



The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Intermediate Level (CASAS reading scores of 201-220)

Housing: Week 2

Unit Overview

This is a 3-week unit where students will become familiar with how to rent and buy properties. They will scan housing ads for information, practice reporting problems to a landlord, and chart monthly expenses. Additionally they will learn how to express their own housing preferences and priorities, and learn the steps to buying a home. They will also use comparatives and superlatives to compare properties.

Focus of Week 2

- Report housing problems to a landlord orally and in writing
- Use comparatives and superlatives to compare properties
- Chart monthly expenses and compare them
- Read and understand questions about utility bills

Housing Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Report housing problems to a landlord.</p> <p>Literacy: Read and understand questions about a utility bill.</p> <p>Listening: Listen for specific information on how to arrange/cancel utility bills.</p> <p>Speaking: Describe housing problems using vocabulary including broken, leaking, etc.</p> <p>Transitions: Understand tenant and landlord rights and responsibilities related to apartment repairs.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Rental Lease • <u>Textbook</u>: <i>Stand Out 3, 2nd ed.</i>, p. 47-48; 53 <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Apartment Problems (<u>cut out sets of pictures</u>) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • <i>Stand Out 3</i> CD and CD player

Lesson Plan

Warm up (25mins)

Description: Ss will read a lease and answer questions about it.

Materials/Prep: copies of **Rental Lease**.

Activity 1: Literacy/Listening (45mins)

Description: Ss will answer questions about a utility bill, and listen for how to arrange/cancel utilities.

Materials/Prep: copies of **Stand Out 3, 2nd ed.**, p. 47-48; **Stand Out 3** CD and CD player.

Activity 2: Life Skill/Speaking/Transitions (30mins)

Description: Ss will report problems to a landlord.

Materials/Prep: copies of **Stand Out 3, 2nd ed.**, p. 53; make copies of **Apartment Problems** and cut out the pictures → one pair of Ss should get one set of pictures.

Wrap-up:

Time permitting, ask Ss what they learned today and write their answers on the board.

Teacher Directions: Warm up

- **Materials: Rental Lease**

Step 1: Introduce Activity

As Ss come in, give them the **Rental Lease** handout and tell them they need to use it to answer the questions on the back.

Allow 15 minutes for this activity before regrouping and going over the answers. (This will provide a buffer for the late Ss.) If Ss finish early, pair them up together so they can check answers.

<p>Rental Lease</p> <p>THIS IS A LEGALLY BINDING CONTRACT</p> <p>PROPERTY TO BE RENTED: 123 Leeward Ave., A.A. State, 55555 is to be rented from Sept. 1, 2012 to Jan. 31, 2013. Discussion of terms will be discussed on Jan. 1, 2013.</p> <p>RENT: Rent is \$850 a month and should be paid to PATRICK SHAW.</p> <p>UTILITIES: All utilities (gas, electric, etc.) are to be paid by the tenant(s). Water, garbage, and sewage are to be paid by the landlord.</p> <p>SECURITY DEPOSIT: One month's rent (\$850) is required for a security deposit BEFORE the tenant(s) move in. The security deposit will be returned after tenant(s) move out if the unit is found to be in the same condition as (less on the day tenant moved in - Sept. 1, 2012). http://www.dhs.gov/asset/asset.cfm?id=100&assetid=100&assetname=SecurityDepositAgreement</p> <p>OCCUPANCY: This unit is to be occupied by Tim and Jan.</p> <p>UNIT CAN BE SUBLEASED, but landlord will need 30 days notice and tenant(s) will have to help find the subtenant(s). If this does not happen, the security deposit will be withheld.</p> <p>I agree to the above terms and conditions:</p> <table><tr><td>_____</td><td>_____</td></tr><tr><td>Tenant</td><td>Date</td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>Tenant</td><td>Date</td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>Landlord</td><td>Date</td></tr></table>	_____	_____	Tenant	Date	_____	_____	Tenant	Date	_____	_____	Landlord	Date	<p><u>Use the lease to answer the questions below.</u></p> <ol style="list-style-type: none">1. What is the address of this property?2. Do you think the property is an apartment or house? Explain your answer.3. How long is the lease?4. How much is the rent?5. Who is the landlord?6. Who are the tenants?7. Can they have pets?8. CHALLENGE: What do you think sublease mean?
_____	_____												
Tenant	Date												
_____	_____												
Tenant	Date												
_____	_____												
Landlord	Date												

