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Communicating with a Child's School

A CLB 3-4 Module with
Teaching Materials

Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learner reflection tools
- ✓ Reference list of additional resources

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How to Use the Module Package

This module includes activities for a unit on *Communicating with a Child's School* for CLB levels 3 and 4. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



Skill-Building Activity



Skill-Using Task



Assessment Task

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts”. (ICLBA, 2017).
3. Modules can include interrelated real-world task goals. As such, the skill-building activities in one skill area (e.g., Listening) often support the development of language skills in another (e.g., Speaking).
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 3 and CLB 4 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 3 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 4. You might adjust the expectations and expect learners at CLB 4 to demonstrate greater mastery than learners at CLB 3 on the same activity.

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current *PBLA Practice Guidelines: Portfolios: Feedback and Assessment* and *Integrating CLB Assessment*, Chapter 2, Planning for Assessment.

Module Plan

Theme: Education

Topic: Communicating with a Child's School

| | Listening CLB Level: 3-4 | Speaking CLB Level: 3-4 | Reading CLB Level: 3-4 | Writing CLB Level: 3-4 |
|--|--|--|--|--|
| Real-World Task Goal(s) | Listen and understand welcome messages at child's school. | Give basic information about your child. | Understand a message from the school about upcoming events or theme days. | Write a short message to a child's school. |
| Context/ Background Information | Differences between the education system in Canada and other countries; The expectation that in Canada, parents are typically involved in their child's school and education, and consider it important to maintain communication throughout the school year; common forms of communication with a child's school, such as: reading/writing messages from/to the school or teacher, types of school events (e.g., parent-teacher meetings, open-houses, talent shows); extra-curricular activities; after school and summer programs; communication related to volunteering at the school, and communication about school clubs, activities and theme days | | | |
| CLB Competency Area(s) and Statements | Comprehending Instructions CLB 3 Understand instructions and directions related to familiar, everyday situations of immediate personal relevance. CLB 4 Understand common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance. | Sharing Information CLB 3 Ask for and give information about immediate needs and some feelings related to common everyday activities. CLB 4 Ask for and give information about needs and feelings related to common, everyday activities. | Getting Things Done CLB 3/4 Get information from short business or service texts (such as brochures, notices, form letters and flyers). | Getting Things Done CLB 3/4 Write short, simple business or service messages. |

Module Plan, *continued*

| | | | | |
|---|---|---|---|--|
| Language Focus Items | <ul style="list-style-type: none"> - Vocabulary related to the listening texts - Prepositions of time and location - Future tense | <ul style="list-style-type: none"> - Vocabulary to describe child's likes/dislikes, strengths/weaknesses - Gerunds and infinitives - Common expressions for greetings and leave taking - Formal and informal registers - Strategies to convey politeness - Basic syntax for questions, statements and negatives | <ul style="list-style-type: none"> - Vocabulary related to the reading texts - Scanning to identify the purpose of text and actions required - Skimming a text for details | <ul style="list-style-type: none"> - (CLB 4) Basic paragraph structure (main idea and some detail) - Connected sentences - Simple sentence word order Spelling, punctuation, capitalization conventions - Basic email writing conventions - Common expressions for offering to volunteer - Use of gerund and infinitives to express interest |
| Language and Learning Strategies | <ul style="list-style-type: none"> • Using background knowledge to aid in comprehension. • Identifying common connecting words • Strategies to clarify and confirm understanding | <ul style="list-style-type: none"> • Strategies to indicate problems in understanding (such as asking for repetition) • Strategies to confirm understanding, such as repeating or paraphrasing | <ul style="list-style-type: none"> • Using background information to aid in comprehension • Strategies for understanding the meaning of unfamiliar words from the context | <ul style="list-style-type: none"> • Proofreading and editing writing (using a checklist) • Using a dictionary to check the spelling of words |
| Assessment Tasks | Listen to a recorded message of a homeroom teacher introducing themselves and giving instructions at a school open house. | Role play a parent-teacher interview to give important information about a child. | Read an email from a school and answer comprehension questions | Write a message to a child's teacher offering to volunteer at an upcoming event. Writing is a few sentences (CLB3) or a paragraph (CLB 4) |

ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners.

General Accommodations/Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record 'experience' stories from learners about attending school events or communicating with their child's school (Language Experience Approach).
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as dictionaries, word banks or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing.
- Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.

See the *CLB: ESL for ALL* document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.

Additional Teacher Resources

The Language Companion Stage 1:

- My Canada: p. 26 Volunteering*
- My Canada: p. 28 Education for Children*
- Where I Live: p. 12 Education*
- Helpful English: p. 3 Greeting and Introducing*
- Helpful English: p. 31 Communicating with a Child's School*



- *LINC Classroom Activities, LINC 3, Algonquin College, 2009.*
http://www.moresettlement.org/LINC1-4/LINC4/LINC_3_Classroom_Activities.pdf
 - Education: pp 311-337
- *LINC Classroom Activities, LINC 4, Algonquin College, 2009.*
http://www.moresettlement.org/LINC1-4/LINC4/LINC_4_Classroom_Activities.pdf
 - Education: pp. 351-379
- *Settlement.org Education section, <https://settlement.org/ontario/education/>* Note: although this website is for Ontario newcomers, much of the general information about education is applicable Canada-wide. Also includes videos of a parent teacher interview.
 - Video: Parent Teacher Interview (elementary): available in several languages, at:
<https://settlement.org/ontario/education/elementary-and-secondary-school/help-your-child-succeed-in-school/parent-teacher-interviews-elementary-school-video/>
 - Video: Parent Teacher Interview (secondary): available in several languages, at:
<https://settlement.org/ontario/education/elementary-and-secondary-school/help-your-child-succeed-in-school/parent-teacher-interviews-secondary-school-video/>
- ESL Library (requires subscription)
 - Collection: Back to School: <https://esllibrary.com/collections/14/lessons>

Introducing the Module to the Class

There are many ways to introduce the module to learners. The following are two examples.

Warm-up Questions

1. Have learners discuss one or a selection of the following questions in small groups. Specific questions could be posted in different areas of the classroom, with groups assigned to those areas.
 - How are schools different in Canada than in other countries?
 - What questions do you have about schools in Canada?
 - Have you ever been to a parent-teacher meeting? What happened?
 - How does the school communicate with you? (by phone, email, in writing)?
 - Do you send emails to your child's school? Do you ever write notes to the teacher?
 - How good are you at writing emails and notes to your child's school?
 - Do you volunteer at your child's school? How do parents help in schools?
 - Does your child like school? Why or why not?
2. Debrief with the whole class. Have each group take turns and share their answers for some of these questions.

Using the Language Companion

After the warm-up discussion, follow up with a look at the Stage 1 Language Companion.

Distribute the handout titled *Language Companion Search: Education*.

Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed. CLB 3 learners can be paired with CLB 4 learners, and as they finish, they can check their work with classmates.

Additional Warm-up

Have learners fill in page 12 of the “Where I Live” section in their Stage 1 Language Companions (pictured to the right).

Education

Elementary and Secondary Education

Provinces and territories fund school boards and school districts, which are responsible for operating schools and hiring teachers. Some provinces and territories have both public and separate school boards.

Find your local school board.

Write down the name(s) and websites of the school board(s) in your area.

Write down the name(s) and phone number(s) of the schools close to your home.

Post-Secondary Education

Colleges and universities offer a wide range of programs. They offer full- and part-time programs that lead to certificates and degrees.

