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Beginning Level (CASAS reading scores of 181-200)

Housing: Week 2 of 2

Unit Overview

This 2-week unit focuses on skills learners need to find an apartment, be responsible tenants, and understand a few of their rights as renters.

Focus of Week 1

- Identifying **rooms in a home** and **common items** in a home
- Scanning **apartment ads**
- **Asking questions about apartments**
- **Using there is../there are...**

Focus of Week 2

- **Reporting problems** to an apartment manager
- **Documenting apartment problems**
- **Getting your damage deposit back**

Housing Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p><i>Life skill:</i> read a short story about housing</p> <p><i>Life Skill:</i> report housing problems to a landlord/manager</p> <p><i>Literacy:</i> ask and respond to simple written wh- questions</p> <p><i>Listening/speaking:</i> ask and respond to the question “What’s the problem/matter?” with vocabulary including broken, leaking, window, shower.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Home Problems Flashcards • Handout: I Can’t Sleep <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 113, 69. • A few copies of Home Problems Flashcards, cut apart to make sets of cards that learners will match • One set of large home problem pictures <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Colored pencils or thin highlighters • a working smoke alarm and battery or picture of smoke alarm and battery • student scissors, tape

Lesson Plan

Warm up for today’s Lesson

Description: students work in small groups to match pictures of problems with the vocabulary

Materials/Prep: a few sets of **Home Problems Flashcards**, cut apart to make sets of cards for matching

Review of Previous Lessons

Description: learners drill each other on the housing problem vocabulary.

Materials/Prep: copies of **Home Problems Flashcards**, for students who were absent Thursday.

Activity 1: Listening/Speaking

Description: learners will practice describing problems in their home

Materials/Prep: one set of large home problem pictures

Activity 2: Life Skill/Literacy

Description: learners will read a short story about a home problem and practice the sound of the letters “ar”

Materials/Prep: copies of **I Can’t Sleep**, colored pencils or thin highlighters, ESL Volunteer Tutor Manual, 2012, **Letter/Sound Drill**, p. 113

Activity 3: Life Skill/Listening & Speaking

Description: discuss smoke alarm maintenance and practice calling to report a problem with a smoke alarm

Materials/Prep: a working smoke alarm and battery or picture of smoke alarm and battery, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69

Activity 4: Checking for Understanding

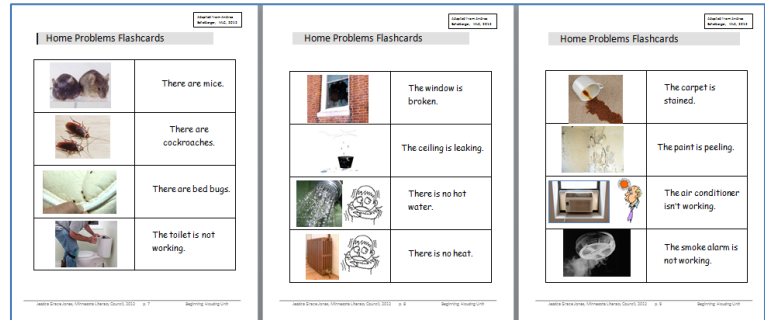
Description: Learners write or talk about one thing they learned today.

Materials/Prep: (none)

Teacher Directions: Warm Up

-Materials: make a few copies of the **Home Problems Flashcards**. Cut apart the pictures and phrases so that you have 24 cards in each set. Make enough sets so that learners can work in groups of 2-4 students.

As learners arrive, put them in small groups and give each group a set of cards. Show them how to match the picture with the correct phrase. Depending on their ability level, you can decide whether to let them reference the vocabulary flashcards they created last Thursday as a resource.



Teacher Directions: Review of Previous Lesson

-Materials: copies of **Home Problems Flashcards** for learners absent on Thursday, student scissors, tape

Ask learners to take out their flashcards from last week.

Learners without flashcards: distribute copies of **Home Problems Flashcards**, scissors and tape. Model how to cut, fold, and tape each card so that the picture is on one side and the words are on the other. Learners use this time to create their own deck of flashcards.

Learners with flashcards from last week: Partner Practice

With another volunteer or learner model the following:

One person in each pair is the “teacher”, one is the “student”

The teacher holds the flashcard with the picture facing the student.

Teacher asks: “What’s the matter?” Student responds with the name of the problem (if he/she can).

They repeat the problem together.

After several minutes, they switch roles.

(ask learners to bring their flashcards back to class every day!)

