

## Lesson Plan Module 4: Session 23

<b>Module 4</b> Finance and Housing	<b>Unit 12 – Session 23</b> Housing
<b>Standards Alignment</b>	
<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.SL.5.1</u>: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on building on others' ideas and expressing their own clearly.</li> <li>• <u>CCSS.ELA-LITERACY.SL.5.1.B</u>: Follow agreed-upon rules for discussions and carry out assigned roles.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.RI.5.4</u>: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.W.5.1</u>: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.5.1.C</u>: Use verb tense to convey various times, sequences, states, and conditions.</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>• Describe their homes and state the advantages and disadvantages of where they live</li> <li>• Describe housing problems.</li> <li>• Ask and answer questions about a housing problem.</li> <li>• Use going to and will to discuss future plans, promises and predictions.</li> </ul>	
<b>Technology Needs and Presentation/Handouts</b>	
<b>Technology Needs</b> <ul style="list-style-type: none"> <li>• Projector, laptop, and speakers</li> <li>• Tablets (if available)</li> <li>• Internet connection</li> </ul>	<b>Presentation Needs &amp; Handouts</b> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• 7 flipchart markers</li> </ul> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li>• Classwork: handout of dialogue</li> </ul>
<b>Vocabulary Focus</b>	
Advantage, disadvantage, backyard, balcony, lead (paint), provide, cause, bedbugs, peeling	
<b>Grammar Focus</b>	
<ul style="list-style-type: none"> <li>• Will vs Going to</li> </ul>	
<b>Introduction/Warm-Up/Review (30 min)</b>	
<p><b>Warm-Up</b></p> <ul style="list-style-type: none"> <li>• Check homework and review vocabulary</li> <li>• Play the Housing Board Game” to assess the learners’ prior knowledge.</li> </ul>	
<b>Lesson Plan Activities</b>	

### Activity 1: Describing your home (55 min)

Place the following chart on the board. Ask learners to write a question for each item under location. Demonstrate writing one question, and ask for a volunteer to give you the second. Ask learners to continue. Check for correct formation of questions.

1. Model the activity by asking one student the questions, then ask the learners to talk with two partners.
2. As a homework assignment, they can write a description of their residence or a comparison of their residence and one of the partners they interviewed in the pair work activity.

	Your Question	Partner 1	Partner 2
Location			
House or Apartment	<i>Do you live in a house or an apartment?</i>		
Number of rooms	<i>How many rooms are in your apartment?</i>		
Number of floors			
Which floor			
Elevator			
Laundry room/ Basement			
Kitchen size			
Balcony			
Your question ?			
Your question ?			

### **Wrap Up/Assessment**

- Ask for learners to compare some of the differences between their home and their partners' homes.

### Activity 2: Housing Problems (60 min)

1. In small groups, make a list of some housing problems.
2. Create a combined list from the small group lists. If not mentioned, add the following: bedbugs, cockroaches, drip, flood, no heat, leak, mice, overflowing sink, plugged up sink, peeling paint, cracked wall, discrimination, lead paint.
3. Model the next activity by choosing one of the problems and sharing a story of an experience that you have had with a housing problem. (E.g. I lived in apartment on the top floor and there were frequently problems with the roof leaking. I called my landlord, and he didn't take care of it. Finally, I wrote him a letter, and after that, he sent someone to repair it.)
4. In small groups or with partners, ask learners to talk about their own experience – or the experience of someone they knew – and what they did about it.

OR

1. Put the following vocabulary on the board: bedbugs, cockroaches, drip, exterminator, flooded, freezing, leak, mice, overflow, plugged up, radiator, plunger, peeling paint, cracked wall, no children, no pets, discrimination, lead paint, tenant, landlord, lease.
2. Give each group a piece of chart paper and have groups come up with different housing problems that match the above vocabulary (there are no correct answers: the idea is for students to speak with one another and come up with scenarios or situations that fit the above vocabulary; students can also make up their own). Model this; for example, lead paint could elicit the problem of lead poisoning.
3. After doing either of the activities above, elicit from the class a tenant calling the landlord. Example:  
**Tenant:** Hello this is \_\_\_\_\_ I'm calling about the \_\_\_\_\_  
**Landlord:** I see – will you be home at 3 pm?  
**Tenant:** yes  
**Landlord:** All right, I'll come then.

