulton County Schools.

This resource provides different instructional strategies geared toward the social studies content. The resource provides chart for instructional guides, lesson designs, using prior knowledge, communication and assessment. A chart is provides with differentiated supports to using depending of the students level of English. Level 2 and 3 students can be supported through graphic supports, while a level 1 needs more interactive supports. I have been able to look at this chart to guide my lesson design and make activities based upon the students need looking at supports, try to ensure I have include imagery, many visual supports and having the students work on creating a dictionary throughout the semester.

<http://www.everythingsl.net>- This web site offers understanding of what would be challenges for ELL in each content. Social Studies offers the biggest challenge due to lack of background knowledge. ELL are not used to expressing their personal opinions and struggle to understand what is and isn't important in text. This resource provides a deeper understanding of the struggles for ELL in social studies. This site also provides lesson plans for certain topics and teaching tips.

Haynes, J. (n.d.). Retrieved from <http://www.everythingsl.net>

[Daveseslcafe.com](http://www.daveseslcafe.com)- This web site is clearinghouse for anything ESL (English Second Learners). This site provides strategies for various activities. The sites are further categorized by quizzes, holidays, idioms, testing and countries. Teachers are about to search many different activities or strategies to use in their classroom. I used this site for vocabulary and listening activities.

Sperling, D. (n.d.). Retrieved from <http://www.daveseslcafe.com/>