Teacher Directions: Activity 1: Life Skills, Listening & Speaking

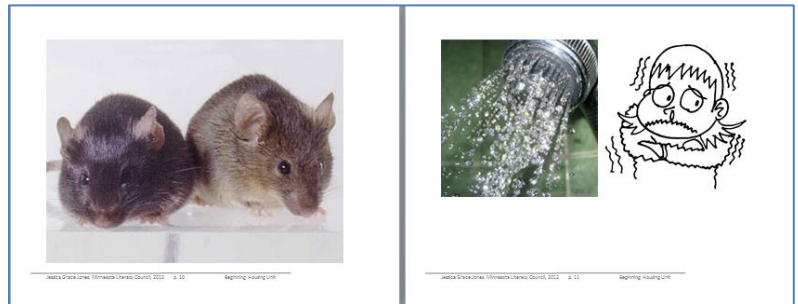
-Materials: one set of full page home problem pictures (12 pages) –make 2 sets if you have more than 12 students in your class.

Step 1: Review Vocabulary

Hold up each picture. Say the problem as written on the **Home Problems Flashcards**.

Learners repeat several times.

Ask if anyone has this problem now...or had this problem before.



Step 2: Structured Practice

Write on the board: **What's the matter?**

What's the problem?

Practice both questions several times and emphasize that they mean the same thing.

Step 3: Model the activity

Ask a student or volunteer to help you model.

Each person receives one full page problem picture.

Show your picture to your partner. Ask "What's the matter?"

Partner responds by saying the problem shown in the picture.

Switch roles.

When both partners have described each other's picture, they switch pictures and go find a new partner.

Step 4: Learners mingle and describe the pictures.

Listen for and note any problems that learners are struggling with either remember the words or pronouncing them correctly.

Step 5: Review difficult vocabulary

Repeat step 1 for any phrases that learners are still struggling with.

Teacher Directions: Activity 2: Literacy, Life Skill

-Materials: **I Can't Sleep** handout, ESL Volunteer Tutor Manual, 2012, **Letter/Sound Drill**, p. 113. Colored pencils or thin highlighters.

Step 1: Context

Read the questions below the pictures. Talk about the pictures.

Step 2: Silent Reading

Allow 5-10 minutes for learners to read silently and circle any words they don't understand

Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Step 8: Letter/Sound Drill

Refer to the ESL Volunteer Tutor Manual, 2012 Letter/Sound Drill, p. 113
The target spelling/sound for this story is **"ar," as in "start"**

-There is one exception in this story that you will need to address: the word **hear** contains the letters "ar" but makes a different sound because of the vowel before it. You can teach that **"ear"** says "ear" like the ears on your head.

I Can't Sleep

Look at the pictures. What do you see?
Do you have a smoke alarm in your home? What sound does it make?

Mark lives in an apartment. He has a daughter. Her name is Margo.
Mark and Margo are sleeping. They hear a loud noise. **DEEP... DEEP... DEEP...**
It is dark in the bedroom. Mark can't see. He turns on the light. Now it is quiet.

Mark and Margo go back to sleep. The noise starts again. **DEEP... DEEP... DEEP...**
DEEP... Mark turns on the light. He sees the smoke alarm. It is beeping. But there is no smoke. There is no fire. Mark doesn't understand. What's the matter?

All night the smoke alarm beeps. It starts and it stops. It is hard to sleep.
In the morning Margo is very tired. Mark calls the apartment manager.

"I have a problem..." Mark says.
"What's the matter?" asks the manager.
"My smoke alarm is broken. It is beeping but there is no fire..." Mark says.
"It needs a new battery..." says the manager. "I can bring you one tomorrow."
"It is hard to sleep..." says Mark. "Please come today!"

Write YES or NO.

1. There is a fire in the apartment.
2. It is hard to sleep.
3. Margo is Mark's son.
4. The smoke alarm is beeping.
5. The manager will bring a battery.

Write the answers.

6. What's the matter? _____
7. Why is Margo tired? _____
8. Who does Mark call? _____

Write I don't understand.

WORD	MINUTE/PHONE

Teacher Directions: Activity 3: Life Skills, Listening & Speaking

-Materials: a working smoke alarm and battery or picture of smoke alarm and battery.
ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

Step 1: Context

Review key elements of the story.

"What is Mark's problem? What noise does a smoke alarm make? Why is Mark's smoke alarm beeping? What is the manager going to do?"

Step 2: demonstrate testing a smoke alarm

Using your smoke alarm props, demonstrate or imitate the difference between the sound a smoke alarm makes when there is a fire (a series of long, uninterrupted beeps) and the sound it makes when the batteries are low (a few short “chirps” followed by a break).

Demonstrate how to test the smoke alarm by pushing the button.

Step 3: Demonstrate replacing batteries

Using your props, demonstrate how to replace the batteries.

Explain that renters should call their apartment manager to do this.

Explain that some smoke alarms do not have batteries. They have wires and use electricity in the wall or ceiling.

Step 4: Practice reporting a problem with a smoke alarm

Learners look at the story, *I Can't Sleep*

Elicit the phrases that Mark and the landlord use in the story. Write those phrases on the board as a dialogue.

Practice the dialogue using the instructions in the ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69

Teacher Directions: Activity 4: Checking for Understanding

-Materials: (none)

Each learner writes or says one thing they learned today.





