ELL Practicum Portfolio

Jennifer Lotz Concordia University December 16, 2012

EDUC 527ELL Practicum

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|  |  |
| --- | --- |
| Content Area:  Lesson Name:  Grade Level:  Language Proficiency Level(s): | Science  Sink and Float  Kindergarten  All levels |
|  |  |
| Materials needed:  Key Vocabulary: | Tubs, various items that may sink or float, three sizes of pumpkins  Sink/float chart, pencils  Sink, Float |
|  | |
| Anticipatory Set: (Motivation and Building Background) | Today we are going to experiment with a variety of things to determine whether they sink or float. Have any of you ever been swimming? Have you taken toys with you to the pool? What was it like to have the toys in the pool? Did they all stay on top? Did some sink? (Allow for time to answer and adjust questions based on the answers.) |
|  |  |
| Standard(s): District and TESOL | TEKS- Science-Kindergarten  (2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:  (D) record and organize data and observations using pictures, numbers, and words; and  (E) communicate observations with others about simple descriptive investigations.  TESOL-  Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the area of science. |
|  |  |
| Lesson Objective(s):  Content and Language | TSWBAT classify objects into two categories – sink, float.  TSWBAT draw a picture of one item that sank and one item that floated. .  TSWBAT write a sentence about one item that sank and one item that floated. |
|  |  |
| Procedures of Instruction for the Lesson: Presentation (language and content objectives, comprehensible input, learning strategies, interaction, feedback)  Practice/Application (meaningful activities, interaction, strategies, practice/application/feedback) | As a group, we will begin by reading parts of the books, Floating and Sinking along with Let’s Try It Out in the Water. We will discuss the books and brainstorm why some objects sink while others float.  Gather the students around to begin to experiment with the items by putting them into the pan one at a time. After each item is tested, place that item in the appropriate column on the chart paper. When the objects are through, talk about what makes things sink/float. Does the amount of water in the pan make a difference? Would the result be the same in the pan as in the swimming pool?  Introduce the three pumpkins and ask the students whether they will sink or float. (small, medium, large pumpkin) Students will complete a sink/float pumpkin activity sheet (first two parts) at their seat. Once completed, come back to the circle. Students will give thumbs up or thumbs down for their prediction. Begin by placing the smallest pumpkin in the water. Next the medium and lastly the large pumpkin. What did we learn about the pumpkins? What caused the pumpkins to float? Students will finish their pumpkin prediction sheet after we are done with the lesson.  (Talk about weight as a factor. The pumpkins are hollow and the air causes them to float.)  Based on the students’ questions/thoughts, add any information needed to help explain the concept of sinking and floating. |
|  |  |
| Summary: Review objectives and vocabulary with students and summarize learning  Assessment:  Assess learning  Assignment:  optional  Evaluation of the lesson by the teacher: How do you think the lesson went? | At the end of the lesson, review the objectives and vocabulary with the students. The students will return to their seats and will complete the sentence starter on the board on their paper. They will draw a picture of one item that floated and one item that sank.  The learning will be assessed through the work the students complete and through informal assessment throughout the lesson.  No assignment. |

