**Analyze:**

We suspect that some of the bad days we saw early on were the result of tension between David and another student who was also adopted from the DRC. When David started I thought that because of the quiet and reserved personality he would be slow to develop English, but I am beginning to believe that he is going to be slow developing the social language, but develop the academic language more quickly. He is learning math concepts quickly: double digit addition and subtraction with regrouping and multiplication facts. He also is quickly picking up the newly introduced vocabulary: parts of the body, places around the school, and school supplies.

**Action Plan:**

Based on my observations, and feedback from the classroom teachers in the last two weeks, I feel confident that that we are on the right path to seeing the greatest success in language development for David. We will continue with the current pullout schedule: 30 minutes for math in the morning, and 30 minutes for vocabulary development in the afternoon. At this time we will monitor the development of social language, but there are no concerns at the present time. I believe with the open communication, between David’s parents, his classroom teacher, and myself, we will notice any potential problems or concerns and address them early.

**Focus:**

David is a new student who has recently been adopted from the Democratic Republic of the Congo (DRC); David is not his real name.

Kim Dike

November 7, 2015

Jw responds to kd 11.13.15

**New Questions Emerge:**

Should we address math skills based on grade level material, or start at the basics and build on that? Joan’s reply: Start where David is. Can you hear John Dewey?

**Interpret:**

David has a strong supportive family who want~~s~~ the best for him and supports him in his new life and education. He has a strong support system at school, including a native-speaking Lingala paraprofessional. He has a classroom teacher who believes in him, an ESL teacher who can see his potential. And he has the drive to be an amazing student, but more importantly an amazing member of society.

**Describe:**

**Life in Congo:** David is a 9-year-old boy who was recently adopted from the DRC. We have received very little information about the last few years in an orphanage in Mbuji-Mayi, Congo. While in the orphanage David slept on a concrete floor and was given one meal a day- typically a mix of oatmeal and spinach. He has had some education, but we are not sure how much or how good it was. It is our understanding that he does not have any living immediate family members. Languages spoken by David, prior to coming to the U.S. include: Lingala.

**Life since coming to the U.S.:** David was in the U.S. for one week before his adoptive parents enrolled him in public school. He was very quiet and seemed very reserved. The only words spoken were: “home”, “no,” and “hi”. Two weeks later he now has close to 50 words in his [receptive or productive?) vocabulary. Day 2 was very rough; David complained that his “head pained”, but everyday since has been better. David typically smiles and waves in the hall. He has been quick to learn math skills and his English vocabulary has been growing at a steady pace. He still does not talk with his classmates. Do his classmate interact well with him?