

Parents' Evening

Topic: Parents' Evening

Level: Entry 2, Access 3, A2

Time: 2 hours

Aims

- To develop students' understanding of the function of school parents' evenings.
- To teach key vocabulary and practise forming questions to ask at parents' evening.

Introduction

This lesson is about school parents' evening. It provides students with the chance to read about parents' evening, practise vocabulary associated with meeting a child's teacher and to form questions to ask the teachers. The lesson is based on Wolverhampton Council's guide to parents' evening accessed from: http://www.wolvesparentpartnership.org/uploads/file/parentsevening_jan07.pdf

Additional resources: Scissors, glue and a sheet of A3 paper to make a class poster.

Procedure

Warmer (5-10 mins)

- Hand out page 1 of the student worksheet. Put the students into pairs. Tell them to look at pictures 1 and 2 on page 1 of the worksheet. Ask them to decide where the children are and how old they are. Elicit the words for primary and secondary/high school. Ask the students who in the class has children in primary school and who has children in secondary school. You may also want to talk about nursery school.

Task 1: Pre- reading task. (10 mins)

- Tell the students to look at picture 3 (page 1 of worksheet) and elicit that the people are a teacher and parents talking together. Elicit the phrase *parents' evening* and ask the students to explain what it is. Ask the students why schools have parents' evenings and how they feel about meeting their children's teachers.

Task 1 – Running dictation. (20mins)

- Put copies of the reading (page 2 of the worksheet) on the wall; far enough away so that students can't read when sat at their desks.
- Ask the students to work in pairs with one designated as the reader and the other as the writer.
- One reader from each pair goes to the text on the wall and reads the first sentence. They remember as much of the sentence as possible, go back to their writer who must stay seated and dictate what they have just read. This is repeated until the students have rewritten the entire text. Half way through the exercise readers can become writers and vice versa.
- When they have completed the task, ask the students to take the reading off the wall and use it to check their writing and correct any mistakes. Alternatively ask the students to swap their writing with another pair and check for any mistakes.
- Write the following questions on the board: Does every school have a parents' evening? How many teachers do you talk to at primary school parents' evenings? How many teachers do you talk to at secondary school parents' evenings? What will the teacher tell you at parents' evening? In pairs, ask the students to find the answers to the questions in the text and feed back to the class.

Differentiation. Task 1b

Weaker or less mobile students could complete the paired dictation on pages 3 and 4 of the worksheet. They can do this sitting down. Each student takes it in turn dictating and writing alternate sentences.

Task 2 – Parents’ evening vocabulary. (20 mins)

- Ask the students to think of any words or phrases their children’s teachers might use during a parents’ evening.
- Hand out page 5 of the student worksheets and ask the students to read through the words in Task 2. Tell them to tick any of the words that they already know.
- As a class, read through the words and check pronunciation and word stress.
- Put the students in pairs ask them to read the speech bubbles and underline the words they have been practising.
- Direct the students to read through the definitions on page 6 of the worksheet.
- Put the students in pairs and ask them to discuss which words from the parents’ evening vocabulary goes with each definition. They should write the answers next to the definition. Monitor and elicit feedback.

Task 3 – Finding Information about parents’ evening (20 mins)

- Set up the students in groups of 3 or 4.
- Give each group a copy of Wolverhampton council’s guide to parents’ evening and tell them to look through it for a few minutes and find any interesting information.
- Give out page 7 of the student worksheets and ask the students to find the sections shown on the worksheet in the leaflet.
- Ask the students to find the answers to the multiple choice questions.
- Direct students to look at the section called ‘Meeting your child’s teacher’.
- Monitor and elicit feedback by asking nominated students to read out the questions.
- Ask the students to think of and write down a question they would like to ask their child’s teacher. (This question will be used later in the lesson). Monitor for accuracy.

Task 3 – Making questions. (20 mins)

- Give each group a copy of page 8 of the student worksheet and some scissors.
- Ask the students to cut out the words and rearrange them to form the questions they have just been reading without looking at the leaflet.
- Ask each group to choose a different question they have formed and stick it on to an A3 sheet of paper to make a class poster of questions to ask at parents’ evening. Make sure that each question is different.
- Tell the students to add the questions they thought of in task 3 to the poster.

Differentiation: Give weaker students fewer questions and tell them to look out for capital letters at the beginning and question marks at the end of each question.

Task 4 – Comprehension. (15 mins)

- Hand out the student worksheet on page 9 and read the “Remember” section of the leaflet.
- Students answer the comprehension questions individually.

Cooler – Wordslam (5-10 mins)

- Write the parents’ evening vocabulary all over the board.
- Divide the class into two equal teams and ask one member of each team to come up to the board.
- The teacher then gives a definition of a word e.g. “This is the word we use to describe someone who goes to school.”
- The two students have to point to the word being described. The first person to find the word and say it, wins a point for their team.
- This is repeated until all students have had a turn.

Extension Task for higher level learners - See end of teachers notes.

Answers

Task 2. Page 6.

Problems or things you are worried about:	concerns.
Getting better at something:	progress.
The number of days your child goes to school:	attendance.
The way that you do and say things when you are with other people:	behaviour.
Something you study at school like maths, English or history:	subjects.
Helping your child at school:	support
A person who is learning at school:	pupil.

Task 3. Page 7

How often are parents' evenings held?:	b
Can I just turn up?:	a
Who will I talk to about my child?:	a
How long are the appointments?:	b

Task 4. Page 8.

1. How can we help at home?
2. Does he mix with other children at school?
3. What does she need help with?
4. What can my child do to help himself?
5. Does she ask questions or join in class talks?

Task 5. Page 9.

1. E
2. G
3. B
4. A.
5. C
6. H
7. D
8. F

Extension Task for higher level learners. Parents' Evening role play.

- Step up the students in groups of 3 or 4.
- Nominate one student in the group to be a teacher and the others to be parents.
- Give each parent information about a child.
- Give the teacher the information about all the children.
- Ask the parents to read the information and using the work done in task 3 choose some questions to ask the teacher.
- Tell parents to ask the teacher questions about their child.
- Tell the teacher to answer the parent's questions using the information given.