SIOP Lesson Plan Scoring Sheet

Student Name: Jennifer Lotz

Lesson Name and Content Area: Science – Sink and Float

Date lesson was taught: October 19, 2012

|  |  |  |  |
| --- | --- | --- | --- |
| **SIOP Feature** | **Self – Score** | **Instructor**  **Score** | **Instructor comments** |
| Key Vocabulary necessary for learning is listed | 3/ 3 | 2 | I suggest that the word “predict” also be added so that students understand what is coming. |
| Anticipatory Set is adequate to build students’ background knowledge or activate their prior knowledge | 4/ 4 | 4 |  |
| Appropriate TESOL Goal(s) and Standard(s) has been added to the lesson | 2/ 2 | 2 |  |
| Content Objective(s) is clearly stated and written for students, appropriate and measurable. | 4/ 4 | 4 |  |
| Language Objective(s) is clearly stated and written for students, appropriate and measurable. | 4/ 4 | 4 |  |
| At least two different types of interaction are included. (Student-to-Student; Whole group; Small group, Partners) | 4/ 4 | 3 | It looks from the plan like most of the interaction is teacher-whole group. |
| Teacher models/demonstrates what is expected of the students using realia or pictures, as appropriate. | 4/ 4 | 3 | Did you model what you wanted them to do on their worksheet? |
| Reading, writing, speaking and listening are included at appropriate developmental levels. | 4/ 4 | 4 | Did students have some part to read, or did the teacher read to them? |
| Lesson includes hands-on activities, such as manipulatives, graphic organizers, and necessary to aid students’ comprehension. | 4/ 4 | 4 |  |
| Practice and application of the lesson concepts allow students to synthesize their learning. | 4/ 4 | 4 |  |
| In the summary, the teacher restates the objectives, reviews vocabulary and summarizes the lesson. | 4/ 4 | 4 |  |
| Appropriate assessment(s) for varying language level abilities is included in the lesson | 4/ 4 | 4 |  |
| **Lesson Plan Score** | **45/ 45** | 42/45 |  |

Evaluation of lesson by candidate: What was effective? What wasn’t effective? Why? What would you change the next time you teach a similar lesson? I feel this was a great lesson. When I arrived, I was told that the kindergarten had a special gathering at 1:00 which allowed me 30 minutes time. We went over time (appr. 1:15p.m. ending time) and I did have to end the lesson after 45 minutes. We reviewed the objectives and I did leave the sentence sheets as “homework”. Mrs. Preusser was going to have them complete them after the popcorn and movie time. The students were actively engaged and the students gave great answers. Even the ESL students were involved and excited. The only thing I will do differently when “pressed for time”, since it is not my room, is to make the sentence starters and pictures an activity to complete during differentiation time. (Similar to today’s time constraint, the lesson plan would be adjusted to reflect the changes.) It was pajama day in kindergarten and the students were very excited and eager to learn. It was a great lesson overall. I will be teaching this lesson again next week to two of the other kindergarten classes.

Comments:

What an engaging and memorable lesson! My only recommendations besides those that I wrote above in the rubric are that you consider writing the vocabulary words on the board (and having the students write them, too), and that you organize activity such that there can be pair or small group interaction (for promoting using the vocabulary words in context as they speak).

