The Field Experience component submission has three elements - *field experience description, objectives and assessments,* and *resources.*

1. **Field Experience Description:** Briefly identify and describe the following
   o The setting of the field experience (e.g., in a classroom, at a community organization location, etc.)
   o 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)
   o The days and times that you met with the student
   o Ways in which you interacted/engaged with the student (including pedagogical strategies)

The student I worked with is a former student of mine. His father's job changed in the middle of the year so they moved to a different county (away from the school, but closer to where I live). The student is an upcoming third grader who receives both ESOL and Special Education services including speech. He is eight years old, loves animals and music (especially violins). He is the youngest of three children and his grandmother is here visiting from Puerto Rico until September. Dylan (pseudonym) is in the Beginning stage of language acquisition (WIDA's Level 2). His Basic Interpersonal Communication Skills (BICS) or social language is more advanced than his Cognitive Academic Language Proficiency (CALP) or academic language. Dylan's interest in Animals does give him an advantage over some of his former native English speaking peers. He was/ is exposed to vocabulary concepts related to animals through the materials his parents expose him to via books, videos, television programs, activities, etc.

We met at a public library near his home for five (5) for approximately one hour (average time) each visit. We met during the following days and times: Wednesday, July 16th from 1-2; Thursday, July 17th from 1-2; Friday, July 18th from 1:30-2:30; Saturday, July 19th from 11-12, and Tuesday, July 22 from 11-12.

I incorporated the following strategies during my visits with Dylan: using pictures, pointing and gesturing, using images on the computers, color coding information, talking, asking questions and providing wait time, reading text to provide background information and initiate conversation, smiling, nodding, and modeling.

Day 1: We focused on Feeling and emotions by reading two short stories and completing the activities including drawing expressions on faces to match the statements given. This was a good activating activity to get reacquainted with one another. We laughed and had fun.

Day 2: We focused on identifying the parts of a flower (seed, root, stem, leaf, flower) by matching the words to the parts of the flower (cutting and pasting).

Day 3: I wanted to continue with Plants, but Dylan seemed bored so I moved on classifying animals by their movements (walk/run, hop, fly, swim). This was also a cut and paste activity. It was a good idea because of his interest in animals. We spent some time on the computer. We viewed the BrainPop Jr. video on classifying animals.

Dylan likes Moby. I showed him the picture of me with Moby that was taken at the at the ISTE conference. I showed him one of me and Curious George too!

Day 4: This session was less structured. We talked more and focused on placing groups of words into categories. The categories were provided via a word bank, which is a form of scaffolding. He had to write more for these activities as compared to the others. Dylan has common letter reversals, and they increase when he is tired.

Day 5: Two days had passed and honestly, I had the information I needed, so I allowed Dylan to complete a couple of cut and paste activities. Although cutting and pasting, he was grouping items according to a preset criteria that loosely related to animals.

The sessions were easy and his social language has improved, although I did notice that his level of motivation was about the same- at certain times of the day, Dylan would become disinterested probably as a result of language fatigue. I usually allowed him time to explore animals or listen to classical music on the computer. It is summer, and he knows that school is out.   My timing was not great because summer is almost over and for us to meet and complete school activities was not the best use of his personal time during his summer vacation, but I am grateful for the time.

Finally, I used the items that I could pull together is a short time. I wasn't quite sure what I was going to do, it just evolved from my lesson plan and multimedia project, which I did show to Dylan, but we did not go through any of the activities. I really did try and keep things simple and easy going.

I attached the paper activities that Dylan completed, there a few activities that we did not have time to complete or decided not to do for other reasons. I tried to tie the activities to either plants or animals for consistency. I used What I had because I wanted artifacts to refer to.