



english for **NEW
BOSTONIANS**

ESOL for Parents and Caregivers Curriculum

School Involvement:

Unit 2A *Parent-Teacher Conferences*

version for classes being taught in person

Activities:

- #1: Overview to Parent-Teacher Conferences (power point)
- #2: Welcome Parents: A We Speak NYC video (b)
- #3: Learning the Vocabulary
- #4: Watching Videos of Parent-Teacher Conferences (b)
- #5: Preparing for Your Teacher Conference (b)

Developed by Susan Klaw
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About English for New Bostonians

English for New Bostonians (ENB) invests in the future of our region by fostering a high-quality ESOL system that prepares immigrants to pursue their educational, economic and civic aspirations. Through grant making, training teachers, and building public awareness, ENB expands the number of English for Speakers of Other Languages (ESOL) seats, improves program quality across agencies, customizes curricula to diverse subpopulations, and leverages private and public resources. Founded in 2001 by the Mayor's Office for Immigrant Advancement (MOIA), immigrant leaders, and local foundations, ENB now involves several city departments, approximately 20 public and private funders, and numerous community organizations.

About the ESOL for Parents and Caregivers Initiative

Through ESOL for Parents and Caregivers, ENB guides ESOL providers and immigrant-rich schools in building partnerships to facilitate parent engagement in schools, enabling parents/caregivers to improve their English and digital literacy skills, navigate school systems, and understand expectations and opportunities for school involvement and ways to optimize children's learning. At the same time, ESOL for Parents helps adults prepare to pursue their own educational and employment goals, *while supporting children's learning – aiming to eliminate multigenerational poverty.*

About Susan Klaw

Susan Klaw has directed, taught in, and developed original curriculum materials for Boston-based parent ESOL programs since 1991. She has delivered extensive training locally and nationally on various aspects of Family Literacy and been named a "Literacy Champion" by the Massachusetts Literacy Foundation, Parent Educator of the Year by the Children's Trust Fund, and Adult Educator of the Year by the Massachusetts Coalition for Adult Education.

About the ESOL for Parents and Caregivers Curriculum

The Curriculum (on ENB website and available free of charge) gives ESOL teachers background materials, lessons and activities designed to help immigrant parents learn English and become more effectively involved in their children's education. Selecting curriculum units and lessons relevant to their classes, ESOL teachers can orient immigrant parents to the U.S. school system and provide practical skills such as interpreting report cards, participating in teacher conferences, advocating for children, and supporting children's learning at home. While some information is Boston specific, much can be used in any locale. ENB can assist in adapting materials for school districts. Additionally, ENB offers a Companion Middle/High School Guide, as well as a Digital Learning Guide to support online instruction.

Using the ESOL for Parents and Caregivers Curriculum

All materials are intended to be downloaded and widely used. Please cite English for New Bostonians and credit English for New Bostonians on all reproductions. We welcome feedback and stories on how you and your students are using the ESOL for Parents and Caregivers Curriculum!

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ACTIVITY #1: OVERVIEW TO PARENT-TEACHER CONFERENCES

Note to Teachers: This unit will take a several classes to complete. It is best done prior to whenever the first parent-teacher conferences are actually scheduled. As always, feel free to preview and choose among videos and power points you want to use.

Rationale:

Schools have parent-teacher conferences at least once a year and it is important for parents to attend those meetings and to know what to expect.

Student Objectives:

- Students will increase their familiarity with parent-teacher conferences.
- Students will practice asking questions in English they might ask the teacher at a conference.

Materials:

- YouTube Powerpoint: ESL-Parent-Teacher Conferences for Immigrant Parents, <https://www.youtube.com/watch?v=l84YkD9i16c>
- YouTube Video: Parent-Teacher Conferences (en espanol) https://www.youtube.com/results?search_query=parent+and+teacher+conference+s+en+espanol

Activity Outline:

1. Explain objectives.
2. Write opening discussion questions on the board. Read them aloud together and then have students discuss them in small groups/pairs.
 - Have you been to a parent teacher conference? What happened?
 - How did you feel about the conference? Why
3. Watch the ESL-Parent-Teacher Conference for Immigrant Parents power point. It is designed for intermediate level students who may not be familiar with the purpose and process of parent teacher conferences in the U.S. Watch it slowly with the class, pausing and discussing as you go along. Have the class practice aloud the questions.