Home Problems Flashcards

	<p>There are mice.</p>
	<p>There are cockroaches.</p>
	<p>There are bed bugs.</p>
	<p>The toilet is not working.</p>

Home Problems Flashcards

	<p>The window is broken.</p>
	<p>The ceiling is leaking.</p>
	<p>There is no hot water.</p>
	<p>There is no heat.</p>

Home Problems Flashcards

	<p>The carpet is stained.</p>
	<p>The paint is peeling.</p>
	<p>The air conditioner isn't working.</p>
	<p>The smoke alarm is not working.</p>























I Can't Sleep



Look at the pictures. What do you see?

Do you have a smoke alarm in your home? What sound does it make?

Mark lives in an apartment. He has a daughter. Her name is Margo.

Mark and Margo are sleeping. They hear a loud noise. BEEP, BEEP, BEEP. It is dark in the bedroom. Mark can't see. He turns on the light. Now it is quiet.

Mark and Margo go back to sleep. The noise starts again. BEEP, BEEP, BEEP. Mark turns on the light. He sees the smoke alarm. It is beeping! But there is no smoke. There is no fire. Mark doesn't understand. What's the matter?

All night the smoke alarm beeps. It starts and it stops. It is hard to sleep. In the morning Margo is very tired. Mark calls the apartment manager.

“I have a problem,” Mark says.

“What’s the matter?” asks the manager.

“My smoke alarm is broken. It is beeping but there is no fire,” Mark says.

“It needs a new battery,” says the manager. “I can come tomorrow.”

“It is hard to sleep,” says Mark. “Please come today!”

Write YES or NO.

- | | |
|----------|--------------------------------------|
| 1. _____ | 1. There is a fire in the apartment. |
| 2. _____ | 2. It is hard to sleep. |
| 3. _____ | 3. Margo is Mark’s son. |
| 4. _____ | 4. The smoke alarm is beeping. |
| 5. _____ | 5. The manager will bring a battery. |

Write the answers.

6. What’s the matter? _____
7. Why is Margo tired? _____
8. Who does Mark call? _____

. Words I don’t understand:

WORD:	MEANING/PICTURE:

Housing Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: read a short story about housing</p> <p>Life Skill: report housing problems to a landlord/manager</p> <p>Literacy: read and write simple sentences about housing problems using vocabulary including broken, leaking, window, shower</p> <p>Listening/speaking: Ask and respond to the question "What's the problem/matter?"</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Survival English Book 1, 2nd Ed. p. 203</i> • Handout: I Can't Sleep (from yesterday) • Handout: Home Problem Flashcards (from yesterday) a few copies for learners absent yesterday. <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • One copy of Home Problems Flashcards, cut apart to make matching cards. (from yesterday)

Lesson Plan

Warm up and Review of Previous Lessons

Description: learners with mingle and match housing problem vocabulary with the correct picture

Materials/Prep: one copy of **Home Problems Flashcards**, cut apart to make matching cards.

Activity 1: Life skill, Literacy

Description: review yesterday's story, focusing on fluency and expression

Materials/Prep: copies of **I Can't Sleep**

Activity 2: Listening/speaking, Life Skills

Description: practice calling the landlord or apartment manager to report a problem

Materials/Prep: *Survival English Book 1, 2nd Ed. p 203*

Activity 3: Literacy, Life Skills

Description: practice writing a written notice to a landlord or apartment manager

Materials/Prep: (none)

Activity 4: Checking for Understanding

Description: learners write or talk about 2 things they can do if they have a problem in their home

Materials/Prep: (none)

Teacher Directions: Warm Up

-Materials: one copy of **Home Problems Flashcards**, cut apart to make a set of 24 cards for matching pictures with phrases. A few copies of **Home Problems Flashcards** (uncut) for learners who were absent yesterday.

Step 1: Review vocabulary

As learners arrive, encourage them to take out their own sets of flashcards and review the vocabulary as they wait for others to arrive.

Step 2: Model the activity

Write on the board: **What's the matter?**

Ask 2 students to help you model the activity.

Pantomime that everyone should hold their card so that others cannot see it.

Ask one student: "What's the matter?"

The student responds with the problem on their card.

Gesture for the student to ask you the same question. Respond with the problem on *your* card.

Ask the class if the problems are the same or different. If they are different, keep your card and go ask another student. If they are the same, put the two cards together and give them to the teacher to check.

Step 3: Learners mingle and try to match their cards *without looking* at the other person's card

Deal out the cards to learners.

Learners mingle and ask each other "What's the matter?" to try to find a match.

