

ELL Report Template

1. Description

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

I worked with M.Y. individually in the classroom.

- 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)

M.Y. is five years old and began kindergarten this year in my class. She was born and raised in Italy until about a year ago; her mother is American and her father Italian. Her mother is fluent in both languages; however, her father only speaks Italian. She is very artistic and day dreams quite a bit. Many times she appears not to be listening; however, during casual conversations she will recall important facts from topics we are learning about. Her ability to make the connection of letters to sounds is poor and her DIBELS scores put her in the at-risk category. Her mother explained in Italy they teach blends rather than individual sounds. This may explain her some of her struggles with making letter/sound connections. Additionally, she sometimes will use Italian while asking for an item and become embarrassed when she realizes she has done so. She prefers building with blocks and creating original artwork to using the dramatic play area or the computer area.

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

Most weeks I met with M.Y. for 20 minutes each day, Wednesday through Friday.

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

This student is enrolled in my class and I could tell immediately that she was extremely bright, artistic and although quiet very inventive. Her mother is American and her father Italian and the family lived in Italy most of her life. Speaking two languages in her home often confuses her and she becomes embarrassed when she unknowingly says an Italian word. There are no other Italian children in the school and I felt she quickly needed the extra tutoring I could provide. We began our tutoring using the Reading Eggs program as it was purchased for our school within a few weeks of school starting. I often interact with the parents in morning asking them questions about home and how she and her sister are doing academically. This gave me some insights in

how to approach M.Y. Her mother explained that in Italy the children learn blends as opposed to isolated letter sounds. Reading Eggs was perfect for this as it taught two letter/sounds and then a blend.

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.
ELACCKRF2d: The student consistently pronounces beginning, medial, and final phonemes in three-phoneme words.	<i>Using Reading Eggs M.Y. was able to identify the letter/sound at different positions in words.</i>	<i>Yes. M.Y. was able to identify the letter/sounds whether the sound was in the beginning, medial or end of the word.</i>
ELACCKRF1b&c: Spoken words are represented by sequences of letters.	<i>After each letter tutorial the student is presented with a matching word/picture exercise.</i>	<i>Using Reading Eggs M.Y. was able to match the written word with the corresponding picture.</i>
ELACCKRF 1d: Recognize and name upper- and lower-case letters.	<i>Using Reading Eggs M.Y. matched upper and lower case letters together. Additionally, she performed the task of making dot to dot letters in the program.</i>	<i>Using a letter inventory M.Y. identified 15 letters compared to the original 6 she knew before the tutoring.</i>
ELACCKRF3a&b: The student produces at least one sound for most consonants and vowels	<i>Using SMARTBoard sorting game, student sorted pictures into the vortex containing an S or M. If she was correct the vortex swallowed the picture if not it was spit out at which point she would have to try again. Each time she made a choice she was asked to say what the picture was.</i>	<i>Yes. M.Y. was able to sort pictures by their beginning sound of S & M.</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 stage of Language Acquisition as mentioned in the Iris Center was very helpful. When M.Y. first came to school she was very quiet but not necessarily shy. She seemed to understand much more than she expressed which a stage 1 characteristic is for ELL students. Many of the perspectives and resources from the Iris Center are practices that are exactly what teachers of young children already do. Connecting previously learned concepts to new ones is the cornerstone of preschool and kindergarten, so this was natural for me to do with her. I told her the story of Flaco Gato (Skinny Cat) trying to tell a story using some words she was familiar with in both languages. I then added some describing words beyond skinny and asked her to generate more on her own. I then asked her if she could draw cats with different characteristics and I helped label those characteristics emphasizing the beginning sound of each one (ex. sss for striped). As she is a terrific artist, this activity engaged her in an area in which she is very competent. M.Y. scored very low on DIBELS as she entered school this year, however, I feel sure she is going to improve her scores through differentiation of her instruction. Posted in our classroom is a poster of the WIDA Can Do Descriptors for listening, speaking, reading and writing, this helps remind us of just what ELL students are capable of.