Step 2: Checking Comprehension

Go over the answers together as a class

Teacher Directions: Activity 1: Life Skill/Listening

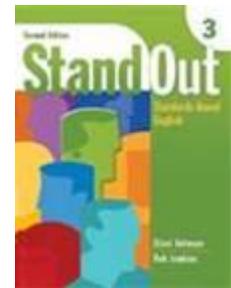
- **Materials: Stand Out 3, 2nd ed., p. 47-48; Stand Out 3 CD and CD player**

Step 1: Setting Context

Pass out **pgs. 47-48** of **Stand Out 3**. Go over section (A) as a class to help set the context for this activity.

Step 2: Reading a Utility Bill

Explain what section (B) is and how they should answer the questions. Then give your class about 10 minutes to complete this section. Afterwards, go over the answers together.



Step 3: Arranging/Cancelling Utilities

Do **p. 48** with your class. Use the **Stand Out 3 CD** if it's available; otherwise read the scripts on **p. 171**.

Teacher Directions: Activity 2: Life Skill/Speaking/Transitions

- **Materials:** *Stand Out 3, 2nd ed., p. 53; Apartment Problems*

Step 1: Prep

Cut out sets of the **Apartment Problems** pictures. So if you have 14 Ss you will need to make 7 sets of pictures.

Step 2: Setting the Context

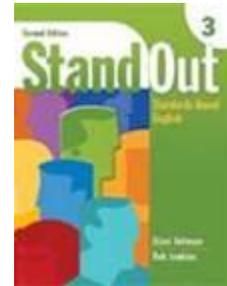
Write the word “landlord” on the board and ask your class what a landlord does. If they don’t know, supply the answer and discuss. Possible discussion questions are: *Are there good and bad landlords? Give examples. Why are landlords necessary/helpful?* etc. **NOTE:** You’re looking for them to say *landlords help fix problems*, or something to that effect. If your class isn’t thinking in that direction help them out, i.e., *Who do you call if your heat isn’t working in your apartment?*



Step 3: Reporting Problems to a landlord

Pass out **p. 53** of **Stand Out 3**. Go over sections (A) and (B) together. Practice the pronunciation of *electrician, repairperson, exterminator, and plumber* multiple times.

When you get to (C), have half of your class be the *tenant* and the other half be the *landlord*. Then have your class switch parts. Talk about different ways they can “state a problem”.



Then put your Ss in pairs and pass out the **Apartment Problems** pictures to each pair. Explain that the pictures represent “problems”. The person who picks up a picture is the “tenant”; the other person is the “landlord”. They should then use the dialogue on p. 53 to help them report their problem to their landlord. **Model** what you want them to do before executing the activity.

Step 4: Review

Once almost everyone has finished practicing reporting the 6 problems, ask pairs of Ss to share their dialogues with the group.

Rental Lease

THIS IS A LEGALLY BINDING CONTRACT

PROPERTY TO BE RENTED: 125 Learner Ave, # 4, Mpls, 55305 is to be rented from **Sept 1, 2012** to **Jan 31, 2013** Discussion of renewal will be discussed on **Jan 1, 2013**.

RENT: Rent is **\$850** a month and should be paid to **FATIMA SHA**.

UTILITIES: All utilities (gas, electric, etc.) are to be paid by the tenant(s). Water, garbage, and sewage are to be paid by the landlords.

SECURITY DEPOSIT: One month's rent (**\$850**) is requested for a security deposit BEFORE the tenant(s) move in. The security deposit will be returned after tenant(s) move out IF the unit is found to be in the same condition as it was on the day tenant moved in: **Sept 1, 2012**.

Also, NO pets; NO smoking; NO painting until colors have been approved by landlord.

OCCUPANCY: This unit is to be occupied by **Tim** and **Jen**.

Unit CAN be **subleased**, but landlords will need 3 month's notice and tenant(s) will have to help find the sublesser(s). If this does not happen, the security deposit will be withheld.

