



# ***CHECK OFF THE QUESTIONS YOU'D LIKE TO ASK THE TEACHER ABOUT HOW YOUR CHILD IS DOING IN ENGLISH***

## ***IN CLASS PARTICIPATION***

- What does my child's success look like to you?
- Which skills does my child exhibit to communicate and learn?
- How does my child prefer to work during English class? With or without an adult? Alone or with a buddy?
- What does my kid do when faced with a challenge in class? Does my child seek assistance?

## ***IN CLASS LEARNING***

- What techniques can help my child's progress in English class? How can we apply these techniques at home?
- Could you give me an example of a required English competency where my child has shown strength ?
- Can you give me an example of a English competency with which my child has difficulty?
- Is homework handed in on time? Can I look at my child's in class English work?

## ***HELPING WITH HOMEWORK***

- What questions may I ask to clarify an English competency concept when my child is struggling at home?
- What resources are there to help with English homework ?
- How can I assist my child in becoming more independent when it's homework time ?
- What home English reading, writing and comprehension tools should I have at my child 's disposal?



## ***IS YOUR CHILD STRUGGLING IN ENGLISH?***

Speaking with the teacher can help you understand what's going on and how you can help. You may speak during a parent-teacher meeting. You can also arrange another time to talk, either in person, by phone, or by email.

But how can you voice your concerns? Be direct and specific while speaking with the teacher. Pose questions and follow-ups. The goal is to figure out what's going on and what can be done to help.

Here are some discussion starters to help you get started.

Requesting a meeting or conversation "Hi. Mr. Lee, I'm Annabelle's father. I'm concerned about her English Language Arts performance. Can we make time to discuss it?"

Getting the dialogue started "Thank you for speaking with me. I'm concerned that Annabelle is struggling with English. On the sheets she brings home, we practice grammar and phonics facts. However, she soon forgets the information we go through. What do you notice with her in class?"

Information exchange "She also becomes agitated on days when there is a English quiz. She doesn't always want to go to school. How do you interpret that?"

Obtaining information "Could you please tell me how Annabelle is doing in English overall? Is she following along? Is there anything in particular that she's having problems with?"

Following up on responses "You said that she had trouble with reading. I'm not sure what you mean. Could you provide an example, does she not understand what she is reading or mispronounce words?"

Requesting assistance "What can Annabelle do to improve her English Language Arts skills? Are there any activities you can undertake in class? What do you think we should do at home to help her in English?"

Completing the conversation "Many thanks for your assistance. I have a better understanding of what's going on with Annabelle and English. Can we discuss things more when I've had a chance to think about it?"

Some parents and caregivers find it difficult to discuss their child's difficulties. They can be hesitant to speak with teachers. Or they may be embarrassed that their youngster is having difficulty with English. Teachers, on the other hand, can supply information and counsel that no one else can. You can consult EPCA's additional resources to find other questions you can ask at parent-teacher meetings.

Speaking with the teacher can help you understand what's going on and how you can help. You may speak during a parent-teacher meeting. You can also arrange another time to talk, either in person, by phone, or by email.



## IS YOUR CHILD STRUGGLING IN FRENCH?

Here are some discussion starters to help you get started.

**Requesting a meeting or conversation** "Hi. Mr. Lee, I'm Annabelle's father. I'm concerned about her French performance. Can we make time to discuss it?"

**Getting the dialogue started** "Thank you for speaking with me. I'm concerned that Annabelle is struggling with French. On the sheets she sends home, we practice verbs and vocabulary words. However, she soon forgets the information we go through. What do you notice with her in class?"

**Information exchange** "She also becomes agitated on days when there is a French quiz. She doesn't always want to go to school. How do you interpret that?"

**Obtaining information** "Could you please tell me how Annabelle is doing in French overall? Is she following along? Is there anything in particular that she's having problems with?"

**Following up on responses** "You said that she had trouble with verbs. I'm not sure what you mean. Could you provide an example?"

**Requesting assistance** "What can Annabelle do to improve her French skills? Are there any activities you can undertake in class? What do you think we should do at home to help her in French?"

**Completing the conversation** "Many thanks for your assistance. I have a better understanding of what's going on with Annabelle's and French. Can we discuss things more when I've had a chance to think about it?"

Some parents and caregivers find it difficult to discuss their child's difficulties. They can be hesitant to speak with teachers. Or they may be embarrassed that their youngster is having difficulty with French. Teachers, on the other hand, can supply information and counsel that no one else can. You can consult EPCA's additional resources to find other questions you can ask at parent-teacher meetings.

à bientôt

S'IL  
VOUS  
PLAÎT

merci

comment  
ça va

BONNE  
JOURNÉE

bonjour

au revoir



# PARENT-TEACHER MEETING CHECKLIST FOR FRENCH

Check off the questions you'd like to ask the teacher about how your child is doing in French.