Find the name(s) of the post-secondary institutions in your area.

Colleges:

Universities:

Career Colleges:

12 Where I Live: CLB Stage 1

Answer Key: Language Companion Search

| Question | Answer |
|--|---|
| What page in My Canada has information about Education for Children? Read this page. | Page 28 |
| What grades are considered secondary school? | Grades 7 or 9-12 |
| What page in My Canada has information about Volunteering in Canada? Read this page. | Page 26 |
| What are 2 ways that volunteering can help you? | meet new people, improve your English, develop workplace skills, get involved in your community |
| What page in Helpful English has information about Greeting and Introducing? Read this page. | Page 3 |
| When are <i>hello</i> and <i>hi</i> acceptable to use? | At all times |
| What page in Helpful English has information about Communicating with a Child's School? Read this page. | Page 31 |
| What is a reason that parents may call the school? | To say that their child will be late or absent |

Introducing the Module to the Class, *continued*

Language Companion Search: Education

Instructions: Work with a partner. Look in your Language Companion. Answer the questions.

| Question | Answer |
|--|--------|
| What page in My Canada has information about Education for Children? Read this page. | |
| What grades are considered secondary school? | |
| What page in My Canada has information about Volunteering in Canada? Read this page. | |
| What are 2 ways that volunteering can help you? | |
| What page in Helpful English has information about Greeting and Introducing? Read this page. | |
| When are <i>hello</i> and <i>hi</i> acceptable to use? | |
| What page in Helpful English has information about Communicating with a Child's School? Read this page. | |
| What is a reason that parents may call the school? | |

Goal Setting: Communicating with a Child's School

Teaching Notes: Complete the goal setting activity after introducing the module to the class.

Set up:

1. Post a list of language skills that learners can develop in this module, such as:
 - Building vocabulary to speak and write to their child's teachers
 - Listening to instructions from teachers during open houses and parent-teacher meetings
 - Responding politely to teachers orally and in writing
 - Using reading strategies, such as:
 - Determining the purpose
 - Scanning to find details
 - Identifying formality
 - Determining whether a response is needed
 - Writing a message to the school
2. Ask learners to think about which skills they want to focus on and improve. Have them complete their goal-setting sheets.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

Goal Setting: Communicating with a Child's School, *continued*

Name: _____

Date: _____

Beginning of module goal setting:

| In this module, I want to improve these skills: | What can I do to achieve these goals? |
|---|---------------------------------------|
| | |

End of module review:

Date: _____

| My goals: | <i>Did I achieve my goals?</i> | Were my strategies successful? |
|----------------|--------------------------------|--------------------------------|
| | | |
| My Next Steps: | | |

Vocabulary: A Teacher Resource

The master list below includes words that appear in this module and may be unfamiliar to learners. Other vocabulary can also be included, according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the learners in your class.

| | | | | |
|----------------------|----------------|-------------|-----------|--------------|
| SMART Board | projects | samples | table | homeroom |
| Principal | supply teacher | volunteer | math | phys. ed |
| after-school program | activities | school band | violin | recess |
| registration | ballot | prize draw | hosting | time slot |
| participate | sports day | workshop | issue | disruptive |
| reminder | proper | assembly | behaviour | trading card |

It is good practice to use a variety of activities to help learners strengthen and build their vocabulary. The following are possible vocabulary-building activities that could be used with learners.

1. **Taboo/Pantomime/Pictionary:** Put various vocabulary on cards. Learners need to describe the word to their partner either by acting it out (pantomime), by drawing (Pictionary), or by describing the vocabulary (Taboo).
2. **Word Race:** Divide the class into small groups of three or four learners. Set a time limit, and have each group list as many vocabulary words from the unit as they can. When the time is up, the team with the most correctly spelled words wins!
3. **Vocabulary Practice:** Have learners choose new words or expressions that they have learned and write sentences with each word or expression.
4. **Scrambled Letters:** Write a scrambled version of words on the board that learners have recently learned (e.g., acrlipinp, for principal). Have them unscramble the letters to come up with the correct word. This can be set up as a contest with a time limit so that the first learner or group to decipher the word wins.
5. **Pronunciation Practice:** Have learners mark the stressed syllables and practise pronouncing the words in their word bank with a partner. Circulate and give feedback on pronunciation where needed.
6. **Classification Rummy:** Divide the class into small groups of three or four learners. Create a list of different vocabulary classifications (classroom objects, school occupations/subjects, school activities, volunteering, problems/issues at school, etc.). Have students cut up the vocabulary list and distribute the words to the group. Each student takes a turn, says the vocabulary word and places the word on one classification. Group can decide if the choice is correct or not. Students score one point for each correct placement. Game continues until all vocabulary words have been placed. The student with the most points is the winner.

Learning Reflection: End of Module

Name: _____

Date: _____

Think about the skills you practised in this module. Put a check in the column that describes your ability.

| | Yes! | Need more practice. | This is hard! |
|---|--------------------------|--------------------------|--------------------------|
| I can use the topic vocabulary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can understand locations in a classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can listen and understand expressions related to time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can open and close a conversation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can share information about my child. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can read a message from my child's school and understand the purpose. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can respond to a simple written message from my child's school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can write a simple message to my child's school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What is the most useful thing you learned in this module?

Which activity was the most difficult for you? How can you practise this skill more?



Listening

Skill-Building and Skill-Using Activities

| | |
|--|----|
| Identifying Location Words | 16 |
| Identifying Expressions Related to Time..... | 18 |
| Meeting the Music Teacher..... | 20 |

Teaching Notes: This activity involves identifying location terms, listening to instructions, and referring to a diagram of a classroom. Remind learners that the diagram is simply an example of a classroom layout; classrooms are set up in various layouts. To save paper, learners can draw their own diagrams in their notebooks.

Set Up:

1. Engage the class in a discussion about a typical classroom in a school. Ask them what sorts of things might be in a classroom (e.g., posters, pencil sharpener, daily schedule, listening centre). Talk about different kinds of parent-teacher meetings. The audio recording for this activity is an introduction to a parent-teacher night, where the students take the parents around and show them things that they have been working on.
2. Review location terms, such as *at the front*, *in front of*, *on the wall*, *behind*, *under*, *next to*, *outside*, *near*, *between*, *below*, *underneath*, *against*, *on top of*.
3. Preview vocabulary to be used in the activity (*tour*, *project*, *sample*, *level*).
4. Hand out the diagram of a classroom on the next page. Alternately, ask learners to draw a classroom.
5. Write the following words on the board: *Math*, *Art*, *Writing*, *Books*, *Science*. The learners will need to write each word.
6. Explain the activity. The teacher will read out each direction, or play the audio. For each instruction, learners will write each word in the proper location in the classroom.

Additional Practice Suggestions:

7. Learners can practise the terms by asking each other questions about their own classroom, such as: *Where is the pencil sharpener?* *Where is the teacher's desk?*
8. Learners can use the diagram and create their own directions working with a partner.

Transcript (either read the transcript to students, or play the audio recording)

Hi everyone, and welcome to parent-teacher night. Tonight, is student led, so your child will be giving you a tour.

On the Smart Board is a **math** activity that the students can show you.

Next to the back table are the most recent **art** projects.