I agree to the above terms and conditions:

_____	_____
Renter	Date
_____	_____
Renter	Date
_____	_____
Landlord	Date

Use the lease to answer the questions below.

1. What is the address of this property?
2. Do you think the property is an apartment or house? Explain your answer.
3. How long is the lease?
4. How much is the rent?
5. Who is the landlord?
6. Who are the tenants?
7. Can they have pets?
8. **CHALLENGE:** What do you think **sublease** mean?

Apartment Problems



Cockroaches



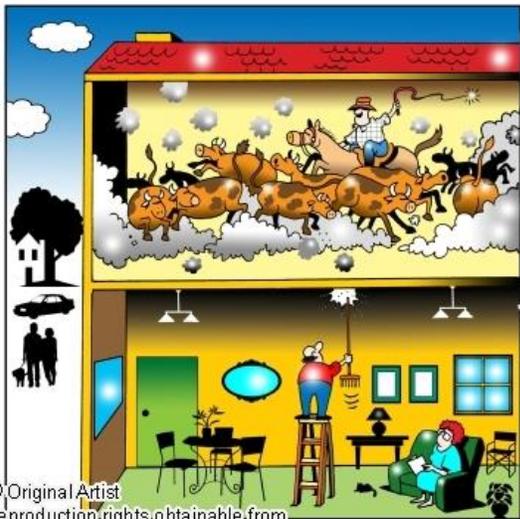
mice



Broken window



toilet leaking



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noisy neighbors



broken refrigerator

Housing Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Report housing problems to a landlord</p> <p>Literacy: Write a letter to a landlord requesting repairs</p> <p>Transitions: Identify key information in a claim letter; write a claim letter with key information</p> <p>Grammar: Compare rental properties using comparatives and superlatives</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Reading Test Practice • Handout: Parts of a Letter • Handout: Letter Parts • <u>Textbook</u>: <i>Stand Out 3, 2nd ed., p. 56</i> <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • (optional) Apartment Problems (<u>cut out pictures</u>) • <u>Textbook</u>: <i>Stand Out 3, 2nd ed., p. 55</i> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • scissors
<h3>Lesson Plan</h3>	
<p>Warm up (20mins) <u>Directions:</u> Ss will take a practice CASAS Reading test. <u>Materials/Prep:</u> copies of Reading Test Practice.</p> <p>Activity 1: Literacy/Transitions (60mins) <u>Description:</u> Ss will write a letter to a landlord reporting a problem. <u>Materials/Prep:</u> one copy of Apartment Problems and <i>Stand Out 3, 2nd ed., p. 55</i>; copies of Parts of Letter and Letter Parts; ELMO or overhead projector and scissors.</p> <p>Activity 2 REVIEW: Life Skill/Grammar (30mins) <u>Description:</u> Ss will review rental ad abbreviations and <i>comparatives/superlatives</i>. <u>Materials/Prep:</u> copies of <i>Stand Out 3, 2nd ed., p. 56</i>.</p> <p>Wrap-Up Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.</p>	

Teacher Directions: Warm up: CASAS Test Practice

- **Materials:** *Reading Test Practice*; ELMO or overhead projector

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 Ss' papers.

Pass out the **Reading Test Practice** handout.

Give everyone 5 minutes to complete questions 1-4. 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	
\$1000 / 2br - 1049th - Prime 2BR/2BA Downtown Minneapolis starting May 1 (110 West Grant (Heart of Downtown))	
1. How many bedrooms does this apartment have? A. 1 B. 2 C. 3 D. 4	2. How much is the rent? A. \$1049 B. \$110 C. \$1000 D. \$10490
3. What city is this apartment in? A. <u>Minnetonka</u> B. Minnesota C. Minnetonka D. Minneapolis	4. What street is this apartment on? A. West Grant B. Prime St. C. Heart of Downtown D. Minneapolis

Step 2: Reviewing Answers

Use the ELMO or overhead projector to review the questions. Invite a student to come up and circle the correct answer. They should also circle the information in the question that helped them find the correct answer

