



## Teaching English Language Learners Program

Winter Quarter Fieldwork Time Log – 2023

**Name:** Cecilio Huerta

**School/Grade level or Community Based Org:** Capital High School

**Supervisor/Teacher Name:** Leierer, Benjamin

Date	Time-In	Time-Out	Total Hrs.	Briefly describe the things you did
				Complete 20 hours per quarter and maintain a record of hours that includes observations, new knowledge and learning, key ideas, questions related to EL/ML education and learning practices.
1/24	1:00 pm	4:30 pm	3:30	In the classroom there was a new arrival from Honduras. The class as a whole was working on learning Ethos, Pathos, and Logos and a couple of students were working on individual work. I worked with a student on her health class presentation. Alongside my teacher, we had her present to us, and worked on her pronunciation.
1/25	11:30 am	3:30 pm	4	Today I joined a student in her algebra class. In the class she seems to understand some of the concepts, however, she had difficulty understanding majority of the work. This is due to not knowing what the content related terms mean, as she is an emergent English learner. Even as I try to explain the terms in Spanish, she did not reach this level of math back in Guatemala, so it proved difficult.
1/31	12:30 pm	4:30 pm	4	With a group of students, I supervised them working on a poster. This was a post reading strategy, as they were highlighting the themes of the book, they had just finished reading a couple of days before. Their poster included pictures, quotes, and their own summaries. Later in the day I also worked with a student on a story she wrote for her language arts class, she struggled with spelling, so we worked on reading the story out loud, as in to sound the words out; together we made corrections.
2/1	9:00 am	3:00 pm	6	Today primarily focused on finals; I mostly worked on helping the new arrival and emergent language learners on understanding the questions on their tests.
2/14	1:00 pm	3:00 pm	2	Today the students were preparing to begin a new reading unit in which they will read the book, <i>The Hobbit</i> . Today a pre reading strategy was used, the students did research on the author (e.g., his hobbies, interest, education, life, etc.). This helped peak some students interest, as I heard one student say, "I didn't know he was in war!"
2/22	12:00 pm	3:00 pm	3	Today I joined the same student in her algebra class. She had been struggling with adding and subtracting negative numbers; she had been given a sheet a paraeducator in Spanish that explains how to do some functions, however, I believed it to be difficult to comprehend some of the language. I worked with her and tried to facilitate by using a number line, and have her show me what she knew before stepping in.
2/28	1:00 pm	3:00 pm	2	Today we began reading <i>The Hobbit</i> in around robin style, in small, guided reading groups. I stepped in with a group of all Spanish speakers; the book was available in both Spanish and English. I asked the students witch version would they like to read, to which they responded, "En Ingles para practicar". This made me happy, as I believed they felt they were in a safe space where they weren't afraid to make mistakes
3/7	2:00 pm	4:00 pm	2	This time I worked with students on budling their high school and beyond plan.
<b>Total Hours: 26 Hrs 30 Min</b>			<b>Mentor Signature:</b> 	