**ELL Report**

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1. ***Description***
	1. The field experience took place in a first grade classroom.
	2. I chose to work in a first grade classroom for this field experience due to establishing a relationship with several of the ESOL students who have been referred for gifted testing this school year. Because I am the gifted teacher, I will be testing the students who have been referred; I thought it would be a great way for us to get to know each other as well as for me to learn more about teaching students who speak another language besides English. The students I worked with are very bright. The class size is fairly small, with 16 total students. There are six ESOL students in the classroom; three of those students were referred for gifted testing. The teacher was correct to refer the three students she did; the students are very bright. One of the students is extremely quiet, but there’s no doubt gifted qualities exist within the student. The other three ESOL students are average, academically; they were all capable of completing the assigned work.
	3. I met on April 11th and 12th, from 8:00 to 10:30 on both days.
	4. I got to know the students first to learn more of a background, student names, where their families were from, etc. I received some of the information from the teacher, who also explained their learning levels.

On the first day, first grade ESOL students learned how to create a PowerPoint to display their knowledge about their weekly vocabulary words. For each vocabulary word, I accessed their prior knowledge of the word by asking questions that would help me know exactly how much they knew about the word or definition. I then introduced the vocabulary word. We spelled it with magnetic letters on their cookie sheet. Once students were introduced to each word, I taught them how to create a PowerPoint slide to include the vocabulary word, definition, and picture (learned how to copy and paste from the Internet). In addition, they learned how to use dictionary.com on the iPads to access the definition of the words that they do not know. Once we had created a slide for each vocabulary word, students then read an excerpt from the book, *Nate the Greate Saves the King of Swenden* (pages 25-30). I read the story first. Students then used choral reading to read the pages. We used different comprehension strategies throughout the reading. We reviewed the first part of the story prior to reading, activated background knowledge by asking questions that would associate the students with the characters in the book, and asked questions throughout reading. I planned with the first grade teacher prior to this lesson, and we met after the lesson was complete. She was impressed that the students were able to learn how to create a PowerPoint so easily and said it was definitely a strategy she will use in the future for all of her students who need the extra support. She felt like it would also be a great activity to use for the weekly story, and wished she would have started from the beginning of the book. We discussed that computer-lab time would be a great time for all students to learn how to use this strategy, so students would know exactly what to do in the classroom. This is a great way to differentiate learning in the classroom as well.

On the second day, students added sentences they created to their PowerPoint vocabulary presentations today. In addition to that activity, we reviewed what we have read so far in Nate the Great Saves the King of Sweden. We then worked on comprehension strategies before, during, and after reading pages 31-36 in the book. I went a little out of the teacher’s comfort zone today by having the students sign into their email accounts; this task did take two of us (and some of my gifted students who do this regularly) to help others sign in. I was glad that I had previously taught my students to sign in and how to use Google Classroom, Drive, and Gmail. Even though we only used the Drive part, they were a HUGE help today. For all grades, I think training a group of students prior to teaching the entire class how to use a device or resource is a great idea to provide support to the teachers for helping other students during the entire process. Once students signed into their Gmail, they learned how to pull up Drive and a shared Google Draw document (students were partnered with students who knew how to use it and the teacher was partnered with me during this time). The document I shared with them was a graphic organizer I created through Google Draw, where students were able to complete the organizer as a class. We discussed the story elements. Students would type in their answers (each group was assigned a different part to type). Of course, this took some time since first grade students aren’t the fastest at typing; however, the responses weren’t lengthy enough for the time to cause a big difference in the lesson. The students LOVED doing this and seeing other answers pop up as students were typing them in. Of course, we had to firmly say they couldn’t type without it being something we discussed and went over first. As a teacher leader, I felt I accomplished a lot today. The teacher was amazed at what we did with Google and although she was uncomfortable at first, she caught on quickly and was surprised at the progress the students made. The teacher told me she wanted to start planning that way, collaboratively with her teammates and was going to show the other teachers on her team how to do this. I learned that sharing technology in the classroom can be very rewarding; I felt as though not only did I help the teacher and possibly her teammates, but the students would benefit from the new learning that the teacher delved into today.

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 learn how to create a PowerPoint in order to learn and retain vocabulary words and definitions.*  | *I will observe their understanding of how to create slides after I walk them through the first couple. Once I have modeled and walked students through the process, students will then begin creating the slides with a partner. I will observe to make sure equal opportunities were given. Students will also be given a vocabulary test at the end of the learning period. The vocabulary test scores will be compared to their scores in the past.*  | *The students met the objective and were able to successfully create PowerPoint slides that showed their learning of vocabulary words. The slides included the word, definition, a picture, and sentence (added on second day). All students received a 100 on the vocabulary test for the end of this reading period.*  |
| *The student will increase reading comprehension by completing a graphic organizer through Google Apps for Education.*  | *Students are given a comprehension test at the end of the reading assignment. This test will be compared to the comprehension test scores in the past as well.*  | *The students met the objective and were able to successfully complete the task. Their reading comprehension scores were all As.*  |

1. ***Resources***

The online resource presented in the ELL module was used to gain information about the understanding of ELLs and to remind me strategies in which to use. The resource can be found at <http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm>. The module reminded me of strategies to use for vocabulary and comprehension, such as accessing background information, focusing on vocabulary, and using comprehension strategies to use before, during, and after reading. I also used the table above to plan my lesson objectives with the teacher and to record their progress in meeting them.