Follow-Up:

- Have students watch the power point again as homework so they get more practice asking different types of questions of the teacher.
- For Spanish speakers, suggest they watch the You Tube Video Parent and Teacher Conferences (en espanol). This five minute video in Spanish stresses the importance of attending conferences and being prepared for them.

ACTIVITY #2: WELCOME PARENTS: A WE SPEAK NYC VIDEO

(Can be used/adapted for use with beginning level students)

Note to Teachers: All of the **We Speak NYC** video episodes are 20-25 minutes long and come with a host of supplementary materials for English practice. There are also additional teacher resources. Before launching into this activity, watch the Welcome Parent video and explore these materials. Depending on the level of your students, decide which materials you want to use. This is a good opportunity for differentiated instruction. Because students typically enjoy these videos, they work well assigned for independent viewing, followed by in-class discussion. There are two seasons, with nine episodes in each season, each one on a different high interest topic.

Rationale:

Teacher conferences are often stressful for immigrant parents who are struggling with English and with an unfamiliar school system. This video and its many supporting materials, both in print and online, encourages parents to support each other as they prepare for parent conferences.

Student Objectives:

- Students will see and discuss ways in which parents can support each other and take on leadership roles.
- Students will practice listening, speaking, reading and writing skills.
- Students will be exposed to a wonderful ESOL video series, We Speak NYC
- Students will be able to do ESOL exercises online.

Materials:

- Short Story: My Name is Fatima, 25 minute Video, Welcome Parents, On-line Exercises, Practice, and Study Guide Exercises: <https://wespeaknyc.cityofnewyork.us/episodes/welcome-parents/>

Activity Outline:

1. Explain objectives.
2. With beginning level students, read the Short Story, My Name is Fatima, before students watch the video. It is a simplified version of the same story in the Welcome Parents video. You find it under Downloads. You can print multiple copies of it to read as a text, or project it and read it together on the screen.
3. Watch Welcome Parents as a group or assign it for independent viewing. Make sure students know how to turn on the caption (CC) function as it makes it easier to understand the video. Encourage them to watch the video at least twice.

4. Have students make a list of three things they liked about the video and to name their favorite character. Then have students discuss what they liked in small groups or breakout rooms.
5. Give students a packet of materials to complete from the study guide or assign them certain on-practice exercises to do.

Follow-Up:

- In coming weeks, watch and discuss other of the We Speak NYC videos.

ACTIVITY #3: LEARNING THE VOCABULARY¹

Rationale:

Schools have parent-teacher conferences at least once a year and it is important for parents to attend those meetings. If Ell/Immigrant parents can learn some of the vocabulary teachers might use ahead of time and the issues teachers might address, they will get more out of the conference.

Student Objectives:

- Students will be better prepared for parent/teacher conferences.
- Students will learn 12 new vocabulary words related to parent/teacher conferences.

Materials:

- Video: “Parent Teacher Meeting,” three minutes:
<https://www.youtube.com/watch?v=opJiN2r7-Gc>
- Handout: A Conversation with your Child’s Teacher
- Handout: A Conversation with your Child’s Teacher- Vocabulary Definitions
- Handout: (optional): Parent-Teacher Conferences—Forming Negatives

Activity Outline

1. Explain objectives.
2. Show the video “Parent Teacher Meeting”. Make sure to project it with English captions as that makes it easier to understand. Watch it two or three times. Ask students:
How do you think the parent felt after the conference? Why?
Did the teacher give the mother good suggestions to help her daughter at home?
3. Distribute Handout: A Conversation with Your Child’s Teacher. Read the dialogue all the way through once. Then read it a second time, pausing to define the underlined words in context. Ask students to read along with you.
4. Have student pairs read the dialogue, alternating roles.
5. Work on vocabulary definitions.
 - Read each sentence that contains an underlined word
 - Have students attempt to define words and write those definitions on board, arriving through the group process at a fairly accurate definition

¹ This activity is adapted from “A Guide to Family Literacy for ESOL Teachers and Parent Educators,” prepared by the Community Learning Center, Cambridge MA, 2007.

