

**Lesson Plan**  
**Module 3: Session 16**

<b>Module 3</b> Health, Housing and Food	<b>Unit 8 – Session 16</b> Housing
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**Standards Alignment**

**Speaking and Listening**

- CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about grade level topics and texts in small and larger groups.
- CCSS.ELA-LITERACY.SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.
- CCSS.ELA-LITERACY.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- CCSS.ELA-LITERACY.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Reading**

- CCSS.ELA-LITERACY.RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CCSS.ELA-LITERACY.RI.1.10: With prompting and support, read informational texts appropriately complex for grade level.

**Writing**

- CCSS.ELA-LITERACY.W.1.7: Participate in shared research and writing projects.

**Language**

- CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.1.1.J: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- CCSS.ELA-LITERACY.L.1.1.E: Use verbs to convey a sense of past, present, and future.
- CCSS.ELA-LITERACY.L.1.1.I: Use frequently occurring prepositions.

**Goals and Objectives (SWBAT)**

- State the names of 5 housing problems.
- Describe problems in a residence.
- Request help with a housing problem.
- Use the present continuous to talk about what people are doing.

**Technology Needs and Presentation/Handouts**

Technology Needs	Presentation Needs & Handouts
<ul style="list-style-type: none"> <li>• Projector, laptop, and speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper and markers</li> </ul>

- Tablets (if available)
- Internet connection
- Access to Ventures arcade and USA Learns

- Picture dictionaries
- *Ventures 1*
- Pictures of apartment problems
- Pictures of people doing things in the house
- Dice
- Cards with apartment problems

Each item listed below will be available in PDF format:

- *Ventures Civics worksheet 29*
- Room prepositions worksheet
- Worksheets or cut out pictures of furniture (multiples of each for group work)
- Housing board game
- Housing word/picture cards
- Worksheets with apartment problems
- Apartment problem dialogues

### **Vocabulary Focus**

broken, peeling, stopped up, right away, fix, leaking, not working, super

### **Grammar Focus**

- Prepositions of location
- Present continuous
- There is/there are

### **Introduction/Warm-Up/Review (30 min)**

- What's today? How's the weather?
- Vocabulary card practice.
- Ask and write: What did you do yesterday? What did you do on the weekend? What are you going to do this week?
- Can you fix these? Place paragraph on board that includes errors in verb tenses. Ask learners to copy and circle verbs. Learners work in pairs to correct.

### **Lesson Plan Activities**

#### **Activity 1: Housing board game (30 min)**

- Group students by level, and give the appropriate version of the game.
- Go over any questions about the vocabulary.
- Walk around to assist as they play.

#### **Wrap Up/Assessment**

- After the game, members of one group ask across the room.

#### **Activity 2: Stories about housing (35 min)**

1. Show pictures of rooms with people in them doing various activities.
2. As a group, develop a story about one picture. Write the story on the board or chart paper.
3. Read the story you have developed back to the learners. Then, ask them to repeat or practice in pairs.
4. Have learners form groups of 3 using house word/picture/definition match. Give each set of partners a picture. Reuse some of the questions from the previous session: Where does she live? Does she live in a house or apartment? Is her home big or small? Does she like her home? /why?
5. Post stories on walls. Redistribute pictures. Trios read all the stories and find the match for the picture.

#### **Wrap Up/Assessment**

- After they find the stories, circle all the verbs and check as a class for use of the present continuous. Then, ask some questions about the stories.

### **Activity 3: Apartment problems(30 min)**

1. Show some pictures of problems in apartments (e.g., peeling paint, stopped sink, broken window). Ask learners to identify the problems. Write them on the board. Elicit other housing problems.
2. Put learners in pairs. Give one learner pictures of different problems. The other has some problems. One learner reads the problems to their partner, then their partner points to the correct picture. Using a different set of problems and pictures, partners switch roles.
3. Discuss other apartment problems. Write students' responses on board.

#### **Wrap Up/Assessment**

- Show the pictures again and have the learners call out the names of the problems.

### **Activity 4: What are they doing? (20 min)**

1. Play or read several short dialogue of someone calling the super/owner about an apartment problem.
2. Before reading, ask learners to write down the problem they hear. Check their answers, then show the dialogue.
3. Practice one conversation as a class.
4. Ask the learners to work with a partner. One learner has a card that describes a problem in the apartment and the other learner pretends to be the super who has to come over to fix the problem. Write on the board some choices of what the super might say:
  - Is it an emergency?
  - Can it wait until later today? /Can it wait until next week?
  - I'll be there right away./ I'll be there later today. /I'll be there tomorrow/ next week.
5. Learners make up a short dialogue using the examples below (or on the worksheet).

#### **Dialogue 1**

**Tenant:** Hello Mr. Jones?

**Landlord:** Yes.

**Tenant:** This is \_\_\_\_, apartment 1A. My refrigerator isn't working. Can you fix it?

**Landlord:** I'll come by tonight, okay?

#### **Dialogue 2**

**Tenant:** Hello this is XXXX, in apartment 6B. Is this Mr. Jones?

**Landlord:** Yes.

**Tenant:** I have a problem in my bathroom. The sink is leaking.

**Landlord:** I'll call a plumber for you.

**Tenant:** Thank you.

#### **Wrap Up/Assessment**

- Ask for volunteers to share their role plays with the class.

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

1. What did you learn today?
2. What did you like today?
3. Have learners write 5 new words on the cards or in their journals.

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

- **Reading/Writing:** Ventures Civics worksheet 29: Housing issues
- **Listening/Speaking:** Ask someone one or more of the questions from the board game.
- **Technology:** Continue on USA Learns and/or use Ventures Arcade Unit 5

### **Online Resources**

<http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>  
[www.usalearns.org](http://www.usalearns.org)

- [http://www.nyc.gov/html/cchr/downloads/pdf/publications/Immigrant\\_Brochure\\_2015.pdf](http://www.nyc.gov/html/cchr/downloads/pdf/publications/Immigrant_Brochure_2015.pdf) this brochure states the law about fair housing for immigrants in 6 languages.
- You can find the protections offered by NYC fair housing law here <http://www.nyc.gov/html/cchr/html/coverage/housing.shtml>