***Description***

*The student I choose to work with during the Field Experience is a 5th grade female student. Her mother came to me after some concerns from her teacher. This student, I will refer to as Jane, was struggling in Math and needed some assistance with homework after school and possible weekends. Jane started first grade when she came to America and scored below a 5 on her ACCESS score that made her eligible for small group pull out and push in ESL service. I’ve made arrangements with her teacher for any upcoming quizzes or test so that I could help her prepare for these assessments. After talking with Jane’s mother, we’ve decided to meet for one hour per session on Wednesday’s after school and Sundays. Our first session will begin Sunday (10/08/17)*

**Day 1 Sunday 10/08/17**

**2:15-3:15pm**

Jane, her mother, and myself met to discuss why we were meeting. Jane’s mother expressed that she is struggling with counting while using the current strategy used to solve math problems. She shared how Jane’s teacher explained that Jane is not understanding the material in a timely manner and needs more time practicing different ways that will best build Jane’s understanding. Jane shared with me her homework from the previous week and we were able to discuss what she already knew from there. I noticed some problems were left unanswered, and I took this as an opportunity to see Jane in action. I also wanted to see what mom knew so that we could all be on the same page with teaching Jane and helping her improve (family working together).

After discussing what Jane knew, she shared how they just started to learn about evaluating expressions with parenthesis. Jane expressed that she thinks she understands but needs more time to practice. She knows the basic math with the addition and subtraction symbols, but is getting confused with the parenthesis and brackets and her misunderstanding is of what the outside number should do with the other numbers in the parenthesis or brackets. She currently is not in an afterschool program due to lack of transportation to and from school after school hours. I was able to guide Jane through her unfinished work and briefly discuss some vocabulary that will help her to solve these expressions.Researchers say “Developing a strong vocabulary is an important area of focus for ELLs who are building their reading comprehension”, (Burns, 2013). I performed a [content area](http://www.colorincolorado.org/sites/default/files/content_0.pdf) progress monitor to show what Jane already knew and where she was in the classroom in terms of performance level. She scored below level. From here I was able to recommend some sample problems that consisted of simple repeated addition and multiplication. I want her to have a clear understanding on how the two relate and how they are different. She was able to complete most of the repeated addition and showed some weaknesses with multiplication. For our next session, I will begin with some multiplication flash cards and addition cards as well. Doing this should increase her ability to see the numbers together and get a quicker response on the correct answer. Our goal is for her to spend more time on the expression and less time on the addition portion of the expression.

**Day 2 Wednesday 10/11/17**

**3:50-4:50pm**

Prior to our session today, I got in contact with Jane’s teacher to discuss what they were doing in math this week. She was able to give me a copy of their week at a glance. I was fortunate to get an understanding of what Jane was learning this week. Monday they began evaluating expressions, but Jane was just now understanding what expressions are.

Today, Jane and I reviewed multiplication and addition. We compared an addition problem to a multiplication problem that had the same answer. For example 8+8+8+8+8+8= is also the same as saying 8 six times or 8x6=?. We started of with flash cards for the first ten minutes of the session and transitioned to a fluency [handout](http://www.thecurriculumcorner.com/wp-content/pdf/multiplication/Multiplication%20Eights%20-%20Set%201.pdf) from [The Curriculum Corner](https://www.thecurriculumcorner.com/). We continued to practice with several repeated additions and focused on their similarities. I introduced an online app called [Splash Math](https://www.splashmath.com/), where she could practice multiplication games on her level and progress through a monitored system. Burns suggest, that teachers who use technology with ESL students promotes growth (Burns, 2013). She expressed that she struggles to keep up and gets confused because the teacher goes too fast and she is unable to complete the work in the appropriate time. Students of a second language commonly need more time to listen, process, and react. Researchers suggest, ELLs often need extra time to decipher and understand the meaning of an assessment's content. (Alrubail, 2016).

I also introduced the acronym P.E.M.D.A.S and gave this as a homework assignment to increase her understanding of order of operations. She expressed that she was not aware of this order and was trying to put the entire puzzle piece together without paying attention to the small details. We practiced on a couple of expressions as 2(4+3). I discussed with Jane how the P.E.M.D.A.S was the order we use when evaluating expressions. We only focused on where to start first and next. We tried a couple of examples on Splash Math to build fluency.