|  |  |
| --- | --- |
| Content Area:  Lesson Name:  Grade Level:  Language Proficiency Level(s): | Language Arts  Expository Writing  Sophomore in High School  All levels |
|  |  |
| Materials needed:  Key Vocabulary: | Graphic Organizer (same one as yesterday to help students become familiar with it)  Four types of candy (8 pieces 1st period, 11 pieces 2nd period) placed in a lunch bag  Expository, Order words, Thesis, Descriptive |
|  | |
| Anticipatory Set: (Motivation and Building Background) | In class yesterday we completed a graphic organizer. Who can tell me what we used the organizer for? What did we write about? What else did we discuss? Who remembers order words? Please tell me how we used them.  Together we completed a graphic organizer about making lemonade and then you wrote an essay with your partner. It was very exciting to read your creative essays. Today, we are going to use the same graphic organizer as we write about candy. We will examine the candy before we eat it and will share descriptive words to describe the texture (make sure they know what texture is)/feel of the candy along with the taste of the candy. |
|  |  |
| Standard(s): District and TESOL | Texas English TEKS  (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.  TESOL  Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts. |
|  |  |
| Lesson Objective(s):  Content and Language | TSWBAT list the order words on top of their graphic organizer.  TSWBAT complete a graphic organizer about the candy they ate.  TSWBAT write a paragraph using descriptive words in reference to the candy. |
|  |  |
| Procedures of Instruction for the Lesson: Presentation (language and content objectives, comprehensible input, learning strategies, interaction, feedback)  Practice/Application (meaningful activities, interaction, strategies, practice/application/feedback) | * Review activities from the vocabulary power point and creating a graphic organizer on how to make lemonade. * Pass out the graphic organizers and have students write the four order words on top of their graphic organizer. * Today we are going to use candy to help brainstorm and learn about descriptive words. There are five types of candy in this bag. We have Snickers, Milky Way, Hershey’s Chocolate Bar, Kit Kat, and Twix. * As a class, we are going to complete a graphic organizer together. We will use a Snicker bar to help us learn the process. (Twix will be used second period.) * Examine the candy. Please share some descriptive words about what the candy looks like. * You may now eat your candy. After you are done chewing your candy, please share some descriptive words about how the candy tasted. What was it like when you first bit into it? What did you taste as you ate it? * Record the words on the board and the students will record the words on their organizer. Talk about the various words shared. * Now you will have a chance to create a graphic organizer using another piece of candy. * You will each reach into the bag and choose one piece of candy. (I did check with Mrs. Salinas about using candy to confirm the students could have them.) * After you choose your candy, do not eat it. Find your friend who has the same type of candy. * Please write the name of your candy in the center box on your graphic organizer, just as we did for the Snickers (Twix). * After everyone has completed that step- you may now open your candy without eating it. Please look at the candy and share with your partner a word that describes your candy. * When you eat your candy, I want you to think about what it tastes like first, then what you taste (examples – nuts, caramel) as you eat the candy, and how it tasted overall. * Are you ready to eat your candy? Now, you may eat your candy and as you eat it, think of words that describe the candy. * When you have eaten it, you are to write down six words which describe the candy. With your partner (the person who had the same candy bar as you), create your graphic organizer using at least six descriptive words. * Once everyone is finished, share the organizers as a class. * Write a paragraph about the candy using descriptive words and order words. This may be written with your candy partner. * Students will read their paragraph when all are finished. |
|  |  |
| Summary: Review objectives and vocabulary with students and summarize learning  Assessment:  Assess learning  Assignment:  optional  Evaluation of the lesson by the teacher: How do you think the lesson went? | * Please share with me one order word that you used in your paragraph or listed on your organizer. * Please underline three descriptive words on your graphic organizer. * Review today’s lesson by asking the students what they learned during the lesson. * Assessment with be an informal assessment based on the answers to the questions asked. The answers provided by the students will determine how my next question will be presented. The questions will include higher order questions. * The organizers will be collected for Mrs. Salinas to preview. * No assignment will be given. |

SIOP Lesson Plan Scoring Sheet

Student Name: Jennifer Lotz

Lesson Name and Content Area: Expository Writing/Language Arts

Date lesson was taught: October 10, 2012

|  |  |  |  |
| --- | --- | --- | --- |
| **SIOP Feature** | **Self – Score** | **Instructor**  **Score** | **Instructor comments** |
| Key Vocabulary necessary for learning is listed | 3/ 3 | 3 |  |
| Anticipatory Set is adequate to build students’ background knowledge or activate their prior knowledge | 4/ 4 | 4 |  |
| Appropriate TESOL Goal(s) and Standard(s) has been added to the lesson | 2/ 2 | 2 |  |
| Content Objective(s) is clearly stated and written for students, appropriate and measurable. | 4/ 4 | 4 |  |
| Language Objective(s) is clearly stated and written for students, appropriate and measurable. | 4/ 4 | 4 |  |
| At least two different types of interaction are included. (Student-to-Student; Whole group; Small group, Partners) | 4/ 4 | 4 |  |
| Teacher models/demonstrates what is expected of the students using realia or pictures, as appropriate. | 4/ 4 | 4 |  |
| Reading, writing, speaking and listening are included at appropriate developmental levels. | 4/ 4 | 4 |  |
| Lesson includes hands-on activities, such as manipulatives, graphic organizers, and necessary to aid students’ comprehension. | 4/ 4 | 4 | Eating candy is a very memorable hands-on activity! |
| Practice and application of the lesson concepts allow students to synthesize their learning. | 4/ 4 | 4 |  |
| In the summary, the teacher restates the objectives, reviews vocabulary and summarizes the lesson. | 4/ 4 | 2 | You should review the vocabulary and restate objectives so that the students are aware of what they accomplished during the class period. |
| Appropriate assessment(s) for varying language level abilities is included in the lesson | 4/ 4 | 4 |  |
| **Lesson Plan Score** | **45/ 45** | 43/45 |  |