Teacher Directions: Activity 1: Literacy/Transitions

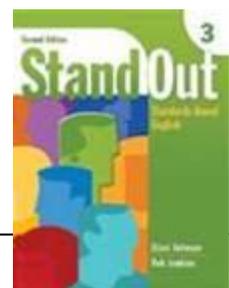
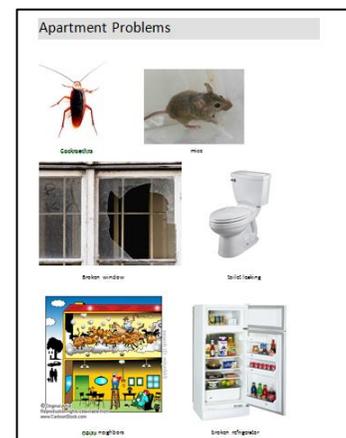
- **Materials:** *Apartment Problems, Stand Out 3, 2nd ed., p. 55, Parts of Letter, Letter Parts*; ELMO or overhead projector; scissors

Step 1: Setting the Context

Ask your class what kinds of problems can occur while renting an apartment? Honor all valid answers. **Optional** → Then show them any of the **Apartment Problems** pictures that weren't mentioned by asking if anyone has ever had that problem in their apartment/house before. If so, ask them what they did to rectify it → Look for them to say, *talked to landlord*.

Step 2: Writing a letter to a landlord

Explain that calling a landlord is the fastest way to have a problem resolved, but that they can also write a letter. Project the letter on **p. 55 of Stand Out 3** on the board. Read the letter together as a class and discuss the different parts of a letter. Talk about why each part is important. Specifically talk about the information required in the Body. Use the information below as a guideline:



Body Paragraph

- First sentence – state your name and what the problem is → *Hello my name is John and my air conditioning isn't working.*
- Second sentence – state the date of when the problem started → *It stopped working on March 27, 2013.*
- Third sentence – state any extra important information → *I called you on March 27th to fix the problem. It is now April 1st and no one has come by to fix it.*
- Fourth sentence – state what you want to have happen → *I would like someone to fix it immediately.*
- Fifth sentence – say “thank you for your time and attention”

Once you feel like your Ss understand the parts of a letter, pass out the **Parts of a Letter** handout. Do the first part of the handout together; then let them write their 5 sentences individually. Walk around the room and assist where necessary. Correct mainly for content/comprehension errors rather than spelling or grammar (unless the grammar makes the content unintelligible.)

Parts of a Letter		What are the parts of a letter? Fill in the missing letters to find out!	
Match up the parts of the "body" in a letter.		your address: 123 ABC address	closing: sign
First sentence	"thank you for your time and attention"	your name: J_h_n	date: M_27_2013
Second sentence	state any extra important information. (I called you on April 1, 2013 to fix the problem but it is now April 1 st and no one has fixed the problem yet.)	landlord's address: 456 DEF address	greeting: H_l_l_o
Third sentence	state what you want to have happen. (I would like someone to come fix my air conditioning.)	date: M_27_2013	closing: S_g_n
Fourth sentence	state the date of when the problem started. (The problem started on April 1, 2013.)	greeting: H_l_l_o	signature: J_h_n
Fifth sentence	state your name and what the problem is. (Hello my name is John and my air conditioning isn't working.)	body: I would like someone to come fix my air conditioning.	body: I would like someone to come fix my air conditioning.
<p>Now write your own "body" paragraph. Think of a problem you have now with your landlord OR have had in the past.</p>			
First sentence	→		
Second sentence	→		
Third sentence	→		
Fourth sentence	→		
Fifth sentence	→		

When they finish those sentences, tell them to turn over their papers and continue working. As Ss finish, pair them up and have them read their letters to each other.

Step 3: Extension – time permitting

Pass out the **scissors** and have each student cut up the individual parts of their letter: *their address, landlord's address, date, greeting, body, closing, signature*. Then pass out the **Letter Parts** handout and instruct them to cut out the words on that handout.

Next, have the two Ss switch places, so they're NOT sitting in front of their letter, and have them race to match up their partner's letter pieces to the **Letter Parts** (*tenant's address = 123 ABC St, etc.*).