6. Distribute Handout: A Conversation with Your Child's Teacher – Vocabulary Definitions. Read definitions aloud and have students complete practice sentences.

7. Vocabulary game--Play **Match it Up**. Divide students into teams. Each team gets an envelope which contains the words and the definitions on separate pieces of paper. Index cards work well. Team members have to pair the word and the definition. Whichever team finishes first, wins.

Follow-Up:

- If you have already taught the negative, a good way to review is with the handout: Teacher-Parent Conferences—Forming the Negative.
- Use Quizlet to make a set of flashcards and give students the link to practice the meanings of the words in a variety of ways.
- Have students write their own sentences, using some of the vocabulary words. Correct these and type them up for a further review, either as a sentence completions or dictations.
- Have students write or tell stories about any personal experiences with parent/teacher communications.
- Have students contact their children's schools to find out when Parent-Teacher conferences are scheduled and report their findings back to the class.

Handout: A Conversation with Your Child's Teacher

- Teacher: Good evening, (parent's name). It's good to see you. Thank you for coming in this evening.
- Parent: Thank you for inviting me. How is my son doing this semester?
- Teacher: I'm pleased with his progress. I'm seeing improvement, especially in his reading. Have you been reading with him at home?
- Parent: Yes, I am. I followed your suggestion and told him that he had to read to me for a half hour every night after he finishes his homework. We have a new rule. He and his sister can't watch TV until their homework is done.
- Teacher: - How is this plan working?
- Parent: Sometimes it works well, but often it is difficult. My son is easily distracted by noise in the house - the telephone ringing, other people talking. It's hard for him to concentrate.
- Teacher: He is easily distracted in school also. When he doesn't concentrate, he makes careless mistakes, especially in math. We are working on this problem. Most of the time, though, he is very cooperative. He gets along very well with his classmates. He's a pleasure to have in class.
- Parent: I appreciate your comments and suggestions. I will continue to work with him at home.
- Teacher: Thank you for coming in. I will let you know how he is doing. Please stop by if you have any concerns or you can give me a call if that is more convenient.
- Parent: Thank you again. Goodbye.

Handout: A Conversation with Your Child's Teacher – Vocabulary Definitions and Practice

progress - moving ahead to a goal.

Example: Our goal is to clean every room today. We have made a lot of progress. We have cleaned half the rooms in 2 hours.

improvement - getting better or making better. The verb is 'to improve.'

a suggestion - an idea about something you can do in a specific situation

distracted - your attention doesn't stay on one thing, like the book you are reading.

Example: When I try to do my homework, I get distracted by the television.

concentrate - to focus your attention on something you are doing, like reading a book. If you hear talking, you don't pay attention. You keep reading.

careless - not thinking carefully about what you are doing.

cooperative – willing to do what you're supposed to do; doing what the teacher says; working well with others.

to get along with – to have a good relationship with others.

He's a pleasure to have in class - It makes me happy to have him in class

I appreciate - something you are thankful for

a concern - something you are worried about

convenient - easy to do; it fits with your schedule

Directions: Fill in the blanks with the best word from the vocabulary list.

1. I really _____ your help. It was very nice of you to take care of my son this afternoon.
2. My children _____ with their cousins. They love to play together.
3. I would like to talk with you. This afternoon is good for me, but if tomorrow is more _____ for you, that's fine.
4. I'm trying to study for my test, but with all this noise it is hard for me to _____.
5. I'm trying to focus on learning these new vocabulary words, but when I hear a song like that on the radio, I look up and listen. I'm easily _____.
6. Thank you for your _____. I will try to read to my daughter more at home.

Extra Credit: Write two or three sentences yourself using the vocabulary words.

- 1.
- 2.
- 3.

Handout: Parent-Teacher Conferences—Forming Negatives

Directions: Here are some things parents or teachers might say at a conference. Change each statement to the negative.