**Day 3 Sunday 10/15/17**

**2:15-3:15pm**

Today we reviewed the acronym P.E.M.D.A.S. We discussed the importance of an order when expressing operations. We reviewed some of her homework from the week and noticed an increase in understanding of the method but is still behind. We used the problem 3+4x4 as a review. We first solved the problem with 3+4 and then did 3 by itself and made an array of 4 by 4. We compared the value of the two and it was noticeable that they were two different answers. We continued to work with flash cards and multiplication fluency. Before she scored a 16/25 today she scored 20/25. I’ve noticed her multiplication skills increasing but she is still struggling with the actual order of expression. I decided to help her with working backwards so that she can identify the WHY when evaluating operations. We worked on whole numbers and tried to work backwards. For the number 17, I asked her how can this number be broken up into two parts. We worked together and configured:

23

20+3

(4 x 5) + 3

[4 x (30 ÷ 6)] + 3

[4 x (15 x 2 ÷ 6)] + 3

After breaking the number 17 down, Jane had a better understanding of the WHY. We continued to work on other whole numbers and broke them down in this order. For the remaining of the session she practiced on Splash Math and was able to go to another level of the app. She improved in her multiplication and visual on order of operations.

**Day 4 Wednesday 10/18/17**

**3:50-4:50**

Today we started with a quick fluency check and Jane scored 24/25! I was so excited and proud of her. She has been taking initiative by working on her own and involving her family to help her perform better in this field. We continued to work on homework and Jane felt more comfortable working independently but showed some struggle when equations included divisions. I’ve noticed that this is an area of weakness. She will need more one to one service on repeated subtraction and division as well. As for seeing an improvement on her ability to evaluate expressions with parenthesis such as 4+(2x8) and 10+(8x7), I decided to challenge her on more multi step expressions. Her teacher expressed to me earlier in the week that solving more than one step was her area of weakness. I gave her some problems like 4+2(4x5). We talked first about what part of this expression should we look at first. With the P.E.M.D.A.S strategy she understood that she should look at what is inside of the parenthesis first and then move outward. Fortunately, she was able to do this expression independently!

I continued to provide different expressions with the different forms of operations (not including the Exponent or Division. She performed her task independently and was successful. I then allowed some discussion time for her to explain what steps she took to find her answer. We worked on dry erase boards and wrote out the expression horizontally and found our answers vertically. We timed a couple of expressions to build engagement and made it into a competition between herself and I. She enjoyed this a lot, so we continued until our session was over.

I spoke with Jane’s mother after the session and we discussed her progress. Her mother shared that she has an exam on everything she learned on order of operations and evaluating expressions. We discussed doing a review for our last session to better prepare her for her assessment.

**Day 5 Sunday 10/22/17**

**2:15-3:15pm**

Today we discussed Jane’s progress and I shared how proud I was to see how much she has grown. She shared how thankful she was for me helping her and we both shared our gratitude towards each other. We practiced with fluency sheets and explanations of expressions were demonstrated on the whiteboard by Jane herself. Before the session I created an assessment of ten questions with multi steps expressions for Jane to take on her own. I gave her a nice pep talk and gave her time to complete the assessment. After pacing around Jane, I noticed she was getting most of her answers correct. I allowed her to continue. Once she was done I checked her work and I asked her to explain what she did for a couple of the ones she got correct. She did get two answer incorrect, she was off by a number. The problem was 14+(6x4-7). She multiplied correctly but miscounted and subtracted 6 instead of 7. Fortunately she quickly saw her mistake when I pointed it out and was eager to fix the problem. We talked about checking our work and looking back to make sure all steps were completed before moving on.

 Later in the week Jane called me and told me she passed her exam! I was so happy to hear that! My heart was warm and it reminded me of why I chose to teach. The joy young scholars get when they have successfully completed a task on their own, especially after pushing through the hard stuff.