Letter Parts
Tenant's Address
Date
Landlord's Address
Greeting
Body
Closing
Signature

Teacher Directions: Activity 2 REVEIW: Life Skill/Grammar

- **Materials:** *Stand Out 3, 2nd ed., p. 56*

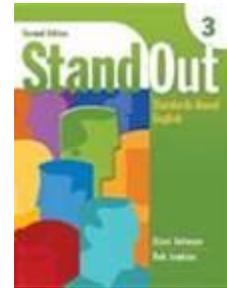
Step 1: Setting the Context

Ask your class about their dream home: *how many bedrooms/bathrooms would it have? What city would it be in?* etc.

Step 2: Review

Pass out **p. 56** of **Stand Out 3** and have your Ss work on it individually. This is review from last week, but if it seems as though most of your class is struggling with it, do parts of each section together.

When everyone has finished, regroup and go over the answers.



Reading Test Practice

\$1000 / 2br - 1049ft² - Prime 2BR/2BA Downtown Minneapolis starting May 1 (110 West Grant (Heart of Downtown))

1. How many bedrooms does this apartment have?

- A. 1
- B. 2
- C. 3
- D. 4

2. How much is the rent?

- A. \$1049
- B. \$110
- C. \$1000
- D. \$10490

3. What city is this apartment in?

- A. Minnetrista
- B. Minnesota
- C. Minnetonka
- D. Minneapolis

4. What street is this apartment on?

- A. West Grant
- B. Prime St.
- C. Heart of Downtown
- D. Minneapolis

Apartment Problems



Cockroaches



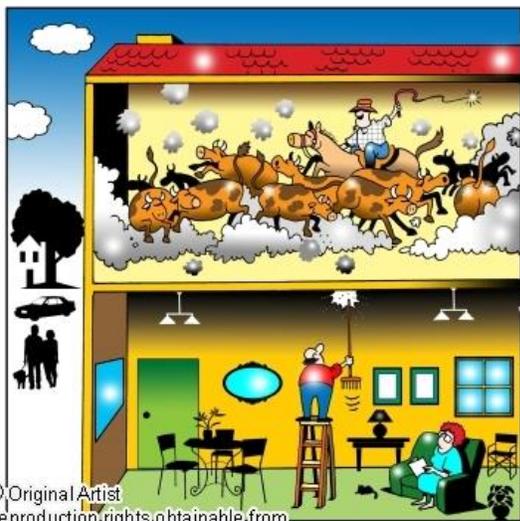
mice



Broken window



toilet leaking



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Parts of a Letter

Match up the parts of the “body” in a letter

First sentence	“thank you for your time and attention”
Second sentence	state any extra important information (I called you on April 2, 2013 to have the problem fixed. It is now April 7 th and no one has fixed the problem yet.)
Third sentence	state what you want to have happen (I would like someone to come fix my toilet immediately.)
Fourth sentence	state the date of when the problem started (This problem started on April 1, 2013.)
Fifth sentence	state your name and what the problem is (Hello my name is Paul and my toilet is leaking.)

Now write your own “body” paragraph.

Think of a problem you have *now* with your landlord OR have had in the *past*.

First sentence →

Second Sentence →

Third Sentence →

Fourth Sentence →

Fifth Sentence →

What are the parts of a letter? Fill in the missing letters to find out!

your **add**ress

la ___ lord's address

gr ___ ting

da ___ e

b ___ dy

cl ___ ing

signa _____

Now write your own letter to a landlord using all of the parts above.

Letter Parts

Tenant's Address

Date

Landlord's Address

Greeting

Body

Closing

Signature

Housing Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life Skill/Literacy: Read a story about housing and answer general comprehension questions.</p> <p>Listening/Transitions: Listen for denominations in order to fill out a monthly expense report.</p> <p>Transitions: Add up monthly expenses using a calculator and input the expenses into a bar graph</p> <p>Grammar: Compare properties using the comparative adjective form with “than”.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Ryan’s New Apartment • <u>Textbook</u>: <i>Stand Out 3, 2nd ed., p. 50-52</i> • Handout: Comparative Adjectives <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Textbook</u>: <i>Stand Out 3, 2nd ed., p. 55</i> (reference) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO • <i>Stand Out 3 CD</i> and CD player • Calculators

Lesson Plan

Review : Literacy/Grammar/Transitions (45mins)

Description: Ss will read a short story about housing and answer questions about it using the *comparative adjective form* with “than”; they will then write a letter to a landlord.