1. Teacher: Raymond is handing in his homework regularly.
2. Parent: Sylvia came home happy yesterday.
3. Teacher: Samuel finishes his work quickly enough.
4. Parent: Naomi was in school the day you gave the children that assignment.
5. Teacher: Victor is doing the best work he can.
6. Parent: I'm always able to help Pedro with his English homework.
7. Teacher: Raul speaks up a lot during class discussions.
8. Parent: I'm sure I can help Kirsy to understand fractions.
9. Teacher: Rosa seems to have a lot of confidence in her abilities.
10. Teacher: I have a good idea about what really interests Yvette.

ACTIVITY #4: WATCHING VIDEOS OF PARENT-TEACHER CONFERENCES

(Can be used/adapted for use with beginning level students)

Note to Teachers: This activity is borrowed from the Adult Literacy Website, “English 724, Technology for TESOL”, Spring, 2011. It has distinct materials for both beginning and intermediate level classes. It calls for watching three, short YouTube videos with your class. Alternately, or in addition, you can read the video transcriptions, provided as handouts.

Rationale:

Watching and analyzing video clips of parent-teacher conferences will help parents understand the purposes and structure of a good parent-teacher conference.

Student Objectives:

- Students will learn about positive parent-teacher conferences by watching three video clips and studying the transcripts.
- Students will be able to watch and listen to a video, and write down the main points of three parent-teacher conferences.
- Students will practice reading skills.

Materials:

- A sequence of three Parent-Teacher conference videos, each about 3 minutes long.
http://www.youtube.com/watch?v=lqYpgy7n9vI&feature=channel_video_title
<http://www.youtube.com/watch?v=OpWj8-FMkPY&feature=relmfu>
<http://www.youtube.com/watch?v=jOQ58NZOIfQ&feature=related>
- Handouts:
 - Video Chart for Beginners
 - Video Chart for Intermediates
 - Dialogue Strips for Beginners, Conference #1
 - Dialogue Strips for Intermediates, Conference #1
 - Dialogue Strips for Intermediates, Conference #2
 - Dialogue Strips for Intermediates, Conference #3
 - Video Transcriptions for Conferences #1, #2 and #3

Activity Outline:

1. Explain objectives.
2. Have students watch each video (or read the video transcription) three times, using the same procedure each time.
 - First viewing: students watch for content and main idea. Teacher stops and ask whole class: *What’s happening? Who are the people?*
 - Second viewing: students fill in the appropriate level handout: Video Chart for Beginners or Video Chart for Intermediates.

- Third viewing: Students watch/listen again and check what they wrote, filling in any blanks.
3. Have students compare their answers in pairs.
 4. Write the chart on the board. Assign student pairs to fill in designated boxes on the chart.
 5. Explain that students are now going to analyze what happens in a parent-teacher conference by studying the transcripts of the video.
 6. Distribute Dialog Strips (either or both levels) to pairs of students. You might want to change the pairs for variety. Ask beginning student pairs to work on arranging in sequence just one dialogue, Conference #1. Intermediate student pairs can try arranging two or three dialogues. Circulate to help monitor progress.
 7. When students have sequenced the dialogs, ask *“What are some things that happened in every video?”* As students look at their strips arranged on the table, you can elicit the following recurring events and language:
 - Greetings
 - Strengths
 - Weaknesses
 - Teacher suggestions
 - Parent questions
 - Closings
 9. Have student pairs read the transcripts, alternating roles, and reading through the transcripts several times. After everyone has had time to practice, ask for volunteers to read a transcript to the class.

Follow-Up:

- Have students contact their children’s schools to find out when Parent-Teacher conferences are scheduled and report their findings back to the class.
- Invite a teacher in to the class. Role play a teacher/parent conference with the teacher playing him/herself and you playing the parent. Then ask the teacher to talk some about what s/he thinks is a good parent conference.
- Have students role play parent teacher conferences. You can make up cue cards for them to help them play their roles.

Handout: Video Chart for Beginners

Directions: You will watch the video three times. Listen and write down the main points.