*Jane has spoken Spanish her entire life but was introduced to English when she first came to the country when she was 5 years old. Her father is bilingual but is usually working when Jane is home. Her mother only speaks Spanish but was a teacher in her native country. Jane is at a stage 4 where her language proficiency is close to mastery but still progressing.*

*Objectives and assessments are appropriate with students ability level, English proficiency level, ELL practices and context.*

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| --- | --- | --- |
| ***Objectives*** | ***Assessment***  | ***Was the objective met?******(Evidence of student learning)*** |
| The student will solve repeated addition problems using numbers 4 through 9 | (Formative) I will provide student with a fluency check/splash math | No, Jane scored 16/25. Jane shows slow progression and some understanding of the material. |
| The student will solve multiplication problems using single digit numbers. | (Formative) I will provide student with a fluency check/ splash math | No, Jane scored 20/25. Jane continues to show progression towards understanding multiplication concept. |
| The student will understand the *why* of order of operations. | (Formative and Summative) Compare and Contrast two different expressions with the same numbers (Day 3) | Yes, Jane was able to see the difference between the two expressions and briefly explain why. Closer to mastery. |
| The student will evaluate expressions with parentheses | (Formative and Summative)I will provide students with different expressions and the student will explain steps to solving expressions and tell which order is best used. | Yes, Jane was able to solve most expressions correctly and explain her way of thinking and the importance of the order she chose to get the correct answer. |
| The student will evaluate multi step expressions with parentheses. | (Formative and Summative) I will provide student with ten expressions to solve independently. | Yes, out of ten problems she missed two. Jane was successful while taking the assessment. |
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***Resources***

Alrubail, R. (2016). Equity for English Language Learners. Edutopia. Retrieved from <https://www.edutopia.org/blog/equity-for-english-language-learners-rusul-alrubail>.

Rusul shares different ways to bring equity for ELLs. She shares different strategies that can be used in the classroom to help students be successful in the classroom.

Burns, M. (2013). Free Apps to Support Vocabulary Acquisition by ELLs. Edutopia. Retrieved from <https://www.edutopia.org/blog/apps-support-ELL-vocabulary-acquisition-monica-burns>.

Monica discussed how there are so many different forms of technology that can help improve ELL students ability to learn and comprehend another language. She suggest some great tools and tips to use in the classroom and different apps that can be downloaded on apple or android stores.

[SplashMath](https://www.splashmath.com/)

The IRIS Center. (2011). Teaching English Language Learners: Effective Instructional Practices Retrieved on [month, day, year] from <http://iris.peabody.vanderbilt.edu/module/ell/> .

Great tool introduced in this module and allowed me to get a better look on what it takes to teach an ELL student. My initial and final thoughts are shown below.

**Initial Thoughts vs Final Thoughts**

**What do teachers need to know about students who are learning English.**

What I think teachers need to know about students who are learning English is that they may need more explanation on how to do things. Teachers should have lots of visuals so that students can see and possibly relate to what they may think it is. Teachers should speak slowly and clear so that students can focus on what is being said and not just words.

After taking the challenge and tutoring an ELL student, I still agree with my initial thoughts, but I’d also like to add that teachers need to know about different resources that are available to help English Language Learners. I also think teachers need to be able to facilitate students in the appropriate way and on each student's level of independency. I also think teachers need to know that students may need more resources to perform a task along with more guidance and reassurance to build confidence.

**What are some general instructional practices that can be beneficial to students who are learning to speak English?**

Some general instructional practices that can be beneficial to students who are learning to speak English are lots of images. Most likely, students will have seen an image from a picture in their Native country or in their neighborhood and can find a connection. I think audio will be great for an instructional practice. Incorporating both visual and audio could possibly help students understand more of what they are learning. When it comes to speaking, maybe access to voice phones, so that students can hear themselves speak and even having a speaking buddy, that could help them practice speaking in English.

 I also still agree with my initial thought but can add on to this as well. Some practices that can be done is incorporating more technology that can build fluency for both language and content. After reading some of the articles that helped with the tutoring, I learned that many researchers have found several ways to differentiate lessons to improve students ability to learn English along with content.

**What should teachers consider when testing students who are learning to speak English?**

I think teachers should consider allowing students more time to decipher what is being asked and then time to think on how to answer the question. I think little distraction and possibly a small group when administering an assessment.

 I also would like to build on to my initial thoughts for this question. I also think that questions should always be read to students to make sure they are understanding what the assessment is asking them to do. Arubail suggests, that teachers should consider assessing students separate from language and content. While language would consider grammar, phonics, and comprehension, content will show if the student was able to grasp the concept of the subject (2016). Allow students with accommodations as access to resources such as dictionaries or thesaurus.