Evaluation of lesson by candidate: What was effective? What wasn’t effective? Why? What would you change the next time you teach a similar lesson? This lesson went very well. The students were interested in eating the candy and did a great job of writing. I did not feel that there was anything non effective. We were interrupted by a baby rat running the room, but we were able to get back on track. We ran out of time in the second period class so the students told me the order words as they handed in papers. Mrs. Salinas felt the lesson went well and she was glad to see students using descriptive words. My favorite word – exquisite. The student used her translator to find words to use. She was able to tell me what the word meant. It made my Hershey bar feel like a Ghirardelli bar.

Comments:

Kudos to you for being able to keep the class on track even after seeing a baby rat running around in the room! Just a few questions and observations:

* Where did the vocab words *thesis* and *expository* come into the lesson?
* I really liked the way that your lesson put students in the position of using the vocabulary that they know (or searching for that vocabulary)…very relevant to them for the pleasurable task at hand.
* You might want to consider making a lesson like this part of a larger framework in the minds of the students so that they understand why they are doing what they are doing (other than just “practicing language/practicing writing”). In other words, if you tell them “Good writers are able to make their audience experience what they experience. They do this by using descriptive words. Today you will get a chance to do just that…”
* Did order words (which made total sense in the lemonade exercise) fit with this lesson? Did that part work for the summary since it was not a focus of the main activity in this lesson?

EDUC 527 ESL Internship Mentor Form

Student Name: Jennifer Lotz

Mentor Name: Kimberly Recio

Mentor Position and School: Principal, Seele Elementary

Mentor Contact E-Mail Address: krecio@nbisd.org

1. Briefly describe what the EDUC 527 student did in your class or under your supervision, or about what activities that student consulted with you.

Jennifer worked with several of our ESL students in grades K-2. She actually consulted with the teachers of these students to find out their needs. Jennifer came in to our school two afternoons a week to pull these children for small groups. She worked with them in all areas of reading and reading readiness.

2. In your opinion, what are some of the greatest strengths that this student shows as a teacher of ELL students?

Jennifer is pleasant, kind to children, and knowledgeable and dependable. She was able to effect positive change in the short time that she was here. She enjoyed working with our students and developed a positive rapport with them. Our students (and our teachers) looked forward to working with her. We were all very disappointed that her internship was completed!