	Conference 1	Conference 2	Conference 3
Child's Name	D _ _ _ o	Ja _ _ _	B _ _ _ y
Progress is good in..	reading: _____ English	_____	science
Needs to improve in...	_____	Doing his _____	reading
Teacher's suggestion	Help with his homework and _____ with him.	Check his homework every _____; make sure his _____ is in his back pack.	_____ together every night
Parent's question	Does he have any _____?	How is his _____?	Does she _____ to you in class?

Handout: Video Chart for Intermediates

Directions: You will watch the video three times. Listen and write the main points.

	Conference 1	Conference 2	Conference 3
Child's Name			
Progress is good in..			
Needs to improve in...			
Teacher's suggestion			
Parent's question			

Handout: Dialogue Strips for Beginners Conference #1

MRS. GILROY: Good morning, Ms. H
TEACHER: Hi, Mrs. Gilroy. How are you?
MRS. GILROY: I'm fine, thanks. How are you?

TEACHER: I'm fine, thank you. So let's talk about your son,
Diego. His progress in reading is very good.
MRS. GILROY: Oh, good.
TEACHER: He can understand English well, and he
can pronounce many words ...Yeah ... But he needs to improve in math.
MRS. GILROY: Okay, what can I do to help?
TEACHER: Well, you can practice with him and help him
with his homework every night.
MRS. GILROY: Okay, I'll try to practice with him.

TEACHER: That would be great. So, do you have any
questions for me?
MRS. GILROY: Yes, actually, I was wondering, does Diego have some
friends at school?

TEACHER: Well, Diego is a shy boy, but he has a few close friends.
MRS. GILROY: Yeah, I was a little worried about him because he's so shy.
TEACHER: Oh, don't worry. He's doing fine.
MRS. GILROY: Oh, good.
TEACHER: Okay, I think that's all. Thank you for coming.
MRS. GILROY: Thank you so much. Bye-bye.
TEACHER: Bye. Take care.
MRS. GILROY: You too.

Handout: Dialogue Strips for Intermediates Conference #1

MRS. GILROY: Good morning, Ms. H

TEACHER: Hi, Mrs. Gilroy. How are you?

MRS. GILROY: I'm fine, thanks. How are you?

TEACHER: I'm fine, thank you. So let's talk: about your son,
Diego. Um, his progress in reading is very good.

MRS. GILROY: Oh, good.

TEACHER: Mmm... He can understand English well, and he
can pronounce many words ...Yeah ... But he needs to improve in math.

MRS. GILROY: Okay, what can I do to help?

TEACHER: Well, you can practice with him and help him
with his homework every night.

MRS. GILROY: Okay, I'll try to practice with him.

TEACHER: That would be great. Um, so, do you have any
questions for me?

MRS. GILROY: Yes, actually, I was wondering, does Diego
have some friends at school?

TEACHER: Well, Diego is a shy boy, but he has a few close
friends.

MRS. GILROY: Yeah, I was a little worried about him
because he's so shy.

TEACHER: Oh, don't worry. He's doing fine.

MRS. GILROY: Oh, good.

TEACHER: Okay. I think that's all. Thank you for coming.

MRS. GILROY: Thank you so much. Bye-bye.

TEACHER: Bye. Take care.

MRS. GILROY: You too.

Handout: Dialogue Strips for Intermediates Conference #2

TEACHER: Hi, Mr. Richards.

MR. RICHARDS: Hi, Ms. H. How are you?

TEACHER: I'm good. How are you?

MR. RICHARDS: Pretty good, thank you.

TEACHER: Um, so, let's talk about your son James.

MR. RICHARDS: Okay.

TEACHER: His progress in reading is great.

MR. RICHARDS: Great.

TEACHER: He loves picture books and he loves story time.

MR. RICHARDS: That's great.

TEACHER: Yes. But he needs to improve in doing his
homework.

MR. RICHARDS: Oh no. Well, how can I help?

TEACHER: Well, you can check his homework every night and make sure it's in his backpack to
bring to class.

MR. RICHARDS: Okay, I'll do that.

TEACHER: That would be a great, yeah. Do you have any questions for me?

MR. RICHARDS: I do. How is his behavior in class?

TEACHER: Well, his participation is not always good. He
sometimes sleeps in class.