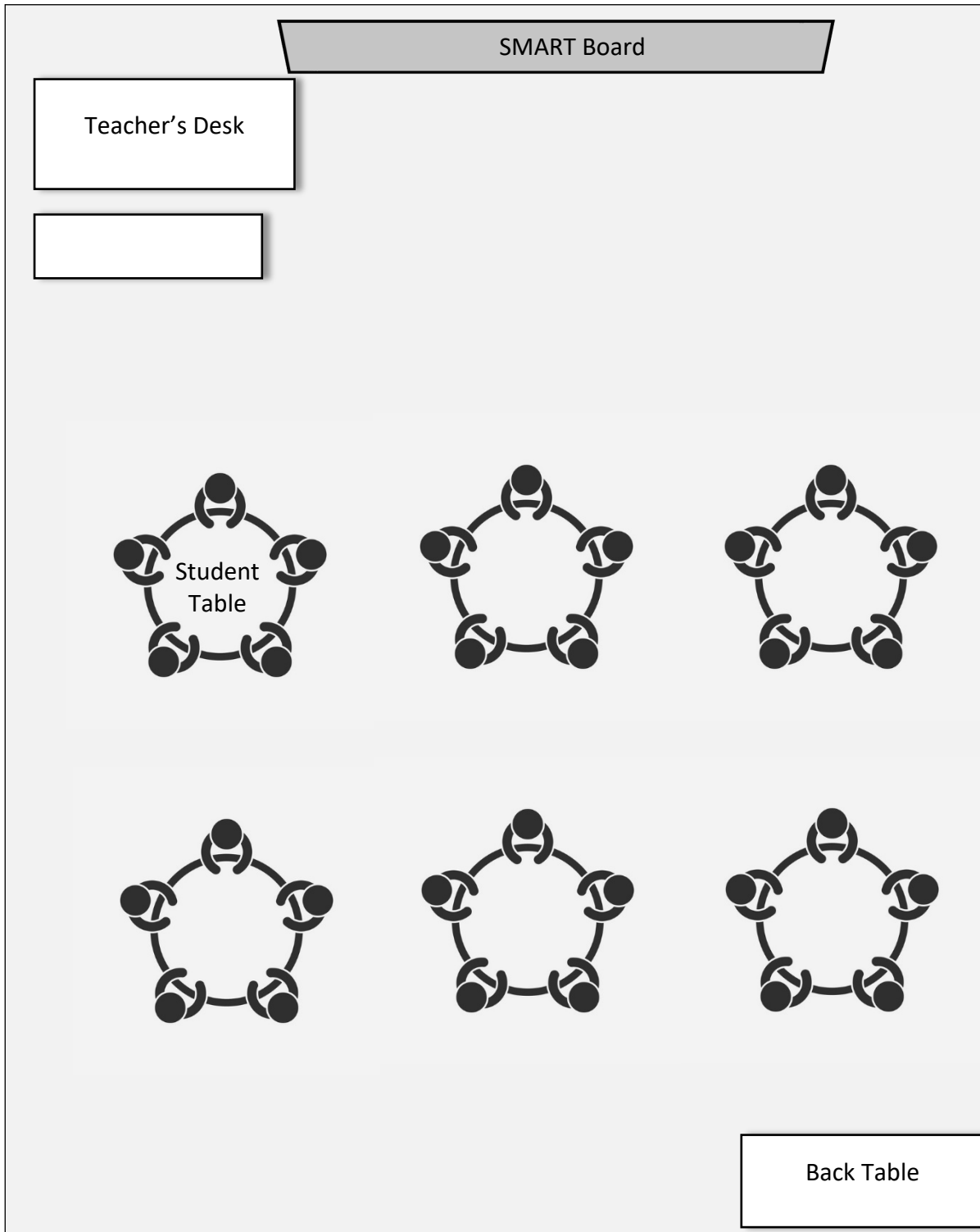
Outside of the door you will see the **writing** samples.

In front of my desk, there are **books** for the students to read to you at their level.

Along both walls are their **science** projects.

Name: _____

Date: _____



Teaching Notes: In this activity, learners identify time indicators in an audio recording of an elementary school principal's introductory remarks at an open house. The elementary school principal welcomes the parents before they go to their child's homeroom.

Set Up:

1. Engage the class in a discussion about open houses at schools. Have learners share their experiences both in Canada and in other cultures.
2. Review indicators of time: *before, next, after, during, while*, etc.
3. Preview any new vocabulary in the exercise, such as *should have, volunteers, upcoming events, phys. ed, take a chance, ballot, draw prize*.
4. Distribute the handout on the next page and explain the activity. Inform learners that not every time indicator or event will be mentioned.
5. Read the transcript or play the audio. Play or repeat it as often as needed. Review the answers as a class.

Additional Practice Suggestion: Have learners create their own timelines or schedules using various time indicators. They can share their timeline with a partner.

Answer Key:

- | | |
|-------|-------|
| 1. NA | 5. NA |
| 2. h | 6. a |
| 3. c | 7. g |
| 4. e | 8. f |

Transcript

Hi everyone! Welcome to the open house. I am Principal Joan Miller. Here is the plan for the evening. First, you all should have received an email from the school last week. If you did not, please let your child's teacher know.

Next week, you will receive an email asking for volunteers for our many upcoming events.

During this evening, please take the chance to visit the music and Phys. Ed teachers as well.

And before you leave tonight, please fill out a ballot for the prize draw.

Now, we will watch a short video. After the video, you can go and visit your child's teachers.

Name: _____

Date: _____

Instructions: Listen to the audio. Match the time with the event by writing the correct letter on the lines.

- | | |
|------------------------------|--|
| 1. _____ Next month | a. Fill out a ballot |
| 2. _____ During this evening | b. Talk to the principal |
| 3. _____ Now | c. Watch a video |
| 4. _____ Last week | d. Tour the school |
| 5. _____ Tomorrow | e. Received an email from the school |
| 6. _____ Before you leave | f. Receive an email about volunteering |
| 7. _____ After the video | g. Visit your child's teachers |
| 8. _____ Next week | h. Visit the music and Phys. Ed teachers |

Competency Area: Getting Things Done

Indicators of Ability: Identifies factual details, identifies time indicators

Teaching Notes: Question #4 requires some writing. Allow learners time after listening to the audio to write their response. Inform them that proper spelling and grammar are not necessary.

Set Up:

1. Inform learners that they will listen to a parent speak with a music teacher during a school open house. Brainstorm possible questions that a parent might ask the music teacher.
2. Distribute the handout on the next page. Go over the instructions, with particular emphasis on #4, which requires a little bit of writing.
3. Play the audio twice; allow time between each listening for learners to write their answers.

Assessment:

Choose the approach that best suits the needs of the learners, for example:

- Go over the answers as a class.
- Have learners compare answers with a partner, and discuss if their answers differ.
- In a class discussion, have learners identify specific issues they want more practice with.

Answer Key

1. b 2. c 3. b 4. Yes, because the parent asked about signing up

Transcript

Maria: Hi, my name is Maria Bower. I am Adam's mother. He is in Grade 3.

Bill: Nice to meet you. My name is Bill Morris. I am the music teacher. Do you have a question for me?

Maria: Yes, my son loves music. What will you be doing in music this year?

Bill: Does he like to sing or play an instrument?

Maria: He likes to play violin.

Bill: Great! We will have a school band this year.

Maria: Oh, how do the kids join up?

Bill: There will be an email registration next week.

Maria: OK, thanks!

Name: _____

Date: _____

Instructions: Listen to the audio. For questions 1-3, circle the correct answer. For question 4, write an explanation. Spelling and grammar will not be scored.