3. In your opinion, what are some areas in which this student could improve and grow as a teacher of ELL students?

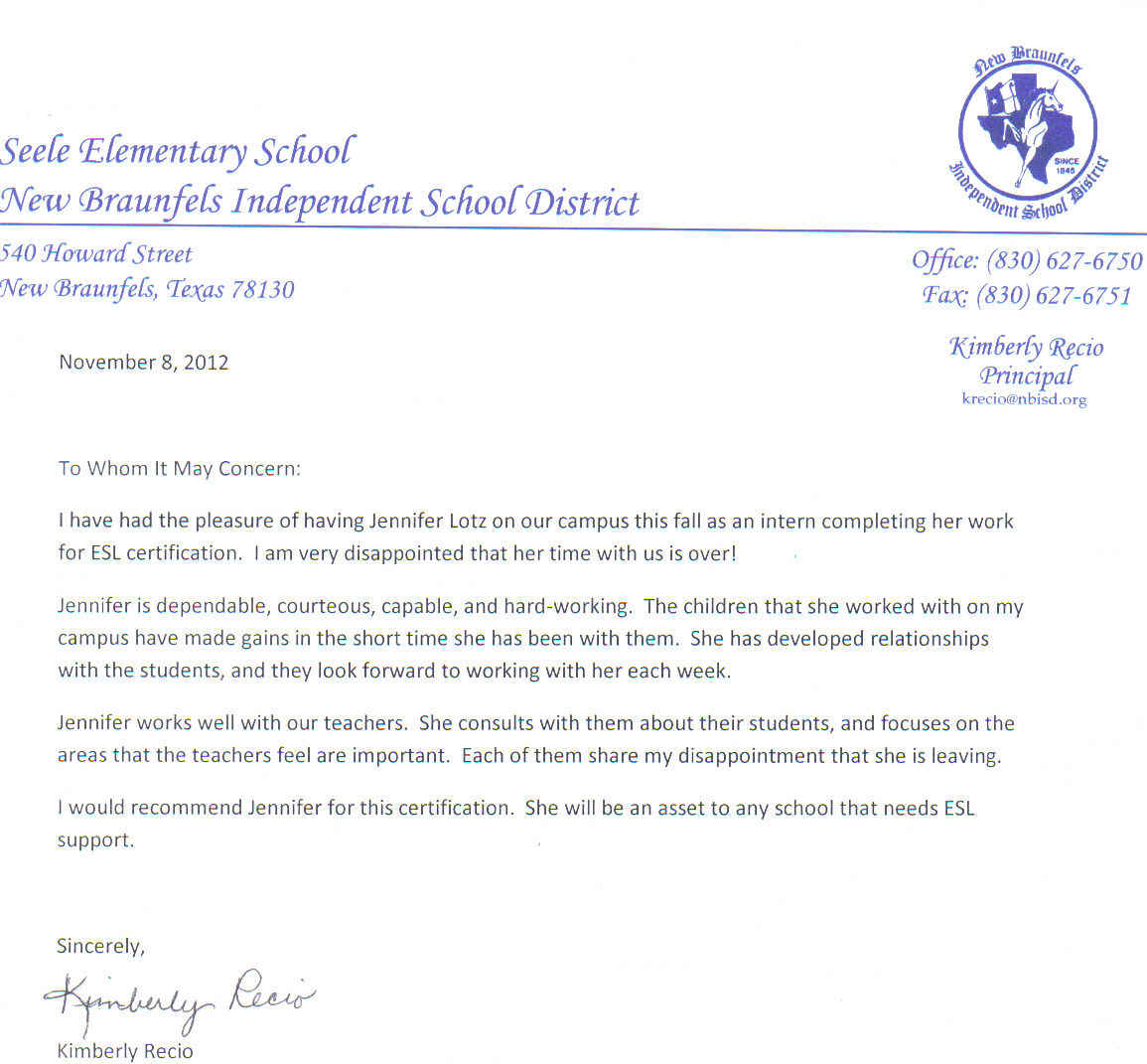
Just in the area of experience. She has wonderful skills to start, and will grow as she works with more children.

4. How do you perceive that this internship has made a difference in this student’s effectiveness in teaching ELL students?

Because we are a public school, our children come to us however impoverished (language, ability, experiences) they come, and we must find ways to meet their needs. We gave Jennifer some of our most needy students to work with. She met the challenge and even saw positive growth.

5. What further recommendations would you give to this student in regards to teaching ELL students?

Continue with professional development, there is always a lot of change in the area of education.