Materials: copies of **Ryan’s New Apartment**; (reference) **Stand Out 3, 2nd ed., p. 55**; ELMO

Activity 1: Listening/Transitions (45mins)

Description: Ss will listen for denominations so they can fill out a monthly expense report and use calculators to add up the expenses; afterwards they will complete a bar graph using the expense report information.

Materials/Prep: copies of **Stand Out 3, 2nd ed., p. 50-52**; **Stand out 3 CD** and CD player, calculators

Activity 2: Grammar (10-15mins)

*** Time permitting***

Description: Ss will complete sentences using comparative adjectives.

Materials/Prep: copies of **Comparative Adjectives**.

Wrap-up

Ask Ss to tell you what they learned today.

Teacher Directions: Review: Literacy/Grammar/Transitions

- **Materials: Ryan's New Apartment; Stand Out 3, 2nd ed., p. 55**

Step 1: Reading

As Ss come in, give them the reading, **Ryan's New Apartment**, and tell them to read the paragraph and answer the questions. Give them about 15 minutes to complete the task before regrouping and going over the story/questions together.

NOTE: The story highlights several things they learned last week: *leases, rental/landlord rights, and comparative adjective form with "than" (i.e., My house is BIGGER THAN your house.)* If Ss seem to struggle with any of the aforementioned topics (content or grammar), please review them briefly before continuing on to the back of the handout.

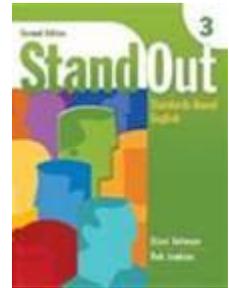
<p>Ryan's New Apartment</p> <p>Read the story and then answer the questions below.</p> <p>Ryan moved in to a new apartment on September 1st. He signed a one-year lease. He likes his new apartment because it is bigger than the last one he rented. He also likes that his new apartment is closer to work, is his new neighborhood. The rent is higher, but he expects one thing worse after he moved. However, his toilet started leaking. He called the landlord and told him to fix it. The landlord never came. He called again and the landlord said he would send a repairman out by September 20th. Ryan is now going to write a letter to confirm the agreement.</p> <p>Answer the questions below in complete sentences.</p> <ol style="list-style-type: none">1. How long is Ryan's lease? Ryan's lease is _____.2. Why does Ryan like his new apartment better? Ryan likes his new apartment better because _____.3. Which apartment is bigger, Ryan's new apartment or his old apartment? Ryan's new apartment is _____ his old apartment.4. Which apartment is closer to work? _____.5. Which apartment is higher in rent? _____.6. Why does Ryan call his landlord? _____.7. Why does Ryan decide to write a letter to his landlord? _____.	<p>Now help Ryan write a letter to his landlord. Remember the PARTS of a letter and include all of them.</p>
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Step 2: Writing a letter to a Landlord

Tell your Ss to flip over their handouts. Then ask them what the seven parts of a letter are (they learned these yesterday): *tenant's address, date, landlord's address, greeting, body, closing, signature*. (Reference **Stand Out 3, p. 55** if necessary.)

After you've reviewed these parts, pair Ss up and have them write a letter to Ryan's landlord. Walk around the room and assist where necessary.

Once almost everyone has refinished, regroup and have a few Ss share their letters with the class. Put them on the ELMO if possible, so everyone can read the letters together.

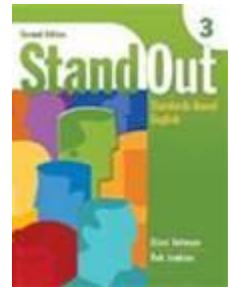


Teacher Directions: Activity 1: Listening/Transitions

- **Materials: Stand Out 3, 2nd ed., p. 50-51; calculators**

Step 1: Setting the Context

Use section (A) on **p. 50** of **Stand Out 3** to set the context for this activity. Consider doing this activity together as a whole class by discussing "mandatory expenses" (i.e., rent/mortgage, food, childcare, etc.) and "additional expenses" (i.e., entertainment, housing projects, travel, etc.)



Step 2: Listening

Use the **Stand Out CD** or the script on **p. 172** for section (C). Play the CD as many times as necessary. Spend some time afterward discussing the “math practice”. Use **calculators** (if they’re available) and have your class practice using them to complete the math.