1. Why does the parent want to talk to the music teacher?
 - a. Child likes to listen to music
 - b. Child likes to play music
 - c. Child likes to sing
2. Does the school have any other programs the child may be interested in?
 - a. Yes
 - b. No
 - c. Not mentioned
3. When will parents receive an email?
 - a. In the next three weeks
 - b. Next week
 - c. In two weeks
4. Do you think the parent will sign up the child for the school band? (choose one and explain)

Yes, because _____

Or

No, because _____



Speaking

Skill-Building and Skill-Using Activities

| | |
|---|----|
| Opening and Closing a Conversation | 23 |
| Sharing Information About a Child with Another Parent | 25 |
| Talking with Another Parent | 27 |

Teaching Notes: In this activity, learners practise opening and closing a conversation during a parent-teacher meeting. Two sample conversations are provided. The activity can be done in pairs, small groups, or as a mingle activity.

Set Up:

1. Engage the class in a discussion about how to talk with teachers. Questions may come up about formality and body language, especially in a post-COVID-19 world. Respond according to the norms in your region.
2. Review different ways to open and close a conversation. Create a chart to keep track of responses, similar to the example chart below. As a class, discuss which phrases are more or less formal, and which are appropriate in specific situations.

| More Formal (meeting for the first time) | Less Formal |
|---|--|
| Situation: Meeting the teacher for the first time. | Situation: You have already met the teacher or you already know the teacher. |
| <p><i>Openings:</i></p> <ul style="list-style-type: none"> • Hello Mr./Ms. • Nice to meet you • How are you? • Good. How are you? <p><i>Closings:</i></p> <ul style="list-style-type: none"> • Well, I know you are very busy. Thank you for your time. • Thank you for meeting with me. • Have a great day/evening/night. | <p><i>Openings:</i></p> <ul style="list-style-type: none"> • Hi (first name) • How's it going? • Not bad. You? • Doing alright. And you? <p><i>Closings:</i></p> <ul style="list-style-type: none"> • I know you're busy. Thanks for the chat. • Have a good day/evening/night. • See you soon. |

3. Hand out the sample conversations on the following page, and go over them as a class. Discuss the differences in formality.
4. Have learners will get up and move around the classroom and pair up with someone. They take turns playing the role of a parent or teacher, and opening/closing a conversation. They switch partners when each person has played each role. Learners can start with more formal conversations (e.g., sample 1), and then every few turns switch to a less formal conversation (e.g., sample 2).
5. At the end of the activity, debrief with the class and discuss what parts of the conversation were challenging. Provide additional practice as needed.

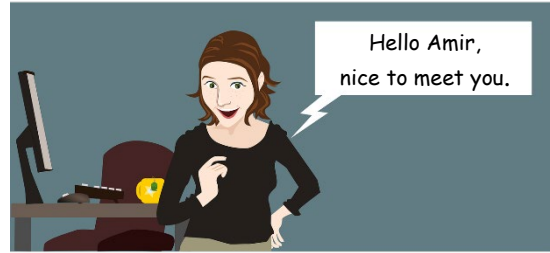
Additional Practice Suggestion:

6. Learners can slowly add more parts to the roleplays, such as an introduction, briefly talking about a problem, or asking a question.

Conversation Sample 1:

Opening

Amir: Hello Ms. Dier.
Ms. Dier: Hello Amir, nice to meet you.
Amir: Nice to meet you too. How are you?
Ms. Dier: I am doing well.



Closing

Amir: Well, I know you are busy. Thank you for your time.
Ms. Dier: Thank you for coming in.
Amir: Have a great evening.
Ms. Dier: You too.

Conversation Sample 2:

Opening

Amir: Hi Debbie.
Debbie: Hi Amir, great to see you again.
Amir: You too! How are you doing?
Debbie: Good. You?
Amir: Good.

Closing

Amir: Thanks for chatting. See you soon.
Debbie: No problem. See you later.

Teaching Notes: In this activity, learners discuss their children (actual or fictional) using very basic gerunds and infinitives. It can be done in pairs or small groups. A list of prompts is provided, but learners can also brainstorm their own prompts based on their situations.

Set Up:

1. Engage the class in a discussion about what parents typically talk about when they talk about their children. Compare how topics may differ by age, gender (of parents and child), and culture.
2. If necessary, give a mini-lesson on using *likes/doesn't like, loves, hates* focusing on how each sentence can include *to* or *-ing*.

| -ing | to |
|--|--|
| <ul style="list-style-type: none"> • My child likes/doesn't like playing... • My child loves playing... • My child hates playing... | <ul style="list-style-type: none"> • My child likes/doesn't like to play... • My child loves to play... • My child hates to play... |

3. Distribute the prompt questions on the next page. Review the questions and possible responses.
4. Explain the activity. Learners will work in pairs or small groups. They will use the prompts to ask each other questions about their children (or made up children). Note that not every response needs to use a gerund or an infinitive, but many of them could. If time allows, they can switch partners and repeat the exercise.
5. At the end of the activity, debrief with the class and discuss any challenges.

Additional Practice Suggestion:

6. Learners can create their own prompts and ask classmates other types of questions.

Suggested Prompts

Questions

- What does your child like best about school?
- Is there anything your child doesn't like about school?
- Does your child like reading at home?
- What after-school activities does your child like?
- Does your child like the teacher?
- Who does your child like to play with?
- What is your child interested in?

Answers

Use the following words at least once in your answers, when appropriate. Use both *-ing* and *to*. Your response does not need to be true.

- loves
- likes
- hates
- doesn't like

Competency Area: Interacting with Others

Indicators of Ability: Opens and closes a conversation, uses simple questions to ask about another person, asks and responds to questions about common, everyday routines

Teaching Notes: This task is a role play that simulates two parents talking with each other while waiting for their parent-teacher meeting. The two parents are comparing notes, their children and the class. A review of opening and closing a conversation may be necessary.

Set Up:

1. Explain to the learners that they will role play two parents chatting while waiting for a parent-teacher meeting. Remind students to use what they learned in the *Opening and Closing a Conversation* and *Sharing Information about a Child* skill-building activities in their role play.
2. Distribute the Skill Using Role Play instructions and go over the bullet list of required speaking for both the Student A and Student B roles. Roleplay the dialogue with one student in front of the class. Perform a second role play if necessary.
3. Arrange learners in groups of 3-4. Learners will take turns in the two speaking roles. The other learner(s) will give peer feedback.
4. Consider having learners record the role-plays to make it easier for self or peer feedback.
5. When the role-plays are complete, have learners complete peer feedback using the form provided.

Assessment:

Choose the approach that best suits the needs of the learners, for example:

- Peer feedback: Ensure that time is given for peers to share and review feedback.
- Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. Review the peer feedback.
- In a class discussion, have learners identify specific issues they feel they need more practice with.

Role Play: Two parents are talking while waiting for a parent-teacher interview.

Instructions: For this role play, one student is Student A and the other is Student B. Look at what Student A and Student B need to say in the role play (below). Think about the questions and answers you need to make. When you are ready, work with your partner and complete the role play.

Student A:

- Open the conversation and introduce yourself. (Use appropriate formality.)
- Share your child's name.
- Ask Student B one school related question about their child.
- Respond to the question about your child.
- Close the conversation.