**English as a Second Language Student Success Plan**

Student name: \_\_Andrew\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_K\_

Homeroom Teacher: \_Mrs. Wassom ESL Teacher: \_Taught in the regular classroom with the homeroom teacher- Mrs. Wassom\_\_

**Initial Testing for ESL Placement**

Date of entry into District: \_August 2011\_\_\_\_ Date administered \_Spring 2012\_\_\_\_\_

TELPAS (Texas English Language Proficiency Assessment System) Proficiency Ratings:

Listening: \_\_Beginning \_\_\_\_

Speaking: \_\_Beginning \_\_\_\_

Reading:\_\_Beginning\_\_\_\_

Writing:\_\_Beginning\_\_\_

Comprehension and Composite Scores:

Comprehension Score:\_\_1.0\_\_\_

TELPAS Composite Score:\_\_\_1.0\_\_\_

TELPAS Composite Rating:\_\_\_Beginning\_\_\_

Number of years in District: \_2\_\_

Home Language: Spanish

Days in school: Zero absent days as of Nov. 15, 2012 (ie 51/57)

**Present Language Abilities**

TPRI (Texas Primary Reading Inventory) School Year Testing 2012-2013 Kindergarten

First test administered on October 3, 2012 (Some sections not administered due to previous section(s) not being passed.)

Screening Summary: Test Name - Number Correct Out of Number Possible (--/--)

SCR-1: Letter Sound - 10/10

SCR-2: Blending Onset-Rimes and Phonemes - 1/8

SCR-3: Letter Sound – Not Administered

SCR-4: Blending Onset-Rimes and Phonemes – Not Administered

PA-1: Rhyming - 1/5

PA-2: Blending Word Parts - 4/5

PA-3: Blending Phonemes - 1/5

PA-4: Deleting Initial Sounds- Not Administered

PA-5: Deleting Final Sounds- Not Administered

GK-1: Letter Name Identification - 26/26

GK-2: Letter to Sound Linking - 10/10

Inventory Summary: Word Reading

WR-1: Set 1- Not Administered

WR-1: Set 2- Not Administered

Inventory Summary: Comprehension

COM: Comprehension Questions - 4/6

COM-BOY: Comprehension Questions - 4/6

Andrew was retested on November 15, 2012. His scores went up considerably.

Screening Summary: Test Name Number Correct Out of Number Possible (--/--)

SCR-1: Letter Sound - 10/10

SCR-2: Blending Onset-Rimes and Phonemes - 7/8

SCR-3: Letter Sound – 10/10

SCR-4: Blending Onset-Rimes and Phonemes - 8/8

PA-1: Rhyming - 5/5

PA-2: Blending Word Parts - 5/5

PA-3: Blending Phonemes - 5/5

PA-4: Deleting Initial Sounds – 5/5

PA-5: Deleting Final Sounds – 5/5

GK-1: Letter Name Identification - 26/26

GK-2: Letter to Sound Linking - 10/10

Inventory Summary: Word Reading

WR-1: Set 1- 4/5

WR-1: Set 2- 3/5

Inventory Summary: Comprehension

COM: Comprehension Questions - 6/6

COM-BOY: Comprehension Questions - 6/6

Student Strengths

Andrew wants to learn and do well. He works much better in a one on one situation. He is full of love and joy. Andrew loves to draw and talk about Angry Birds. He does very well with me and loves to try and “trick me”. As our time together went on, he would run to me when I arrived. He was very excited about coming with me to learn more. We worked with the phonographics curriculum, along with additional resources that I brought, and it was a blessing for Andrew and truly helped him to better understand and learn to read and rhyme.

**Accommodations/Adaptations**

**Instructional Modifications Materials Modifications Assessment Modifications**

Alternative presentation / Textbook modifications Alternative assessment

Instructional method Materials modifications Grading modifications

In class assistance from Test modifications

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Change in lesson objective /outcome