## In class Participating

- How does my child measure success?
- How does my child respond when she doesn't understand what you are telling her?
- How does my child prefer to work during French time? With or without an adult? Alone or with a buddy?
- What does my child do when faced with a challenge during French time? Does my child seek assistance?

## In class Learning

What tactics help my child with French? How can we apply these techniques at home?

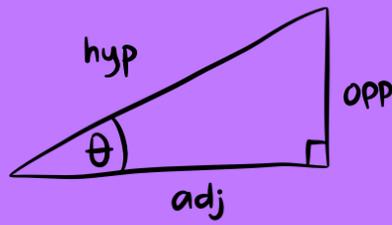
- Could you give me an example of what my child has mastered in French?
- Can you give me an example of what my child has difficulty in French with?
- Is homework handed in on time?

## Helping with Homework

What questions may I ask to clarify a French concept when my child is struggling at home?

- What resources are there to help with French homework?
- How can I assist my child in becoming more independent when it's homework time?
- What home French tools should I have at my child's disposal?





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# PARENT-TEACHER MEETING CHECKLIST FOR MATH

Check off the questions you'd like to ask the teacher about how your child is doing in math.

## In class Participating

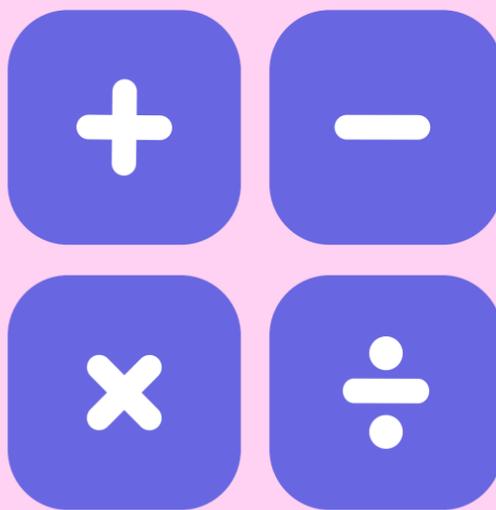
- How does my child measure success?
- How does my kid respond when math concept is difficult to grasp?
- How does my child prefer to work during math class? With or without an adult? Alone or with a buddy?
- What does my kid do when faced with a challenge in math class? Does my child seek assistance?

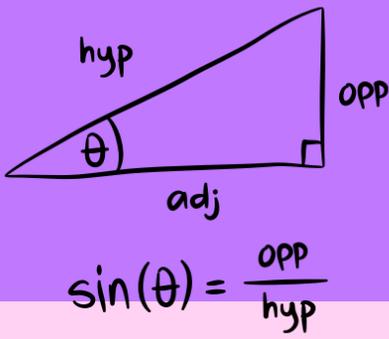
## In class Learning

- What tactics help my child in math class? How can we apply these techniques at home? Could you give me an example of a math concept that my youngster has mastered?
- Can you give me an example of a math concept that my child has difficulty with? Is homework handed in on time?

## Helping with Homework

- What questions may I ask to clarify a math concept when my child is struggling at home?
- What resources are there to help with math homework?
- How can I assist my child in becoming more independent when it's homework time? What home math tools should I have at my child's disposal?





## IS YOUR CHILD STRUGGLING WITH MATH?

Speaking with the teacher can help you understand what's going on and how you can help. You may speak during a parent-teacher meeting. You can also arrange another time to talk, either in person, by phone, or by email.

But how can you voice your concerns? Be direct and specific while speaking with the teacher. Pose questions and follow-ups. The goal is to figure out what's going on and what can be done to help.

Here are some discussion starters to help you get started.

Requesting a meeting or conversation "Hi. Mr. Lee, I'm Annabelle's father. I'm concerned about her Math performance. Can we make time to discuss it?"

Getting the dialogue started "Thank you for speaking with me. I'm concerned that Annabelle is struggling with Math. On the sheets she sends home, we practice addition and subtraction facts. However, she soon forgets the information we go through. What do you notice with her in class?"

Information exchange "She also becomes agitated on days when there is a Math quiz. She doesn't always want to go to school. How do you interpret that?"

Obtaining information "Could you please tell me how Annabelle is doing in Math overall? Is she following along? Is there anything in particular that she's having problems with?"

Following up on responses "You said that she had trouble with numbers. I'm not sure what you mean. Could you provide an example?"

Requesting assistance "What can Annabelle do to improve her math skills? Are there any activities you can undertake in class? What do you think we should do at home to help her in math?"

Completing the conversation "Many thanks for your assistance. I have a better understanding of what's going on with Annabelle's and Math. Can we discuss things more when I've had a chance to think about it?"

Some parents and caregivers find it difficult to discuss their child's difficulties. They can be hesitant to speak with teachers. Or they may be embarrassed that their youngster is having difficulty with Math. Teachers, on the other hand, can supply information and counsel that no one else can. You can consult EPCA's additional resources to find other questions you can ask at parent-teacher meetings.