Student B:

- Respond to the introduction. (Use appropriate formality.)
- Share your child's name.
- Respond to the question about your child.
- Ask Student A one school related question about their child.
- Respond to the closing

Talk with Another Parent, *continued*

Peer Feedback: Listen to your classmates as they role play a conversation discussing their children at school. Give feedback to your classmate.

| PEER FEEDBACK: Role Play Conversation with Another Parent | | |
|---|--------------------------|--------------------------|
| Speaker: _____ | Date: _____ | |
| Peer: _____ | | |
| Your Classmate: | Yes | No |
| • Opened the conversation clearly | <input type="checkbox"/> | <input type="checkbox"/> |
| • Made a question correctly | <input type="checkbox"/> | <input type="checkbox"/> |
| • Answered a question correctly | <input type="checkbox"/> | <input type="checkbox"/> |
| • Closed the conversation clearly | <input type="checkbox"/> | <input type="checkbox"/> |
| Instructor Comments: | | |



Peer Feedback: Listen to your classmates as they role play a conversation discussing their children at school. Give feedback to your classmate.

| PEER FEEDBACK: Role Play Conversation with Another Parent | | |
|---|--------------------------|--------------------------|
| Speaker: _____ | Date: _____ | |
| Peer: _____ | | |
| Your Classmate: | Yes | No |
| • Opened the conversation clearly | <input type="checkbox"/> | <input type="checkbox"/> |
| • Made a question correctly | <input type="checkbox"/> | <input type="checkbox"/> |
| • Answered a question correctly | <input type="checkbox"/> | <input type="checkbox"/> |
| • Closed the conversation clearly | <input type="checkbox"/> | <input type="checkbox"/> |
| Instructor Comments: | | |



Reading

Skill-Building and Skill-Using Activities

| | |
|--|----|
| Identifying Purpose | 31 |
| Choosing an Appropriate Response to Emails | 35 |
| Reading an Email from a Child's School..... | 39 |

Teaching Notes: This activity focuses on identifying the purpose of the text in as message from a teacher. Three emails are provided. Higher level learners may read all 3, while lower level learners may read only 1 or 2 of them. For each email, there is a bonus question that asks learners to make an inference.

Set-Up:

1. Engage the class in a discussion about the types of communication they receive from their child's school. For example, explore with learners whether they receive messages by phone, through email, written messages; what the messages are about; and how frequently they they receive information from the school.
2. Go over any new vocabulary in the email you selected for the activity, such as *sports day (or field day)*, *trading cards*, *supervise*, *time slot*, etc. and add it to a vocabulary wall if needed.
3. Distribute the handout/s to learners. Review the activity together, and explain the question and the bonus question. Have learners read the email and answer the questions (independently, or in pairs).
4. When learners are done, they can review each other's answers. Then take up the answers as a class.

Additional Practice Suggestion:

5. Have learners bring in messages that they have received from their child's school. Exchange the emails and discuss the purpose of the emails.

Answer Key

1. b (**bonus:** No, because the email says that it is a reminder.)
2. c (**bonus:** Yes, the teacher is asking for parents' help and understanding to stop trading cards coming to school.)
3. a (**bonus:** The teacher says to sign up quickly.)

Instructions: Read the email messages. Answer the questions.



Email 1

Hi everyone,

I just want to remind people that we still need volunteers for our upcoming sports day. This sports day is always a favourite for students, and they are really excited about it. However, it cannot be successful without the help of parents. If you are able to help, please let me know as soon as possible.

Thank you,

Ms. Smith

1. What is the purpose of this email? Circle the correct answer.

- a) To remind parents about the sports day
- b) To get volunteers for the sports day
- c) To invite parents to watch the sports day

Bonus Is this the first time the teacher sent an email looking for volunteers?

☐ Yes ☐ No

What clue in the email helps you guess the answer?

**Email 2**

Hi everyone,

In the past week, we have had a number of students bring trading cards to school. This has become a problem. Some parents are complaining that their children are losing cards. Please do not let your children bring trading cards to school. As a teacher, I cannot supervise the trades that are happening.

Thank you for understanding,

Ms. Smith

2. What is the mail purpose of this email? Circle the correct answer.

- a) To remind parents that trading cards are not allowed at school
- b) To let parents know that some children are losing their trading cards
- c) To ask parents not to allow their kids to bring trading cards to school

Bonus Must parents stop their children bringing trading cards to school?

☐ **Yes** ☐ **No**

What clue in the email helps you guess the answer?

**Email 3**

Hi everyone,

As you know, parent-teacher meetings are happening next Thursday evening and Friday morning. Each meeting is 15 minutes long. The link to the sign-up sheet is at the bottom of this email. I encourage you to sign up quickly to ensure that you get the time slot that works best for you.

See you soon,

Ms. Smith

3. What is the purpose of this email? Circle the correct answer.

- a) To tell parents they need to hurry and pick a time to meet the teacher
- b) To tell parents the time and day of the parent-teacher meeting
- c) To encourage parents to come to the parent-teacher meeting

Bonus Do many parents attend parent-teacher interviews?

☐ **Yes** ☐ **No**

What clue in the email helps you guess the answer?

Teaching Notes: This activity focuses on identifying details in an email, in order to determine an appropriate response. Four emails are provided; select one or more email messages to use, based on learner interest or level.

Set Up:

1. Engage the class in a discussion about their experiences with responding to their child's teacher. What issues do they have? Are teacher's email messages always clear? Are there too many emails sometimes?
2. Go over any new vocabulary in the selected email, such as: *behaviour issue*, *disruptive*, *denies*, *assembly*, etc. and add them to the word wall, if necessary.
3. Distribute the email, and go over the activity as a class. Explain that they should only choose the one response that they think is most appropriate.
4. When learners are done, they can compare their answers in pairs or small groups. Then take up the answers as a class.

Additional Practice Suggestion:

5. Learners can bring in email messages they have received from teachers, and use them to read and discuss possible appropriate responses.

Answer Key

Email 1: a

Email 2: b

Email 3: b

Email 4: a

Name: _____

Date: _____

Instructions: Read the following email messages from a child's teacher. Choose the appropriate response.



Email 1

Hello Melinda,

I just want to let you know that Jack had a behaviour issue in class yesterday. I had a supply teacher in for me yesterday, and she reported that Jack was very disruptive in class. He was arguing with the teacher, and refused to sit down. The supply teacher had to ask the principal to come to the class and speak to him.

This is unusual behaviour for Jack, so I just wanted to make you aware. Have you noticed any behaviour changes at home?

As always, if you have any questions, please contact me.

Thank you,

Mr. Rogers

Hello Mr. Rogers, thank you for your email...

- a) We have not noticed any changes at home, but we will definitely speak with Jack and make sure that it does not happen again.
- b) Could you please tell me what Jack did in class yesterday?
- c) Hopefully the other boy was not hurt. I will speak with Jack and ask him what happened.



Email 2

Hello Melinda,

In class today, Jack told me that another boy called him names at recess. He told me this happens a lot. I spoke to the other boy, but he denies saying anything to Jack. Jack is very upset about this.

We are watching the two boys very carefully. If anything new happens, we will let you know. If you have any questions, or would like to meet, please let me know.

Thank you,

Mr. Rogers

Hello Mr. Rogers, thank you for your email...

- a) I will talk to Jack and make sure he understands that what he did was wrong.
- b) Jack did not tell me anything. I asked him. He is really upset about it. Can we set up a time to meet?
- c) I will speak to the other parent to solve this problem.