Step 3: Making a Budget

Tell your class that Nguyens’ budget is Maryanne and Vu’s on p. 50. Pair Ss up together and have them work on section (D) on **p. 51**. When everyone has finished, go over the questions/answers.

Then talk about section (E) - what it represents, how to read it, and how to complete the chart. Next discuss section (F) and that the additional items could be the “additional expenses” you talked about for section (A).

Once everyone has finished, go over sections (E) and (F) together as a class.

Teacher Directions: Activity 2: Grammar

- **Materials: Comparative Adjectives**

Step 1: Review

Pass out the **Comparative Adjectives** handout and tell your class to work on it independently. Pair them up as they finish. Go over the worksheet together as a class if there’s time.

Comparative Adjectives

Taken from virgellibworks.com

Write comparative sentences using the verbs in brackets

1. My house is (big) _____ than yours.
2. This flower is (beautiful) _____ than that one.
3. A holiday by the sea is (good) _____ than a holiday in the mountains.
4. The weather this summer is even (bad) _____ than last summer.
5. I think mathematics is (difficult) _____ than English.

Complete the sentences. Use the comparative.

1. Joe's car isn't very fast. He wants a _____ one.
2. My job isn't very interesting. I want to do something _____.
3. The weather isn't very warm today. Yesterday it was _____.
4. People aren't very polite today. In the past they were _____.
5. This sofa isn't very comfortable. That one is _____.
6. This coat is nice, but I think the other one is _____.

Write three sentences using comparative adjectives

1. _____
2. _____
3. _____

Ryan's New Apartment

Read the story and then answer the questions below.

Ryan moved in to a new apartment on September 1st. He signed a one-year lease. He likes his new apartment because it is bigger than the last one he rented. He also likes that his new apartment is closer to work. It has more bedrooms too. The rent is higher, but he doesn't care. Two weeks after he moved, however, his toilet started leaking. He called the landlord and told him to fix it. The landlord never came. He called again and the landlord said he would send a repairman out by September 20th. Ryan is now going to write a letter to confirm the agreement.

Answer the questions below in complete sentences.

1. How long is Ryan's lease? ***Ryan's lease is*** _____.
2. Why does Ryan like his new apartment better? ***Ryan likes his new apartment better because*** _____.
3. Which apartment is bigger, Ryan's new apartment or old apartment? ***Ryan's new apartment is*** _____ ***his old apartment.***
4. Which apartment is closer to work?
5. Which apartment is higher in rent?
6. Why does Ryan call his landlord?
7. Why does Ryan decide to write a letter to his landlord?

Now help Ryan write a letter to his landlord.

Remember the PARTS of a letter and include all of them.

Comparative Adjectives

Taken from virgisell.pbworks.com

Write comparative sentences using the verbs in brackets

1. My house is (big) _____ than yours.
2. This flower is (beautiful) _____ than that one.
3. A holiday by the sea is (good) _____ than a holiday in the mountains.
4. The weather this summer is even (bad) _____ than last summer.
5. I think mathematics is (difficult) _____ than English.

Complete the sentences. Use the comparative.

1. Joe's car isn't very fast. He wants a _____ one.
2. My job isn't very interesting. I want to do something _____
3. The weather isn't very warm today. Yesterday it was _____
4. People aren't very polite today. In the past they were _____
5. This sofa isn't very comfortable. That one is _____
6. This coat is nice, but I think the other one is _____

Write three sentences using comparative adjectives

1. _____
2. _____
3. _____

Housing Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life/Transitions skill: Chart monthly expenses.</p> <p>Listening/speaking: Practice the /d/ sound in isolation and context.</p> <p>Transitions: Collect data on monthly expenses, create a bar graph, and interpret results.</p> <p>Grammar: Compare monthly expenses using comparatives and superlatives.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Monthly Expenses • Handout: Creating a Bar Graph • Handout: Ryan’s New Apartment <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual, 2012:</u> Ball Toss, p. 46; Letter-Sound Drill, p. 113 • Collecting the Data <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Markers or pens

Lesson Plan

Warm-up: (30mins)

Description: Ss will fill out a chart on their own monthly expenses, and then ask/answer questions about them using *comparatives/superlatives*.