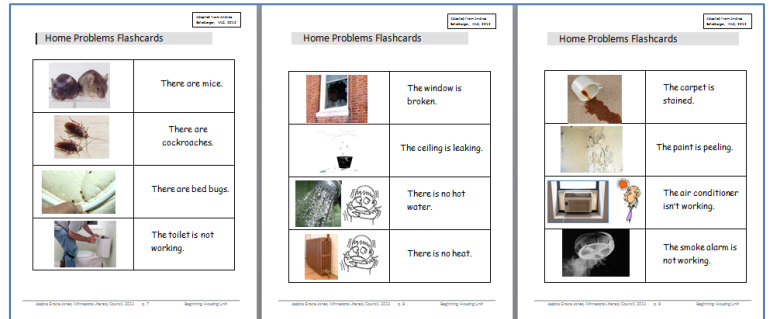
Listen for phrases that learners struggle to remember or pronounce correctly.

Step 4: Review vocabulary

Review the phrases that were the most difficult for learners.

Step 5: Repeat the game

Shuffle and deal the cards again and repeat the game.



Teacher Directions: Activity 1: Life Skills, Literacy

-Materials: copies of **I Can't Sleep** handout for students absent yesterday

Good readers read with fluency (they don't have to stop frequently to sound out words) and expression (there is emotion in their voice and changes in intonation). These qualities help them better understand the text that they are reading.

This activity is designed to help learners revisit a reading with greater fluency and expression.

Step 1: read it again.

- Distribute story copies and/or ask learners to find their copy from yesterday
- Allow 5 minutes for silent reading.
- Teacher reads aloud while learners follow.

Step 2: adding expression

Show the story on the projector .

Highlight a sentence in the story that is particularly expressive or emotional.

All night the smoke alarm beeps. It starts and it stops. **It is hard to sleep.**
In the morning Margo is very tired. Mark calls the apartment manager.

Say the sentence with two or three different “feelings” (ex. Sad, excited, exasperated). Ask learners to identify which one matches the meaning of the sentence.

Everyone repeats the sentence with the identified expression. –get into it! The more over-dramatic the better at this stage.

Repeat with several phrases in the story.

Teacher reads the story again –learners focus on the expression in the voice.

Learners read in pairs –focusing on expression.

The handout is titled "I Can't Sleep" and features three illustrations: a person covering their ears, a person sleeping in a bed, and a hand holding a smoke alarm. The text of the story is as follows:

Mark lives in an apartment. He has a daughter. Her name is Margo. Mark and Margo are sleeping. They hear a loud noise. **BEEP... BEEP... BEEP.** It is dark in the bedroom. Mark can't see. He turns on the light. Now it is quiet.

Mark and Margo go back to sleep. The noise starts again. **BEEP... BEEP... BEEP.** Mark turns on the light. He sees the smoke alarm. It is beeping. But there is no smoke. There is no fire. Mark doesn't understand. What's the matter?

All night the smoke alarm beeps. It starts and it stops. It is hard to sleep. In the morning Margo is very tired. Mark calls the apartment manager.

The worksheet on the right contains the following questions:

"I have a problem..." says the manager.
"What's the matter?" asks the manager.
"My smoke alarm is broken. It is beeping but there is no fire..." says Mark.
"It needs a new battery..." says the manager. "I can bring you one."
"It is hard to sleep..." says Mark. "Please come today!"

Write YES or NO.

1. There is a fire in the apartment.
2. It is hard to sleep.
3. Margo is Mark's son.
4. The smoke alarm is beeping.
5. The manager will bring a battery.

Write the answers.

6. What's the matter? _____
7. Why is Margo tired? _____
8. Who does Mark call? _____

Mark's dad's weekend

DATE	MINUTES/TIME

Teacher Directions: Activity 2: Life Skills, Listening & Speaking

-Materials: copies of *Survival English, Book 1, 2nd Ed. p. 203*

Step 1: review vocabulary

Show the handout on a projector. Review the names of each of the items pictured.

For number 3, introduce the word “clogged” in addition to what is on the worksheet.

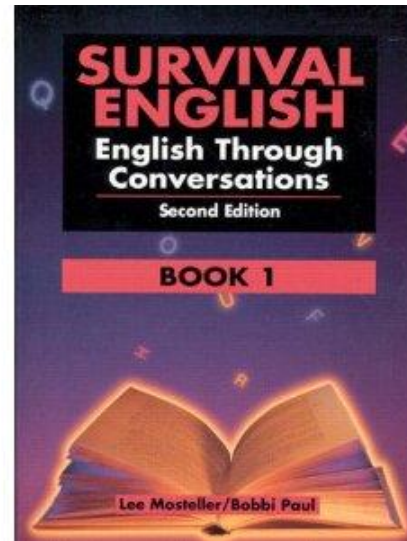
Say each problem, learners repeat.

Step 2: speaking practice with a partner

Distribute worksheet. Write on the board: **What’s the matter? What’s the Problem?**

Practice both questions as a class.

In pairs, learners practice asking and answering the questions on the board, referring to the pictures on the worksheet.



Teacher Directions: Activity 3: Life Skills, Literacy

-Materials: (none)

Step 1: Context

Ask “You have a problem in your apartment. What do you do? Do you call your manager? Does a friend call? Do you write a letter?”