Email 3

Hello Melinda,

I am pleased to tell you that Jack has been awarded the student of the month for October. He is being rewarded for his great academic work. He will receive the award at our assembly on Wednesday at 11:00 am. You are welcome to attend.

Congrats again,

Mr. Rogers

Hello Mr. Rogers, ...

- a) I am not available on Wednesday at 11:00 am. Can we set a different time?
- b) This is great news! I will see you on Wednesday.
- c) Thank you for your email. This is very surprising news. I will speak to Jack and ask him what happened.



Email 4

Hello Melinda,

Thank you for volunteering to come in and cook with our class next week. The kids are really excited. Please let me know what you plan on cooking, and I will purchase all of the ingredients. Also, please let me know if you need anything special.

Thanks again,

Mr. Rogers

Hi Mr. Rogers, ...

- a) I will be making some cupcakes. I have everything I need, including the ingredients.
- b) Thank you for your email. Jack is really excited. I will see you next week.
- c) Jack does not like to cook, so I may keep him home that day.

Competency Area: Comprehending Information

Indicators of Ability: Gets the gist; Identifies key information and main idea

Teaching Notes: This activity involves reading an email from a teacher to parents about preparing students for recess during the winter. Some learners may have more experience with this than others, so a pre-discussion may be necessary.

Set Up:

1. Engage the class in a discussion about the playground at a child's school during the winter. Ask questions, such as:

- What are some rules on the playground during winter?
- What do children like to play during the winter during recess?
- What are some problems that might happen?

Review or pre-teach any vocabulary you think learners might not be familiar with, such as *reminder, bum, snow fort, proper, roof, allow*

2. Distribute the email on the next page and if needed, use the text to provide practice with reading strategies, such as: skimming to get the gist; scanning for specific information; and/or trying to figure out the meaning of unfamiliar terms.
3. Distribute the question sheet to learners. Explain the activity instructions, and give learners time to complete the activity. For question 5, explain that sentence structure, spelling and grammar are not important.

Assessment:

- Learners can submit their answers for teacher feedback, review their answers with a peer, or self-assess while the activity is taken up as a class.

Answer Key

1. a
2. b
3. c
4. b
5. Answers will vary.

Name: _____

Date: _____

Instructions: Read the email from a child's school. Answer the questions.



Email

Dear parents,

Now that winter has arrived, I just want to send out some reminders about some issues that we have seen at the school during recess.

First, please make sure your child has proper winter clothing for outside play. On most days the children will be outside for recess, unless it is -20°C or colder. Some children have been going outside in sneakers and without mittens.

We do have a sliding hill at our school. It is for sliding on bums only. Children are not allowed to jump down this hill. Please remind your child about these rules.

Finally, we do allow children to build snow forts, but for safety reasons, they cannot have a roof. Children are also not allowed to throw snow or ice.

Thank you for speaking to your child about these rules. I am sure that we will have a safe and fun winter.

Sincerely,

Mr. Alomar

Principal

Instructions: Circle the correct answer.

1. Why was this email sent?
 - a. The school saw some problems at recess.
 - b. This email is sent every winter.
 - c. Some parents complained.
2. What happens if it is -20°C or colder?
 - a. The children will need to wear extra clothing.
 - b. The children will stay inside at recess.
 - c. The children will not be allowed to wear sneakers.
3. What is one rule for the sliding hill?
 - a. Take turns
 - b. No mittens
 - c. No Jumping
4. Why do you think snow forts cannot have a roof?
 - a. So that teachers can see all of the children.
 - b. The roof might fall down on the children.
 - c. They are too hard to build.
5. Do you think that these rules are good? Why or why not? (Choose one)

These rules are good because _____

Or

These rules are ***not*** good because _____



Writing

Skill-Building and Skill-Using Activities

| | |
|---|----|
| Writing Short Responses Indicating Preference | 43 |
| Proofreading | 45 |
| Signing Up A Student for a Program | 49 |

Teaching Notes: This activity focuses on using *prefer*, *would like*, and *interested in* to express preferences in an email response to a teacher. Three email messages are provided; select the one/s that are most appropriate for learners.

Set Up:

1. With the class, brainstorm different ways to indicate interest such as *I want*, *would like*, *prefer*, *interested in*, *pick*, *wish*, etc. Write these on the board and have learners practise using each one in a sentence. Remember to explain about whether an infinitive or gerund follow the verb when expressing preferences.

| Infinitive | Gerund (-ing) |
|---------------|---------------|
| want to | prefer |
| would like to | Interested in |

2. Distribute the email message/s on the pages that follow. Go over each email and review any new vocabulary such as *time slots*, *workshop*, and *hosting*
3. Encourage learners to use a different phrase to show interest for each email. Encourage proper formatting for the greetings.
4. Demonstrate an example email to show proper formatting (closing not necessary), such as the example below.

Dear Ms. Green,
I am interested in meeting on Wednesday at 3:30.
Thank you,
Wanda

5. Learners can give peer feedback in pairs or small groups. Instructor can circulate and offer feedback as well.

Additional Practice Suggestion:

6. Learners can write and respond to emails to each other either using a digital device, or handwritten. The emails should include a choice for the recipient to choose from. The recipient can then respond accordingly.

Name: _____

Date: _____

Instructions: Write a short response to each email. Include a greeting, and use a different word from the word bank.

Word bank

prefer ♦ would like ♦ interested i



Email 1

Hello _____,

Thank you for your email. I am happy to meet with you. I have two times slot available this week: Wednesday at 3:30 pm, or Thursday at 2:30 pm. Please let me know which time works best for you.

Ms. Green

Word bank

prefer ♦ would like ♦ interested i



Email 2

Hi everyone,

KidsArt will be having after school art classes starting in March. These classes will run for 10 weeks, and the total cost is \$100. There are two days available. You can either choose Tuesdays or Thursdays after school. If you are interested, please let me know.

Ms. Green

Word bank

prefer ♦ would like ♦ interested i



Email 3

Hi everyone,

I would like to invite you to a new 10-week workshop that our school is hosting. The workshop will focus on ways to help your child with their school work. The sessions will be Wednesdays from 11:00 am-12:00 pm. Please let me know if you wish to sign-up.

Ms. Green

Teaching Notes: This activity focusses on proofreading for spelling, punctuation and capitalization errors. Encourage learners to use a variety of strategies to find the errors.

Set Up

1. Introduce proofreading and walk students through each strategy of the proofreading step-by-step.
 - Everyone reads out loud to themselves (quietly). In pencil, circle any errors that pop out at them.
 - Read backwards; circle any more errors that they find.
 - Read one word at a time to focus on spelling mistakes, then on grammar mistakes, then on pronunciation errors.
 - Exchange with a partner to see if they find any errors you missed.
 - Then take up as a class.
2. Go over the activity and ensure that learners know which types of errors to look for and how many examples of each error there are.
3. After learners have found the 8 errors, review as a class. Students could rewrite the passage correctly as a follow-up to the proofreading.
4. Go over passage together as a class. While waiting, learners can also compare their answers with a partner.

Additional Practice Suggestion:

5. Learners can write short passages with intentional errors. They can then exchange with a partner to proofread.

Answer Key

Two punctuation errors: - A comma should be placed after “Ms Taylor”
 - A period should be placed after the word “week”.