MR. RICHARDS: I worried about that because he gets to bed
awfully late. But I can make sure he gets to bed early during the week.

TEACHER: That would be a great idea. Okay. I think that's it. Thank you for coming in.

MR. RICHARDS: Thank you, bye.

TEACHER: Bye.

Handout: Dialogue Strips for Intermediates Conference #3

TEACHER: Hi, Mrs. Johnson.

MRS. JOHNSON: Hi, Ms. H. How are you?

TEACHER: I'm good; how are you?

MRS. JOHNSON: I'm fine.

TEACHER: So let's talk about your daughter Becky. Her progress in science is excellent.

MRS. JOHNSON: Good.

TEACHER: She's very interested in animals.

MRS. JOHNSON: Yes, she loves animals.

TEACHER: Yes, but she needs to improve in reading.

MRS. JOHNSON: Uh, okay. What can I do?

TEACHER: Well, you can read together every night.

MRS. JOHNSON: Oh, every night? I don't have time. I'm so busy.

TEACHER: I understand. But try as much as you can. I think
even 10 minutes a day is very helpful.

MRS. JOHNSON: Okay, 10 minutes - I can try.

TEACHER: That would be great. Do you have any questions for me?

MRS. JOHNSON: Yes, does she listen to you in class?

TEACHER: Well, Becky is a very smart girl, but often she
talks when she should listen.

MRS. JOHNSON: Yeah, she's very energetic.

TEACHER: Yeah, that's true. Well, maybe you can talk to her
and tell her that it's important to listen to the teacher.

MRS. JOHNSON: Yes, I will do that.

TEACHER: Okay, great. I think that's all. Thank you for coming.

MRS. JOHNSON: Thank you very much.

TEACHER: Bye.

MRS. JOHNSON: Bye.

HANDOUT: VIDEO TRANSCRIPTIONS Handout: Video Transcripts

Conference #1

MRS. GILROY: Good morning Ms. H.

TEACHER: Hi Mrs. Gilroy. How are you?

MRS. GILROY: I'm fine thanks. How are you?

TEACHER: I'm fine thank you. So let's talk about your son, Diego. His progress in reading is very good.

MRS. GILROY: Oh, good.

TEACHER: Mm-hm. He can understand English well, and he can pronounce many words ...Yeah ... But he needs to improve in math.

MRS. GILROY: Okay, what can I do to help?

TEACHER: Well, you can practice with him and help him with his homework every night.

MRS. GILROY: Okay, I'll try to practice with him.

TEACHER: That would be great. So, do you have any questions for me?

MRS. GILROY: Yes, actually, I was wondering, does Diego have some friends at school?

TEACHER: Well, Diego is a shy boy, but he has a few close friends.

MRS. GILROY: Yeah, I was a little worried about him because he's so shy.

TEACHER: Oh, don't worry. He's doing fine.

MRS. GILROY: Oh, good.

TEACHER: Okay, I think that's all. Thank you for coming.

MRS. GILROY: Thank: you so much. Bye-bye.

TEACHER: Bye. Take care.

MRS. GILROY: You too.

Handout: Video Transcripts Conference #2

TEACHER: Hi Mr. Richards.

MR. RICHARDS: Hi Ms. H. How are you?

TEACHER: I'm good. How are you?

MR. RICHARDS: Pretty good, thank you.

TEACHER: Um, so, let's talk about your son James .

MR. RICHARDS: Okay.

TEACHER: His progress in reading is great.

MR. RICHARDS: Great.

TEACHER: Um, he loves picture books and he loves story time.

MR. RICHARDS: That's great.

TEACHER: Yeah. But he needs to improve in doing his homework.

MR. RICHARDS: Oh no! Well, how can I help?

TEACHER: Well you can check his homework every night, and make sure it's in his backpack to bring to class.

MR. RICHARDS: Okay, I'll do that.

TEACHER: That would be a great, yeah. Do-you have any questions for me?

MR. RICHARDS: I do. How is his behavior in class?

TEACHER: Well, his participation is not always good. He sometimes sleeps in class.

MR. RICHARDS: I worried about that because he gets to bed awfully late. But I can make sure he gets to bed early during the week.