“It is good to call your manager right away. It is also good to write a letter. Maybe you call the apartment manager and he doesn’t come. Write a letter. Write the date on the letter. Keep one copy for you. Give one copy to your manager. In Minnesota, the manager must fix the problem in 14 days. If they don’t fix the problem, ask the learning center coordinator to help you call a housing lawyer. They give free help. Apartment managers must fix problems. It’s the law!”

Step 2: Check Comprehension

Ask:

1. *Your manager doesn’t fix a problem. What do you do? (write a letter)*
2. *How many copies do you need? (2 –one for you and one for the manager)*
3. *How many days do you wait for the manager? (maximum 14 days)*
4. *The manager still doesn’t fix the problem. Who can help you? (the learning center coordinator, a housing lawyer).*

Review information in step 1 as needed.

Step 3: Write a letter on the board or projector

Using the white board or projector, write a letter to an apartment manager. Elicit as much information from the students as you can. Maybe a student has a current problem and you can model the letter on their experience. The letter should include:

1. The date
2. The renter's full name
3. The renter's full address
4. At least one sentence about the problem.
5. (optional, depending on level), A sentence about why the problem needs to be fixed soon (ie. *I'm worried the mice will go into other apartments. I'm worried the sink will leak into the apartment downstairs.*)
6. A closing with the renter's name and phone number.

Step 4: Learners copy the sample letter

Learners copy the sample letter in their notebooks or if the students in your class have very low writing skills, photocopy the sample letter for them.

Step 5: Learners write their own letter

Using the projector, underline the information in the sample letter that learners will need to change in their own letter.

Using the sample letter as an example, learners write their own letter to a landlord in their notebook.

Learner's Struggling?: for low beginning learners you may want to give them even more structure.

Write this form on the board or create a handout that they can fill in:

1. **Date:** _____
2. **Name:** _____
3. **Address:** _____
4. **Phone number:** _____
5. **What's the problem:** _____

Teacher Directions: Activity 4: Checking for Understanding

-Materials: (none)

Learners write or talk about 2 things they can do if they have a problem in their home.

Housing Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Report housing problems to a landlord</p> <p>Literacy: read and write simple sentences about housing problems using vocabulary including broken, shower, leaking, window</p> <p>Literacy: read and write answers to simple written wh-questions</p> <p>Listening/speaking: ask and respond to the question "What's the matter/problem?"</p> <p>Transitions and Critical Thinking: categorize problems by things that a landlord must pay for and things a tenant must pay for.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Survival English Book 1, 2nd Ed.</i> p. 205 • Handout: Home Problems Flashcards, a few copies cut apart to make decks of cards for matching (from Monday) • Handout: Damage Deposits • Handout: Practice Reading Test <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 69

Lesson Plan

Warm up and Review of Previous Lessons

Description: learners play "memory" using home problems vocabulary

Materials/Prep: a few sets of **Home Problems Flashcards** cut apart to make decks of cards for matching

Activity 1: Life skill, Listening & Speaking

Description: learners practice reporting a housing problem to a landlord or apartment manager

Materials/Prep: copies of *Survival English Book 1, 2nd Ed. p. 205-206*, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

Activity 2: Literacy

Description: practice reading skills needed for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Practice Reading Test**

Activity 3: Literacy, Life Skill, Transitions & Critical Thinking

Description: read about and discuss damage deposits and how to get that money back

Materials/Prep: copies of **Damage Deposits**

Activity 4: Checking for Understanding

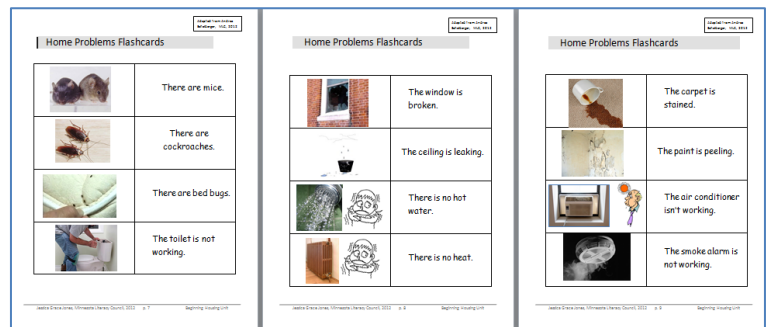
Description: each learner writes or talks about one thing they learned today

Materials/Prep: (none)

Teacher Directions: Warm Up

-Materials: a few sets of **Home Problems Flashcards**, cut apart to make decks of 24 cards for matching

As learners arrive, put them in groups of 2-4 students. Give each group a deck of cards and show them how to arrange the cards face down to play "Memory." Learners take turns trying to uncover a match.



Teacher Directions: Activity 1: Life Skills, Listening & Speaking

-Materials: *Survival English Book 1, 2nd Ed. p. 205-206*, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

Step 1: Context

Review the words **mice, cockroaches, bed bugs**.

