

Lesson Plan Module 4: Session 24

Module 4 Finance and Housing	Unit 12 – Session 24 Housing
Standards Alignment	
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • <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. • <u>CCSS.ELA-LITERACY.SL.5.1.B</u>: Follow agreed-upon rules for discussions and carry out assigned roles. <p>Reading:</p> <ul style="list-style-type: none"> • <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 <i>subject area</i>. <p>Language:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.5.1.C</u>: Use verb tense to convey various times, sequences, states, and conditions. 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • State common rules and regulations regarding landlord's responsibility. • Ask and answer questions about apartments for rent. • Describe apartments using "too" and "very". 	
Technology Needs and Presentation/Handouts	
<p>Technology Needs</p> <ul style="list-style-type: none"> • Tablets (if available) • Internet connection • Access to Ventures arcade (see link under resources) 	<p>Presentation Needs & Handouts</p> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • Apartment ads and scenarios • Apartment relay worksheet • Bedbug informational brochure • Lead paint brochure • Heat and Hot water brochure
Vocabulary Focus	
<p>Allow ,still available, lead (lead paint) renovated, get rid of, it's taken, security deposit</p>	
Grammar Focus	
<ul style="list-style-type: none"> • Too vs very 	
Introduction/Warm-Up/Review (20 min)	
<p>Warm-Up</p> <ul style="list-style-type: none"> • Ask learners to share in small groups about how they found their current house/apartment. <p>OR</p> <ul style="list-style-type: none"> • Ask learners to share in small groups: compare finding a place to live in New York with another place they have lived. 	
Lesson Plan Activities	
<p>Activity 1: Problems and solutions continued (25 min)</p>	

1. Divide class into groups of 3. Create a relay with two runners and one writer. Writer reads questions to runners, who must scan the texts posted on the walls to find answers. **Writers and runners should alternate roles.**
 - When must the landlord provide heat
 - What can you do if you have no heat?
 - What causes bedbugs?
 - How can you get rid of bed bugs?
 - Who should manage a bedbug problem?
 - Why is lead a problem for children?
 - Name 3 ways to protect children from lead

Wrap Up/Assessment

- Check as a class.

Activity 2: Inquiring about an apartment (50 min)

1. Brainstorm possible questions to ask the landlord when calling about an apartment. Questions may include :
 - What floor is it on?
 - Is there an elevator?
 - Is there a laundry room in the building?
 - Is it still available?
 - How much is the rent?
 - Are pets allowed?
 - Do you allow pets?
 - When is it available?
2. Play a recording or read the dialogue to the class. Ask the learners to listen for details about the apartment and take notes about what they heard. For lower levels, prepare a T/F exercise to answer.

A: I'm calling about the two bedroom apartment for rent. Is it still available?
B: Yes, it is.
A: Can you tell me something about it?
B: It's on the third floor and has a renovated kitchen.
A: Is there an elevator?
B: No, actually, there isn't.
A: Do you allow pets?
B: Yes, but you'll need to pay an additional security deposit of \$250
A: That's okay. It sounds good – when can I see it?
B: How about tomorrow at 6pm?

Ask learners to work with a partner to construct as many details as they can.
4. Put the dialogue on the board OR hand out copies. Practice the dialogue together by:
Dividing the class into two choruses; first chorus says the first line and the second chorus the next; and then change so the second chorus begins.
Choose a few phrases to review for pronunciation (note: not individual words). Have students practice with a partner. Have volunteers say the dialogue out loud for the class. Students close their notebooks: Erase key words in dialogue and see if students can remember vocabulary (monitor for pronunciation). Erase all the words in the dialogue and have students say the dialogue in their own words. OR ask the learners to role play calling a friend to talk about the apartment they found.
5. Ask learners to listen to the second dialogue to tell you which apartment is available, and whether she takes the apartment.

A: I'm calling about your apartment for rent. Is it still available?
B: The fourth floor apartment is taken, but I do have one on the first floor. It's a walk-in.
A: A walk-in you mean it is a basement apartment?
B: Yes, but it's a very big apartment and the ceilings are pretty high.
A: How much is the rent?
B: It's \$1025 per month.
A: Thanks anyway, that's a little too high for me.

6. Write on the board: What's good about the apartment? What's not good about the apartment? Ask learners to listen again and write down the plusses and minuses of the apartment. Check as a class or in small groups.
7. Describe apartments using "too" and "very." Write on board "The apartment is too big" "the apartment is very big" ask learners to say if they mean the same or different. Provide a context (I dislike cleaning, therefore the apartment is too big) Elicit other examples.
8. Ask learners to role play calling for an apartment. Their role play should include 3 questions about the apartment and three answers. It should also include making an appointment to see it and one or more use of "too" and "very."

Wrap Up/Assessment

- To assess, walk around as they practice their role plays. To wrap up, ask for some volunteers to present.

Activity 3: Reading and responding to classified ads (45 min)

1. Divide class into groups of 3. Give each a family scenario and list of apartments (no perfect match) ask them to discuss together which one they will choose and tell why. See handout. Work with the lowest level learners to help them understand the ad content.
2. **Interview a Landlord.** Divide the class into landlords and apartment seekers. Give each apartment seeker a family scenario (see handout). Ask apartment seekers to write 3 questions to ask the landlord. The Landlord writes 2 statements about the apartment (either let them create their own, or give them information if they are lower level) and 1 question to ask the tenant.
3. Have the prospective tenants go to at least 3 different landlords.

Wrap Up Assessment

- Ask tenants to say which apartment they chose and why. Ask landlords if they will accept these tenants and why or why not.

Activity 4: Vocabulary review (30 min)

Prepare a review activity utilizing vocabulary from the term. This could be a game, cloze, kahoot, or other assessment activity.

Wrap Up/Assessment

- Check as a class. If you gave a written assessment, collect and score the results.

Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. What did you learn today?
2. Assign homework if this is not the last unit.

Homework/Project (Extension Activity)

- **Speaking:** If this is not your last unit, encourage learners to look online for an apartment, and make a phone call about it. Report back to the class.
- **Reading:** Read roller coaster in a house at the appropriate level.
<http://www.newsinlevels.com/products/roller-coaster-in-a-house-level-3/>
- **Writing:** Write a paragraph comparing this house to your living space. Cite specific examples from the text.

Online Resources

- <http://www.newsinlevels.com/products/roller-coaster-in-a-house-level-3/>
- www.craigslist.org (for housing ads)