Four capitalization errors: - Ms/She/tennis/Friday

Three spelling errors: - know/to/doctor

Hello Ms. Taylor,

I just want to let you know that Jacinda cannot participate in gym class this week. She should also stay inside during recess. She hurt her foot playing tennis on the weekend. The doctor said that she needs to rest it for one week. We will see the doctor again on Friday. I will let you know what the doctor says. Hopefully she can start going outside next week.

Name: _____

Date: _____

Instructions: Circle the spelling, punctuation, and capitalization errors in the following message. There are 8 errors: 2 punctuation, 4 capitalization, and 3 spelling errors. Then, rewrite the message with the corrections.

1. Read the passage to yourself out loud (quietly). In pencil, circle any errors that you notice.
2. Read the passage backwards; circle any more errors that you find.
3. Read one word at a time to focus on spelling mistakes, then on grammar mistakes, then on pronunciation errors.
4. Exchange with a partner to see if they find any errors you missed.

Hello ms. Taylor

I just want to let you no that Jacinda cannot participate in gym class this week she should also stay inside during recess. She hurt her foot playing Tennis on the weekend. The doctor said that she needs too rest it for one week. We will see the doctor again on friday. I will let you know what the dctor says. Hopefully she can start going outside next week.

Thank you,

Alison

Additional Practice: Recopy the corrected message in your notebook or writing journal.

Competency Area: Getting Things Done

Indicators of Ability: Conveys the appropriate message; shows developing to adequate control of spelling, punctuation and capitalization

Teaching Notes: In this task, learners write an email to their child's teacher. Ideally, learners should complete it using a digital device to more closely simulate the real-world task. If this is not possible, handwritten is fine.

Set Up:

1. Discuss learners' previous experience with writing email messages, either to their child's school, in class, or in other situations.
2. Introduce the scenario, and brainstorm possible instruments their child could play in a school band. Write this vocabulary on the board for reference.
3. If needed, brainstorm the format of an email message on the board with the class. Be sure to include the formatting, punctuation and content needed for the email task.
4. Distribute the handout *Signing Up a Student for a Program* on the page that follows, and review the expectations for the activity.
5. Go over the peer feedback tool, so learners are clear about expectations.

Assessment:

Choose the approach that best suits the needs of learners. For example:

- When learners have completed the writing activity, have them exchange their work with a partner for peer feedback using the peer feedback form.
- Have learners assess themselves using the same form.
- Review their writing sample and the peer feedback they received and provide additional feedback, as needed.
- In a class discussion, have learners identify specific language elements they feel they need more practice with. Repeat this task with a different topic for additional practice.

| Peer Feedback: Signing up a Student for a Program | | | SU |
|---|--------------------------|--------------------------|----------|
| Name of writer: _____ | | Date: _____ | |
| Peer: _____ | | | |
| | Yes | No | Comments |
| It is clear what the parent wants | <input type="checkbox"/> | <input type="checkbox"/> | |
| All information is included | <input type="checkbox"/> | <input type="checkbox"/> | |
| Capital letters and periods are mostly used correctly | <input type="checkbox"/> | <input type="checkbox"/> | |
| Most words are spelled correctly | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments: | | | |



| Peer Feedback: Signing up a Student for a Program | | | SU |
|---|--------------------------|--------------------------|----------|
| Name of writer: _____ | | Date: _____ | |
| Peer: _____ | | | |
| | Yes | No | Comments |
| It is clear what the parent wants | <input type="checkbox"/> | <input type="checkbox"/> | |
| All information is included | <input type="checkbox"/> | <input type="checkbox"/> | |
| Capital letters and periods are mostly used correctly | <input type="checkbox"/> | <input type="checkbox"/> | |
| Most words are spelled correctly | <input type="checkbox"/> | <input type="checkbox"/> | |
| Comments: | | | |



Assessment Tasks

Listening, Speaking, Reading, Writing

| | |
|---|----|
| Preparation for Assessment Tasks..... | 53 |
| Listening to a Welcome from the Homeroom Teacher..... | 55 |
| Speaking: Parent Teacher Role Play | 57 |
| Reading an Email from a Child's School..... | 59 |
| Emailing a Child's Teacher..... | 61 |

Each assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete the assessment tasks independently.

Set Up:

Review the task, instructions for completion and criteria for success when introducing the task to learners, so they are aware of the expectations. Ensure that throughout the module, learners have had sufficient instruction and practice with the task as well as the language elements in the criteria.

- **Listening:** Before handing out the task sheet, give learners a chance to look over the questions. Encourage them to listen for key words in the text to aid comprehension. Inform learners that the audio will be played 2 times, with a pause between each one so that they can write down answers. Also inform them that for question #6, complete sentences are not required, and grammar will not be marked, but answers need to be clear enough so that the reader can understand.
- **Speaking:** This task is done as a one-on-one role-play with the instructor, in which the instructor asks questions and the learner responds with appropriate answers; it could also be done as a pair activity, with some adjustments.

Learners are expected to greet the teacher, answer 3-5 detailed questions about their child (three questions for CLB 3; five for CLB 4), and close the conversation. Learners need to respond in complete sentences. CLB 4 learners will respond to more open-ended questions about their child.

Prior to the role-play, post the possible question prompts that are provided on page 58. Give learners time to think about their possible responses. Learners can make up imaginary responses if they don't have children.

During the role-play, the instructor should begin the conversation with a basic greeting to the learner, then ask questions about the child (using provided sample questions). After asking the questions, initiate the end of discussion. The learner should recognize the conversation is coming to an end, and end it appropriately.

- **Reading:** Before handing out the task sheet, give learners a chance to read the questions. Encourage them to use reading strategies such as skimming to determine the purpose of the text and scanning to locate specific information. Inform them that spelling and grammar will not be scored.
- **Writing:** Prior to the task, go over the assessment tool as a class to ensure that learners understand the expectations. Remind learners to proofread their writing and to use the assessment tool to review their own work before submitting it. Make it clear that CLB 4 needs to volunteer at both events, while CLB 3 only needs to volunteer at one event.

Feedback:

Productive Tasks: Provide feedback that is clear and direct, and that focuses on a few key items the learner can do to improve communication. Consider providing class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate, observe learner work, and provide individual support as needed. If a common issue arises, consider giving a mini lesson to provide clarification on the area that learners are having difficulty with. Consider having learners use the assessment tool for self-assessment before they hand in their work. Learners can insert their initials in the appropriate column (not yet / meets expectations) beside each criterion or write “not sure” if appropriate

Receptive Tasks: In addition to the formal assessment provided on the assessment task, provide feedback on any error patterns you notice. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to allow learners to review their answers individually or in small groups. If they are reviewing answers in groups, learners could discuss the strategies they used to find the answer. This activates learners as instructional resources for each other.

Answer Key:

Listening Task:

1. a
2. b
3. a
4. b
5. c
6. Yes (because there are many activities)

Reading Task:

1. b
2. a
3. c
4. c
5. b
6. Yes, because the teacher says that she is reminding them.
7. answers will vary

Transcript: Listening Assessment

Listening to a Welcome from the Homeroom Teacher

Welcome everyone! My name is Anna, and I will be your child’s homeroom teacher this year. Before you leave, please see the two sheets on the table here at the front. The first sheet is the blue one. That sheet is for your contact information. I need everyone to add their contact info. The yellow sheet is for volunteering. There are many chances to volunteer in our classroom this year. If you can, please sign up for one or more of our many activities. Thank you.