Ask: *How do you make them go away?* (traps, spray, throw away infested items, put food in closed containers.)

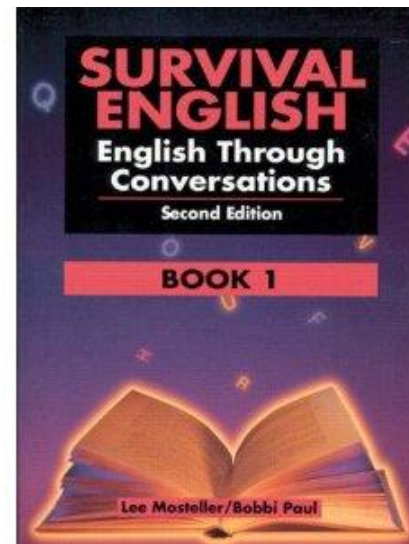
Step 2: Introduce and practice dialogue

Distribute worksheet copies.

Use the instructions in the ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69 to practice the dialogue on p. 205

Step 3: Reading comprehension

Learners complete questions on p. 206



Teacher Directions: Activity 2: Literacy

-Reading Test Practice

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Reading Test Practice

Silvia and George live in an apartment in Queens, NY. They like their apartment a lot because it has nice windows. But it also has some problems. The stairs are broken and the neighbors are noisy. If the landlord can't fix these problems, they might find a different apartment.

<p>1. Why do they like the apartment?</p> <p>A. It's in Queens, NY</p> <p>B. It has nice windows.</p> <p>C. The stairs are broken</p> <p>D. The neighbors are noisy</p>	<p>2. What's the problem?</p> <p>A. The apartment is small</p> <p>B. The sink is broken</p> <p>C. The toilet is leaking</p> <p>D. The stairs are broken</p>
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Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 34 Beginning Housing Unit

Step 2: Reviewing Answers

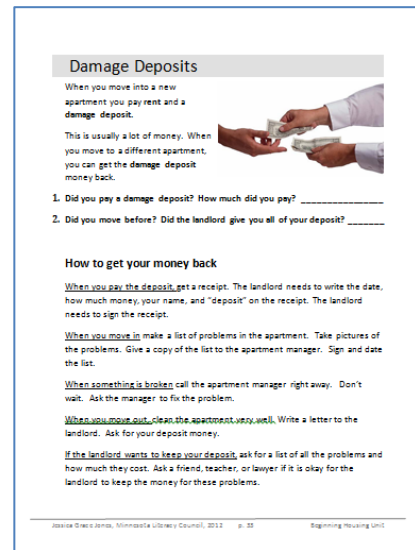
Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 3: Literacy, Life Skills, Transitions & Critical Thinking

-Materials: Damage Deposits

NOTE: This activity will help learners understand their rights as renters when it comes to paying for repairs or having their damage deposit withheld. In general, renters are only legally responsible for damages *that they caused* in the apartment, *beyond normal wear and tear*. Infestations of mice, cockroaches, and bedbugs are rarely considered the tenant's responsibility under MN law. Many landlords, however, try to charge residents for taking care of these pest problems. Painting walls or cleaning carpets can only be charged to residents if the damage exceeds normal wear and tear. Cracked or peeling paint is considered normal wear and tear. Landlords are required by law to keep a rental property in working order.



Step 1: Context

Ask: *Do you live in a house or an apartment? Do you pay rent? How much is your rent? Did you pay a deposit? How much did you pay? Why do people pay a deposit?*

Step 2: What does a renter pay for

When you rent an apartment, the landlord pays for some problems and the renter pays for some problems. What problems does a renter pay for?

Draw problems on the board as students suggest them (don't write them—copying the text will distract from the content of the lesson).

Using the guidelines in the note above, discuss whether the renter is really responsible for that repair.

Draw or show pictures of the following problems (if not mentioned already) and ask learners who needs to pay for this problem:

- Children draw pictures on the wall. (renter)
- The sink is leaking. (landlord)
- The stove is broken. (landlord)
- The carpet is dirty. —spilled juice and can't clean it out. (renter)
- Spray for bed bugs (landlord)
- Toilet is broken because child put toy in the toilet. (renter)
- Fix hole where mice come in. (landlord)
- The window is broken because a friend threw a ball (renter)
- The paint is peeling (landlord)
- The carpet is old. (landlord)

Step 3: Damage Deposits

Distribute **Damage Deposits** handout.

Read the first 2 paragraphs as a class and ask everyone to answer the two questions.

For each of the following paragraphs:

1. Teacher reads aloud and learners follow along.
2. Learners pantomime or role-play the actions described in the paragraph (ie. Paying the deposit and getting a receipt)

If anyone has experienced having all or part of their deposit withheld, talk about that experience as a class. Did they think it was okay for the landlord to do this? What could they do differently next time?

