<table>
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<tr>
<th>Theme: Education</th>
<th>Topic: Your child’s school</th>
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<td>Stage: 2</td>
<td>CLB Outcome Level(s): 6 – 7</td>
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**Task:** Learners prepare for parent-teacher interviews.

**Estimated time for the task:** 4 hours plus interview time

**CLB Outcomes**  
*By the end of this topic, learners will be able to …*

**Speaking**  
- ask for and provide information in an interview related to daily activities (6)  
- confirm own comprehension (7)  
- participate in a small group discussion: express opinions (7)  
- make simple formal suggestion; provide reason (6)

**Listening**  
- demonstrate comprehension of details in suggestions, advice (6)  
- identify main ideas, supporting details, statements and examples in a presentation (6)

**Reading**  
- find two or three pieces of information in moderately complex formatted texts (6)  
- identify factual details and some inferred meanings in texts containing advice, requests, specifications (6)

**Writing**  
- convey a personal message in a formal short letter or note (6)

**Suggested Resources**
- Gov’t of Canada: [http://www.canada.gc.ca](http://www.canada.gc.ca)  
  (A Newcomer’s Introduction to Canada, Education)  
- samples of school letters, announcements, etc. used in local elem. and secondary schools

**Suggested Community Contacts**
- guest speaker (principal or vice-principal) from a school in your community  
- parent-teacher interview at children’s school/s

**Language Focus**  
*Grammar, vocabulary, pronunciation*

- grammar: modals for advice and suggestions; reflexive pronouns; conditionals  
- vocabulary: school-related vocabulary
Developing the skills

To achieve the outcomes learners could …

1. Warm-up – Learners (est. 45 mins.):
   • brainstorm to identify differences between schools in Canada and abroad
   • identify similarities and differences in role of parents here and abroad
   • identify and discuss concerns and questions about public education
   • choose 3 or 4 most common concerns

2. Speaking Task – Learners (est. 1 hour):
   • in groups, using teacher-prepared scenarios/student profiles (or problems from experience), describe child/teacher/school-related concerns or problem
   • seek advice and suggestions from group
   • discuss and prepare an appropriate response, as needed

3. Listening Task – Teacher (est. 1 hour):
   • invites a local school administrator to talk about importance of parent-teacher interview
   • learners complete table of key points – benefits for teacher, child, parent
   • ask speaker questions to confirm understanding of facts, ideas
   • confirm understanding with a small group

4. Writing Task – Learners (est. 30 mins.):
   1. discuss format and appropriate content of letter to request a teacher-parent interview:
      describe a specific concern in the letter and indicate how you can be contacted
   2. write a letter to the teacher

5. Reading Task – Teacher distributes samples of school notices about a range of events, announcements. Examples: notice of parent/teacher interviews, homework policies, request for volunteers, school calendar, etc. (est 45 mins.):
   • in groups, learners identify purpose, main idea of each text
   • discuss and agree to an appropriate parental response to each text
   • compare with other groups

6. Final Task (Community Contact) Task – Learners prepare questions for upcoming parent-teacher interviews
   • review strategies for confirming comprehension
   • attend parent-teacher interview

7. Follow-up Task (Speaking) – Learners (est. 20 mins.):
   • provide additional informal suggestions on how to prepare for future interviews

Writer: Patricia Meek
# SAMPLE LESSON PLANS FEEDBACK FORM

I have used the lesson plan on:

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MONTH POSTED ________________________

I used the lesson plan with these changes…

Another task to add to this lesson plan could be....

Here are some additional resources for this lesson …

In general, I have found the sample lesson plans to be:

- Very useful
- Somewhat useful
- Not useful

*Please circle your response*

COMMENTS:

CCLB Fax # : (613) 230-9305