Listening to a Welcome from the Homeroom Teacher

AT

Module Topic: Communicating with a Child's School

CLB 3 ☐

Competency Area: Comprehending Information

CLB 4 ☐

Criteria: Identifies words that indicate location (#1); identifies basic connectors related to time (#2); identifies factual details (#3,4); gist (#5); recognizes implied meaning (#6,7)

Name: _____

Date: _____

Instructions: Listen to a welcome speech from your child's homeroom teacher at a meet the teacher night. Answer the questions.

Part 1:

For CLB 3 and 4: Circle the correct answer.

1. Where are the sheets?
 - a) at the front of the classroom
 - b) at the back of the classroom
 - c) in the teacher's hand
2. When do the parents need to fill out the sheets?
 - a) right away
 - b) before they go home
 - c) anytime
3. Which sheet does everyone need to fill out?
 - a) blue sheet
 - b) yellow sheet
 - c) both sheets
4. What is the yellow sheet for?
 - a) contact information
 - b) volunteering
 - c) teacher does not say
5. What is the listening about?
 - a) Anna, the teacher
 - b) volunteering
 - c) filling out the sheets

TASK SUCCESS CLB 3: 4/5

Your score: ____/5

Part 2:

For CLB 4 ONLY

6. How many activities can they volunteer for?
- a) one
 - b) two
 - c) no limit
7. Do you think the teacher needs a lot of volunteers for the year? Why or why not? (2 points)
Check yes or no, and write a reason for your answer. Grammar and spelling will not be scored.
- ☐ Yes, because _____
- Or
- ☐ No, because _____

TASK SUCCESS

CLB 4-Parts 1 and 2: 5/7

Your score: ____/7

Parent-Teacher Role Play

AT

Module Topic: Communicating with a Child's School

CLB 3 ☐

Competency Area: Sharing Information

CLB 4 ☐

Name: _____

Date: _____

Speaking: CLB 3 or CLB 4

Overall: You performed the role of a parent clearly ☐ Yes ☐ No

Analytic:

**Meets
Expectations
(2 points)**

Not Yet

- Opens the conversation politely

☐
☐

Gives basic information about the child in response to teacher's questions

☐
☐

- **CLB 3-** 3 responses
- **CLB 4-** 5 responses

Sentence structure

- **CLB 3:** uses short sentences to answer the questions
- **CLB 4:** uses several connected sentences to answer the questions

☐
☐

- Close the conversation politely

☐
☐

TASK SUCCESS: Yes in "Overall" criterion and 6/8 in other criteria

Your score: Overall: _____ Other criteria: ____/8

Doing well:

Next time:

Possible Prompts for Teacher

Prior to the role-play, share the possible question prompts with learners (e.g., post them or write them on the board). Give learners time to think about their possible responses.

Both CLB 3 and CLB 4:

- Hi, I am _____, nice to meet you.
- What does your child like to read at home?
- How does your child feel about school?
- Who does your child play with at home?
- What is your child interested in?
- What does your child do for fun?
- Thank you for coming in. Have a great day.

CLB 4 Only:

- Tell me about your child.

Module Topic: Communicating with a Child's School

CLB 3 ☐

Competency Area: Getting Things Done

CLB 4 ☐

Criteria: Getting the gist/main idea/purpose (#1); finding details (#2,3,4); inferring word meaning (#5); making an inference (#6); applying information (#7)

Name: _____

Date: _____

Instructions: Read the email from a child's teacher. Answer the questions.



Email

Dear parent,

I am writing to you today to look for volunteers for some upcoming events. If you are able to volunteer at one or more of the events happening this month, please email me back with your availability.

October 15th: Apple Orchard Field trip: We need volunteers to travel with the Grade 3 classes on the bus to the local apple orchard. The bus will leave at 9:00 am and return at 11:30 am.

October 29th: Halloween Party: We need volunteers to help us organize and run activities for our Halloween party for the Grade 3 classes.

CLB 3 Please stop here

As a reminder, we also welcome volunteers to come in at any time for different activities. If you would like to read to the class, share a part of your culture, or help out in any way, please just let me know.

Thank you,

Ms. Smith

Part 1 for CLB 3 and 4: Circle the correct answer.

1. What is the main purpose of the email message? (1 point)
 - a. To tell parents about upcoming events
 - b. To ask for volunteers
 - c. To share what the class has done in October

2. Can a parent volunteer more than once? (1 point)
 - a. Yes
 - b. No
 - c. Yes, but only if there are no other volunteers
3. Who will be on the bus going to the apple orchard? (1 point)
 - a. The whole school
 - b. Just your child's class
 - c. All of the Grade 3 students
4. What will the volunteers do at the Halloween party? (1 point)
 - a. Cook food
 - b. Run in a race
 - c. Help with activities
5. In the following phrase, what does upcoming mean? (1 point)

I am writing to you today to look for volunteers for some upcoming events.

- a. special events
- b. events that will happen in the near future
- c. events that will happen sometime much later in the year

Part 2 for CLB 4 learners only: Answer the questions. You do not need to write complete sentences. Spelling and grammar will not be scored.

6. Has the teacher asked for volunteers before? How do you know? (2 points)

7. If you were this child's parent, what would you volunteer for? Why? (2 points)

| | | | |
|---------------------|-----------------------|-----|--------------------|
| TASK SUCCESS | CLB 3: Part 1: | 4/5 | Your score: ____/5 |
| | CLB 4: Parts 1 and 2: | 6/9 | Your score: ____/9 |

Emailing a Child's Teacher

AT

Module Topic: Communicating with a Child's School

CLB 3 ☐

Competency Area: Getting Things Done

CLB 4 ☐

Instructions: You received a message from your child's teacher, Ms. English, asking for volunteers. You are able to volunteer. Here are the possible volunteer opportunities:

- April 15th: 6:00-8:00 pm. Make popcorn for 30 minutes during a movie night at the school.
- April 22nd: Share a part of your culture with your child's class during Culture Day.

CLB 3: Choose one of the volunteer opportunities and write a message to offer to help. (4-5 sentences). **CLB 4:** Write a message to volunteer at both events (a short paragraph)



Remember to include the following: (please check when completed)

- ☐ an opening
- ☐ who you are
- ☐ the event you want to volunteer at
- ☐ the time that you are available
- ☐ a closing

Name: _____

Date: _____

Instructions: Write a message to your child's teacher to volunteer for an upcoming event(s).

CLB 3: Write 4-5 sentences. **CLB 4:** Write a paragraph with at least 5 sentences.

| WRITING: CLB 3 or 4 | | |
|--|--|-----------------------------|
| Overall: CLB 3/4: The message is clear. The reader could understand which event(s) to sign you up for and at what time. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| | Meets Expectations (2 points) | Not Yet |
| CLB 3: Most sentences follow proper sentence structure CLB 4: Uses basic paragraph structure | <input type="checkbox"/> | <input type="checkbox"/> |
| CLB 3: Some control over basic grammar structures CLB 4: Adequate control over basic grammar structures | <input type="checkbox"/> | <input type="checkbox"/> |
| CLB 3/4: Spells common words correctly | <input type="checkbox"/> | <input type="checkbox"/> |
| CLB 3/4: Most punctuation is correct | <input type="checkbox"/> | <input type="checkbox"/> |
| TASK SUCCESS: Yes for "Overall" criterion and 6/8 points for other criteria Your score: Overall: _____ Other criteria: ____/8 | | |
| Doing well: | To improve: | |
| | | |