Teacher Directions: Activity 4: Checking for Understanding

-Materials: (none)

Ask each learner to write or talk about one thing they learned today.

What did you think about deposits before today? What do you think now?

Damage Deposits

When you move into a new apartment you pay **rent** and a **damage deposit**.

This is usually a lot of money. When you move to a different apartment, you can get the **damage deposit** money back.



1. Did you pay a damage deposit? How much did you pay? _____
2. Did you move before? Did the landlord give you all of your deposit? _____

How to get your money back

When you pay the deposit, get a receipt. The landlord needs to write the date, how much money, your name, and “deposit” on the receipt. The landlord needs to sign the receipt.

When you move in make a list of problems in the apartment. Take pictures of the problems. Give a copy of the list to the apartment manager. Sign and date the list.

When something is broken call the apartment manager right away. Don’t wait. Ask the manager to fix the problem.

When you move out, clean the apartment very well. Write a letter to the landlord. Ask for your deposit money.

If the landlord wants to keep your deposit, ask for a list of all the problems and how much they cost. Ask a friend, teacher, or lawyer if it is okay for the landlord to keep the money for these problems.

Reading Test Practice

Silvia and George live in an apartment in Queens, NY. They like their apartment a lot because it has nice windows. But it also has some problems. The stairs are broken and the neighbors are noisy. If the landlord can't fix these problems, they might find a different apartment.

1. Why do they like the apartment?

- A. It's in Queens, NY
- B. It has nice windows.
- C. The stairs are broken
- D. The neighbors are noisy

2. What's the problem?

- A. The apartment is small
- B. The sink is broken
- C. The toilet is leaking
- D. The stairs are broken

Housing Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: report housing problems to a landlord</p> <p>Literacy: read and write simple sentences about housing problems</p> <p>Listening/speaking: ask and respond to the question “What’s the matter/problem?”</p> <p>Transitions & Critical Thinking: categorize housing problems by things that a landlord is responsible for paying and things a tenant is responsible for.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Practice Reading Test • Handout: Damage Deposit (from yesterday) • Handout: I Am Moving <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 44 • One set of large home problems pictures (from Monday) • Blank notecards (see instructions for activity 2)

Lesson Plan

Warm up and Review of Previous Lessons

Description: review reporting problems with a “Conversation Queue” activity

Materials/Prep: one set of large home problems pictures, ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44.

Activity 1: Literacy

Description: practice reading skills needed for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Practice Reading Test**

Activity 2: Life skill, Literacy, Transitions & Critical Thinking

Description: learners review meaning of “damage deposit” and how to get your money back

Materials/Prep: copies of **Damage Deposit**, from yesterday

Activity 3: Literacy, Life Skill

Description: learners complete a written notice about moving to their landlord

Materials/Prep: copies of **I Am Moving**

Activity 4: Checking for Understanding

Description: learners evaluate their own understanding of the unit’s objectives

Materials/Prep: (none)

Teacher Directions: Warm Up and Review

-Materials: one set of full page home problem pictures (12 pages), ESL Volunteer Tutor Manual, **Conversation Queue**, p. 44

Step 1: Review vocabulary

As learners arrive, encourage them to take out their home problems flashcards and review the vocabulary. Learners who don't have flashcards can practice with a partner.



Step 2: Structured Practice

Hold up one of the full page pictures. Ask: *What's the problem?*
Elicit answer from the class.

Lead a **Conversation Queue**, as described in the ESL Volunteer Tutor Manual, 2012, p. 44.

In this variation, one line will ask the question: *What's the problem?*

The other line will draw a picture from the stack of home problems pictures and describe the problem on the picture.

Teacher Directions: Activity 2: Literacy

-Reading Test Practice

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Practice Reading Test

Last week there was a small fire in Susan's apartment. The fire started in the oven. Now the apartment has many problems. The stove and oven are not working. The walls are dirty. The lock on the front door is broken. Susan is sad. She talked to her landlord. Susan's landlord will begin fixing the apartment on Monday.

1. How does Susan feel about the fire? A. She is sad B. She is scared C. She is angry D. She talked to her landlord	2. When will the landlord start repairs? A. It started in the oven B. It started on the stove C. On Sunday D. On Monday
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Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 40 Beginning Housing Unit

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.


Teacher Directions: Activity 2: Life Skills, Literacy, Transitions & Critical Thinking

-Materials: **Damage Deposits**, blank notecards (see step 2)

NOTE: This activity will help learners understand their rights as renters when it comes to paying for repairs or having their damage deposit withheld. In general, renters are only legally responsible for damages *that they caused* in the apartment, *beyond normal wear and tear*. Infestations of mice, cockroaches, and bedbugs are rarely considered the tenant's responsibility under MN law. Many landlords, however, try to charge residents for taking care of these pest problems. Painting walls or cleaning carpets can only be charged to residents if the damage exceeds normal wear and tear. Cracked or peeling paint is considered normal wear and tear. Landlords are required by law to keep a rental property in working order.