English as a Second Language—Student Success Plan

|  |  |  |
| --- | --- | --- |
| Target Objectives  Content and Language | Strategies to implement | Results of Intervention |
| 1. Rhyming Words | 1. Games  Rhyming word books  Verbal interaction  Hands on rhyming  activities  Songs/fingerplays  Phonographics | 1. Andrew was able to rhyme words by the end our time together. His confidence truly soared and he was also able to make up nonsense rhyming words along with correct rhyming words. |
| 2. Blending sounds to create words | 2. CVC cards  Leveled Readers  Short vowel books  Verbal interaction  Songs/fingerplays  Phonographics | 2. Andrew was reading short books by midway through my time with him. Once “it clicked with Andrew”, Andrew began to soar and his confidence was amazing. He began to participate in class also. |
| 3. Writing | 3. Writer’s Workshop | 3. Andrew loved to tell me stories about Angry Birds from the first day we met. He began our time together by drawing pictures and I wrote the sentences he told me for his story. At the end of our time, he was writing a few words about his story. He was still able to share the whole story, but he was not afraid to write some words. |

Additional Comments:

Andrew loves to draw pictures in our time. We will work in a writer’s workshop form one day a week and work on rhyming and blending the other day. Blending will be integrated into the writer’s workshop. Andrew has shown much success so far in the three weeks I have been going to Seele. He loves the one on one help and is thriving in these meetings. His breakthroughs will hopefully transfer to the classroom also. He talks non-stop during our work time and I know that he is going to improve through these interventions. These interventions were based on speaking to Mrs. Wassom and his reading test completed last month by Mrs. Wassom.

November 15, 2012- After spending the past couple of months with Andrew, he has truly grown

in his confidence and ability to rhyme, blend sounds and read words/books, and writing. Andrew is reading early readers with confidence and excitement. He loved to tell Mrs. Wassom that he read a book with me and he also began to read to his mom at home. Andrew grew so much during our time together and as much as I enjoyed working with him, he was a true blessing to me also.

The student I selected as my target student was Andrew from Mrs. Wassom’s kindergarten

class. Andrew is repeating kindergarten with a different teacher than he had last year.

After meeting with Andrew and Mrs. Wassom, we determined that Andrew would benefit from

focused help in the areas of rhyming, blending sounds to create words, and writing. Using a

variety of games and activities, along with the “main curriculum, phonographics”, Andrew was

able to gain understanding of how to rhyme words, blend sounds to create and say words, along

with writing. Mrs. Wassom told me that in class, Andrew is participating and is excited about

learning. At the beginning of our time together, Andrew was a bit hesitant to come with me. I

know that he did not know me, although by the end of our time together, Andrew was waiting for

my car to drive up and would run to meet me. The changes that Andrew experienced were

phenomenal. His joy and excitement for learning and reading was very contagious. Brianna, the

other kindergartener with us, began to gain confidence and started to soar as Andrew’s

excitement grew.

Each session included a variety of strategies that were used. We began our time together using a

learning games. Andrew had to become comfortable with me and trusting of me and

games were a great way to teach him in a stress free environment. As Andrew became more

comfortable with me, the phonographics became the main part of our sessions. We would begin

with a book (usually read by me), complete our curriculum work, and end with a learning game.

When we wrote, we would write most of the session and still would end with a learning game.

As we went through our time together, we began to use games on the IPad as a learning tool.

Andrew loved the games for rhyming and reading and he gained new knowledge from playing

them. We did not use the IPad much, but the few times it was used, Andrew had a lot of fun.

The test Andrew was given was the TPRI (Texas Primary Reading Inventory). He took the TPRI

at the beginning of October and I retested him using the same TPRI test on November 15, 2012.

The first time he took the test, his scores were too low to complete six sections of the TPRI.

