

GRADE CARDS		Student/Class Goal Students want their children to do well in school and need to know how to understand grade cards.
Outcome <i>(lesson objective)</i> Students will read and understand a school grade card in order to know how their child is doing in school.		Time Frame 2 hours
Standard <i>Read with Understanding</i>		NRS EFL 1-3
COPS Determine the reading purpose.	Activity Addresses Components of Performance Students will become familiar with the categories and symbols used on their child's grade cards.	
Select reading strategies appropriate to the purpose.	Teacher created questions will spark conversation and lead to a better understanding of the American school system.	
Monitor comprehension and adjust reading strategies.	Circle unknown words when reading, teacher asks clarifying questions to promote understanding.	
Analyze the information and reflect on its underlying meaning.	The sample grade card gives the student an opportunity to practice and check understanding of terminology.	
Integrate it (i.e. new information) with prior knowledge to address the reading purpose.	Students will recognize terminology when they receive their child's report cards.	
Materials Sample grade cards, index cards Oxford Picture Dictionary Discussion Questions Handout		
Learner Prior Knowledge ESOL Focus Students know how U.S. schools are structured with elementary, middle and high schools and grades K–12. The student's level of proficiency in their native language affects acquisition of a second language, remember to always build their new learning on their existing skill base.		
Instructional Activities Step 1 - Ask students to work in small groups (3-4) and write down as many school subjects as they can. The students can use dictionaries (e.g. Oxford Picture Dictionary page 112 – 121) and translators. Report back and teacher writes these on the board. Practice saying each word and pointing out word stress. Assign ten of these words for spelling homework. Step 2 - In small groups give students the discussion questions handout, e.g. "What was your favorite subject?" If a student didn't attend school, he or she can talk about what subjects they would have liked to study. In their journals, students write a short answer to the question "What was your favorite school subject and why?" Step 3 - Review briefly the structure of the US school system with 13 years from Kindergarten to 12 th grade, divided into elementary, middle and high schools. Explain that the word "grade" has two meanings. Ask is anyone knows the other meaning. Write the letters A – F on the board and explain how the grading system works including plus and minus for each letter. Explain the 4.0 system briefly. Might also need to explain percentages and O-S-N or other symbol systems. Teachers should check to see what grading systems are used in their local area. Step 4 - Now give out a sample grade card. Ask students to scan it and circle any words they don't know. In pairs, students look at grade card together and help each other with words they circled. Teacher circulates and helps students understand. Ask questions to ensure they understood – "What grade did she get for Biology? What subject is difficult for her? What were the teacher's comments for Spanish?" Step 5 - Tell students to pretend that this is their daughter's grade card that just came in the mail. What would they say to their daughter when she comes home? Each pair writes and performs a dialog. Also, a dialogue could be written that focuses on what parents might want to know from the teachers when they have conferences.		
TEACHER NOTE Many grade cards are available online at local school websites and can be shared during this lesson.		

Assessment/Evidence *(based on outcome)*

Teacher observation

Student dialogues

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps**Technology Integration****Purposeful/Transparent**

Parents want to be able to read and understand their children's report cards.

Contextual

Parents are attending conferences and need to be able to discuss their child's academic progress with the child's teacher.

Building Expertise

Students have been practicing conversational English, this activity applies their learning to new situations that they will be experiencing with their children.



Discussion Questions

- 1. What was your favorite subject at school? Why?**
- 2. What was your least favorite subject at school? Why?**
- 3. Which subjects should be required for all students?**
- 4. Why do teachers give grades?**
- 5. What should parents do when they get their children's grade cards?**