Damage Deposits

When you move into a new apartment you pay rent and a damage deposit.



This is usually a lot of money. When you move to a different apartment, you can get the damage deposit money back.

1. Did you pay a damage deposit? How much did you pay? _____
2. Did you move before? Did the landlord give you all of your deposit? _____

How to get your money back

When you pay the deposit, get a receipt. The landlord needs to write the date, how much money, your name, and "deposit" on the receipt. The landlord needs to sign the receipt.

When you move in, make a list of problems in the apartment. Take pictures of the problems. Give a copy of the list to the apartment manager. Sign and date the list.

When something is broken, call the apartment manager right away. Don't wait. Ask the manager to fix the problem.

When you move out, clean the apartment very well. Write a letter to the landlord. Ask for your deposit money.

If the landlord wants to keep your deposit, ask for a list of all the problems and how much they cost. Ask a friend, teacher, or lawyer if it is okay for the landlord to keep the money for these problems.

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 33 Beginning Housing Unit

Step 1: Context

Ask: *Do you live in a house or an apartment? Do you pay rent? How much is your rent? Did you pay a deposit? How much did you pay? Why do people pay a deposit?*

Step 2: What does a renter pay for

When you rent an apartment, the landlord pays for some problems and the renter pays for some problems. What problems does a renter pay for?

Write the following problems on notecards or slips of paper. Do Not write *renter* or *landlord*.

- Children draw pictures on the wall. (renter)
- The sink is leaking. (landlord)
- The stove is broken. (landlord)
- The carpet is dirty. –spilled juice and can't clean it out. (renter)
- Spray for bed bugs (landlord)
- Toilet is broken because child put toy in the toilet. (renter)
- Fix hole where mice come in. (landlord)
- The window is broken because a friend threw a ball (renter)
- The paint is peeling (landlord)
- The carpet is old. (landlord)

Make two columns on the board: Renter pays / Landlord Pays

Learners take turns coming to the board and taping the problem in the appropriate column.

For each problem ask learners to explain *why* they think it is the renter or landlord who pays.

Step 3: Damage Deposits

Distribute **Damage Deposits** handout.

Read the first 2 paragraphs as a class and ask everyone to answer the two questions.

For each of the following paragraphs:

3. Teacher reads aloud and learners follow along.
4. Learners pantomime or role-play the actions described in the paragraph (ie. Paying the deposit and getting a receipt)

If anyone has experienced having all or part of their deposit withheld, talk about that experience as a class. Did they think it was okay for the landlord to do this? What could they do differently next time?

Teacher Directions: Activity 3: Life Skills, Literacy

-Materials: **I Am Moving**

Step 1: Context

Ask: *how long have you lived in Minnesota? How many houses/apartments have you lived in?*

Explain: *When you move, it is good to write a letter to the landlord. This will help you get your deposit back.*

Step 2: Model

Use a projector to show the **I Am Moving** handout.

Model how to fill in the information.

Note that *usually* renters need to tell their landlord 1 or 2 months *before* they are going to move. This information is in their lease.

Step 3: Independent Practice

Distribute copies of **I Am Moving** handout.

Learners complete the letter using their own information.

I Am Moving
You want to move to a new apartment. Write a letter to your landlord.

Date: _____

Dear Manager,

My name is _____ My address is _____

I am going to move out in 2 months on _____

Please send my deposit within 30 days after I move out. My new address is _____

Thank you,

Phone: _____

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 45 Beginning Housing Unit

Teacher Directions: Activity 4: Checking for Understanding

Write on the board:

1. **Say, read, write rooms in a home**
2. **Understand BA and BR**
3. **Say, read, write things in a home: *lamp, bed, toilet***
4. **Answer the question: What's the matter?**

“This is what we studied this week. Can you do this?”

For each item, read it aloud, give an example of the skill, ask everyone to show if they can do this now by holding up their hands with one of these gestures (thumbs up: I can do it., flat palm: so-so, thumbs down: I need more help/I cannot do it)

If this rating system is new to learners you may want to go through the skills twice to get full participation.

Practice Reading Test

Last week there was a small fire in Susan's apartment. The fire started in the oven. Now the apartment has many problems. The stove and oven are not working. The walls are dirty. The lock on the front door is broken. Susan is sad. She talked to her landlord. Susan's landlord will begin fixing the apartment on Monday.

1. How does Susan feel about the fire?

- A. She is sad
- B. She is scared
- C. She is angry
- D. She talked to her landlord

2. When will the landlord start repairs?

- A. It started in the oven
- B. It started on the stove
- C. On Sunday
- D. On Monday

I Am Moving

You want to move to a new apartment. Write a letter to your landlord.

Date: _____

Dear Manager,

My name is _____. My address is _____

_____.

I am going to move out in 2 months on _____.

Please send my deposit within 30 days after I move out. My new address is ____

_____.

Thank you,

Phone: _____