After our time together, his retest scores went up and he was able to complete all sections of the

test. Below is a chart comparing the first test to his second test.

|  |  |  |
| --- | --- | --- |
| TPRI Test Scores | October 3, 2012 | November 15, 2012 |
| SCR-1: Letter Sound | 10/10 | 10/10 |
| SCR-2: Blending Onset-Rimes and Phonemes | 1/8 | 7/8 |
| SCR-3: Letter Sound | Not Administered | 10/10 |
| SCR-4: Blending Onset-Rimes and Phonemes | Not Administered | 8/8 |
| PA-1: Rhyming | 1/5 | 5/5 |
| PA-2: Blending Word Parts | 4/5 | 5/5 |
| PA-3: Blending Phonemes | 1/5 | 5/5 |
| PA-4: Deleting Initial Sounds | Not Administered | 5/5 |
| PA-5: Deleting Final Sounds | Not Administered | 5/5 |
| GK-1: Letter Name Identification | 26/26 | 26/26 |
| GK-2: Letter to Sound Linking | 10/10 | 10/10 |
| WR-1: Set 1- Word Reading | Not Administered | 4/5 |
| WR-2: Set 2- Word Reading | Not Administered | 3/5 |
| COM: Comprehension Questions | 4/6 | 6/6 |
| COM-BOY: Comprehension Questions | 4/6 | 6/6 |

Below you will see a chart which includes many of the words that Andrew learned throughout

our time together. He could not read any of the words below at the beginning of my time with

him.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| bell | buzz | big | bun | net | jug | bug | dig | vet | rig |
| zip | rug | hill | jam | hat | bad | dot | dog | bag | hip |
| bud | rot | hot | hog | bat | jig | web | dug | mutt | hug |
| wet | tell | rut | pig | rat | tip | rig | let | gas | nest |
| job | mad | rob |  |  |  |  |  |  |  |

As the above charts show, Andrew’s intervention was a success. According to his teacher, Mrs.

Wassom said he is truly opening up in the classroom and his confidence level is much greater.

October 23rd was a day of true success. Andrew was able to read his CVC words and match

them with the pictures in the game at a 100% accuracy rate. The light in his eyes was something

that I will never forget. He went back to class glowing and was so excited to tell his teacher

what he did. Andrew works really well in a one on one situation and the extra one on one helped

make our sessions successful.

Mrs. Wassom is going to continue using a variety of strategies in the classroom to help Andrew.

The strategies I used with him were shared with her to use in the classroom. He is doing very

well and we do not want him to regress in his learning. Mrs. Wassom will be testing Andrew

using the TPRI test again in the spring. With a student teacher in the classroom also, Mrs.

Wassom will have the ability to work one on one with Andrew.

This experience with Andrew has been a blessing to me. To watch a struggling ELL student

grow in his confidence and knowledge, along with his excitement for learning, is amazing.

Andrew came a long way in our short time together and I am blessed to have been a part of it.

Philosophy of English Language Teaching

Jesus loves the little children, all the children of the world.

Every child in every land, Jesus holds them in His hand.

Jesus loves the little children of the world.

God has created each of us in His own special way and I am blessed to have the opportunity to teach His children. Teaching English language learners is a very important job. These students have the want and desire to learn and we need to provide that opportunity for them. As an early childhood teacher, I am blessed with the ability to teach in a hands-on, developmentally appropriate way. English language learners need to have an opportunity to learn in a meaningful way to help them grow as a learner. Because they do not have the language ability does not mean they do not have knowledge. Many English language learners are very educated in their native language and we need to help that come through in their second language, English.

Working with English language learners requires many of the same strategies as working in my early childhood classroom. Using manipulatives, hands on activities, graphic organizers, and games, to name a few, I will be able to reach our English language learner students and help them learn in a way they understand. The small group learning experience is a benefit as we are able to focus on what the students need help with and reinforce those areas of learning. A variety of strategies will be used in the classroom to reach all students and learning styles. Just like other students, the joy and excitement when the “lightbulb” goes off for them is great to see. The English language learner students are just like everyone else and want to learn and succeed.

My goal is to be able to reach and teach English language learner students in my local schools. I want to be able to teach them and show them how important and valued they are and to help them learn more each day. Valuing the student’s native language and finding strategies that work for each student will help students acquire the language and knowledge to grow and succeed. Each student has the gift and ability to be successful and that is my goal as a teacher- to help them find confidence and success.