4. Ask learners to practice with a partner. Have a few volunteers call.
5. Prior to reading this dialogue, ask the learners to listen to tell you: What is A's problem? What does B suggest? Check their answers. For the second listening, provide a *cloze* of the dialogue. After completing, have the class practice the dialogue together.
6. Write the following dialogue on the board:
 

A: I'm having a problem in my apartment. I think I have bedbugs

B: That's terrible! You should call your super.

A: I did, but he didn't do anything about it.

B: Why don't you try calling 311 – that's the city's free information number?

A: But my English isn't so good. I might not understand.

B: That's no problem – you can get help in your language.

Practice the dialogue as a class, and then repeat it with partners. Ask them to practice, using different problem and add a conclusion.

### Wrap Up Assessment

- Ask the learners to share some of their dialogues with the class.

### Activity 3: Housing Problems and Solutions (30 min)

Making plans to call the land lord (will/going to)

1. Review the uses of Will vs Going to for the future (prediction: either, promise: will, plans: going to, make a request: will)
2. Ask learners to work in pairs to complete the dialogue. (see class handout) Then practice in pairs.

**Chia:** There's no heat in my apartment. I \_\_\_\_\_ call my landlord.

**Peter:** Do you think calling him \_\_\_\_\_ help?

**Chia:** I think it \_\_\_\_\_. If he doesn't fix it I \_\_\_\_\_ call 311.

**Peter:** In the meantime, I have an electric heater you could borrow.

**Chia:** That would be great!

**Peter:** I \_\_\_\_\_ bring it over after work tomorrow.

**Chia:** That would be super! If you bring it I \_\_\_\_\_ make dinner for you.

**Peter:** Then I \_\_\_\_\_ definitely come. But call me because I am \_\_\_\_\_ to be busy tomorrow.

**Jane:** What \_\_\_\_\_ do this weekend, Sara?

**Sara:** \_\_\_\_\_ clean my apartment because I'm moving next week.

**Jane:** You are! Where \_\_\_\_\_ move to?

**Sara:** I'm moving to Brooklyn.

**Jane:** That \_\_\_\_\_ be different.

**Sara:** It certainly \_\_\_\_\_!

**Jane:** I \_\_\_\_\_ miss you.

**Sara:** Don't worry! I promise that I \_\_\_\_\_ call you every week.

### Wrap Up Assessment

- Collect their papers to check for the use of going to and will. Ask them if they feel confident about the usage.

### **Overall Wrap Up: Vocab/ Review and Assessment (5 min)**

1. What was useful information for you?
2. Assign homework.

### **Homework/Project (Extension Activity)**

- **Speaking:** Call 311 and ask for information on a housing problem. Be ready to share with the class.
- **Writing:** Write a note to your landlord asking him to fix a problem OR Write a description comparison of their residence and one of the partners they interviewed in the pair work activity.
- **Reading:** Visit the site <http://www.metcouncil.net/> Read a recent news article and write a summary.
- **Grammar focus:** provide a worksheet on going to vs will or use <http://www.english->

[hilfen.de/en/exercises/tenses/will\\_going\\_to\\_future.htm](http://hilfen.de/en/exercises/tenses/will_going_to_future.htm)

### Online Resources

- <http://www.metcouncil.net/> A tenants' organization in NYC that assists with housing issues
- <http://www.nyc.gov/html/doh/downloads/pdf/vector/bed-bug-guide.pdf> An easy to read, colorful brochure about bedbugs.
- <http://www.nyc.gov/html/doh/downloads/pdf/public/dohmhnews6-03.pdf> Brochure from NYC on protecting your child from lead poisoning. Includes tenants' rights.