TEACHER: That would be a great idea, yeah ...Okay. I think that's it. Thank you for coming.

MR. RICHARDS: Thank you, bye.

TEACHER: Bye.

Handouts: Video Transcripts Conference #3

TEACHER: Hi, Mrs. Johnson.

MRS. JOHNSON: Hi, Ms. H. How are you?

TEACHER: I'm good, how are you?

MRS. JOHNSON: I'm fine

TEACHER: So let's talk about your daughter Becky. Her progress in science is excellent.

MRS. JOHNSON: Good.

TEACHER: She's very interested in animals.

MRS. JOHNSON: Yes, she loves animals.

TEACHER: Yes, but she needs to improve in reading.

MRS. JOHNSON: Oh. Okay. What can I do?

TEACHER: Well, you can read together every night.

MRS. JOHNSON: Oh, every night? I don't have time. I'm so busy.

TEACHER: I understand. But try as much as you can. I think even 10 minutes a day is very helpful.

MRS. JOHNSON: Okay, 10 minutes - I can try.

TEACHER: That would be great. Do you have any questions for me?

MRS. JOHNSON: Yes, does she listen to you in class?

TEACHER: Well, Becky is a very smart girl, but often she talks when she should listen.

MRS. JOHNSON: Yeah she's very energetic.

TEACHER: Yes, that's true. Well, maybe you can talk to her and tell her that it's important to listen to the teacher.

MRS. JOHNSON: Yes, I will do that.

TEACHER: Okay, great. I think that's all. Thank you for coming.

MRS. JOHNSON: Thank you very much.

TEACHER: Bye

ACTIVITY #5: PREPARING FOR YOUR TEACHER CONFERENCE

(Can be used/adapted for use with beginning level students)

Rationale:

Being prepared for their own parent-teacher conference helps parents to get the most out of the typically brief time allotted to them.

Student Objectives:

- Students will learn how to prepare for a parent-teacher conference.
- Students create questions they want to ask of their child's teacher.

Materials:

- YouTube video: Tips on How to Prepare for a Teacher/Parent Conference (3 minutes), <https://www.youtube.com/watch?v=wlmvU-YjsaM&t=85s>
- Handout: What Should I Ask My Child's Teacher?
- Colorin Colorado, tips for parents about parent teacher conferences:
- <https://www.colorincolorado.org/article/tips-parents-parent-teacher-conferences>
- Current Guide to Boston Public Schools for Families and Students, section on How to Prepare for a Productive Parent-Teacher Conference.
<https://www.bostonpublicschools.org/Domain/2171> Go to Family and School Partnerships and scroll down to "Preparing for a Productive Parent-Teacher Conference."

Activity Outline:

1. Explain objectives.
2. Opening discussion questions: *Did you do anything to prepare for your last parent-teacher conference? What did you do?* Write what students say on the board.
3. Watch video: **Tips on How to Prepare for a Teacher/Parent Conference**, three times. After each viewing, ask students what tips they can remember from the video and write those on the board. After the third viewing, complete the list on the board, read it aloud together, and have students copy it in their notebooks.
4. Distribute Handout: What Should I Ask My Child's Teacher? This will be difficult for students to do if they haven't already worked on how to form questions. If they have, a grammar review of how to construct questions would be good to do.
5. Circulate to help make suggestions and corrections. When a student has at least three correctly formed questions, have the student copy the questions in their notebooks, leaving a blank space for answers after each one.

6. Homework: For intermediate level students, have them answer their own questions based on what they think the teacher will say. In class the next day, have students share their questions and expected answers.

Follow-Up:

- Demonstrate to students how to find the link to “Preparing for a Productive Parent Teacher Conference” in the BPS Guide for Families and Students. Show them how they can translate the page into their home language to read individually, in class or for homework. Because there is so much text, don’t expect students to read it in English.
- If actual parent-teacher conferences are coming up, stress that students should go prepared with questions they have written out and practiced ahead of time. They can bring the ones they generated in class if they wish, plus any additional ones they might come up with after talking to their children.

Handout: What Should I Ask My Child's Teacher

Write questions that you want to ask your child's teacher:

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