Materials/Prep: copies of **Monthly Expenses**; reference **Volunteer Manual, 2012: Ball Toss, p. 46**.

Activity 1: Transitions (45mins)

Description: Ss will collect data about who spends the most money on certain monthly expenses, and then they will create a bar graph and interpret results.

Materials/Prep: one copy of **Collecting the Data** and multiple copies of **Creating a Bar Graph**; ELMO, markers or pens.

Activity 2: Phonics (20mins)

Description: Ss practice the /d/ sound in isolation and in context.

Materials/Prep: reference **Volunteer Manual, 2012: Letter/Sound Drill, p. 113**; copies of **Ryan’s New Apartment**

Wrap Up

Ask your class to write down two things they learned today. Then have them share that with a partner before sharing it with the whole class.

Teacher Directions: Warm up

- **Materials:** *Monthly Expenses; Volunteer Manual, 2012: Ball Toss, p. 46*

Step 1: Introduce the activity

Pass out the **Monthly Expenses** handout and explain that they need to think about how much they spend on each item every month. Tell them to *ESTIMATE* (explain what that means), because obviously most people won't know the exact amounts. Also tell them that if they don't spend money on a particular expense, (i.e., they don't have a car), then they should just leave that line blank (or write in \$0). If you feel comfortable sharing your information with the class (and if not, make up some information), project a copy of the handout on the board and fill it out with your information so they can get the idea of what to do.

Monthly Expenses	
Think of your monthly expenses and ESTIMATE how much you spend on each one.	
EXPENSE	AMOUNT
Rent/mortgage	
Utilities	
Electricity	
Gas	
Cell Phone	
Cable TV	
Internet	
Insurance/Health	
Car	
Gas	
Insurance	
Car Loan	
Entertainment	
Travel	
Shopping	
Other	

Answer the questions below in complete sentences.

1. Do you spend more money on groceries or on (meat)? (each meat?)
2. Do you spend more money on your cell phone or gas?
3. Do you spend more money on cable TV or going to movies?
4. Do you spend more money on food or shopping?
5. Which expense do you spend the most on?
6. Which expense do you spend the least on?

Give your class about 15 minutes to work on this.

Step 2: Comparatives/Superlatives Review

NOTE: The questions on the handout are aimed at the grammar point *comparatives* and *superlatives*. They have been working on this grammar point for 2 weeks now so this should be review for most. By answering the questions in complete sentences they are forced to use the *comparative adjective form* with “*than*” so you need to make sure they do this in writing *and* when they answer the questions orally (i.e., *I spend MORE money on rent THAN food* (comparative); *I spend the MOST money on rent* (superlative). If you sense they are struggling to answer these questions correctly, stop your class and go over the grammar point:

* **Comparatives** = When you compare two items together, you usually add *-er* to the adjective word (*cheap* → *cheaper*). This is called a *comparative*.

* **Superlatives** = When you compare three or more items together, you usually add *-est* to the adjective word (*cheap* → *cheapest*). This is called a *superlative*.

When everyone has finished answering the questions, have everyone in your class stand up and **mingle** around the room asking/answering the questions on their handout. **MODEL** what you want them to do first.

After about 5-7 minutes, have everyone sit down and then do the **ball toss** to review the questions/answers.

Teacher Directions: Activity 1: Transitions

- **Materials:** *Collecting the Data, Creating a Bar Graph*; ELMO, markers or pens

Step 1: Gathering the Information

Project the **Collecting the Data** handout on the board and explain that as a class you are going to collect data about who spends more on what expenses. Then they are going to create a bar graph showing that information.

Ask your class the questions on the handout and write down the number of people who respond to each one. Then go over the bar graph example at the bottom of the page.

Collecting the Data

Ask your class the following questions and count the number of people who respond.

Between groceries and gas...
Who spends the most money on groceries? _____
Who spends the most money on gas? _____

Between cell phones and gas...
Who spends the most money on cell phones? _____
Who spends the most money on gas? _____

Between cable TV and going to the movies...
Who spends the most money on cable TV? _____
Who spends the most money on going to the movies? _____

Between travel and shopping...
Who spends the most money on travel? _____
Who spends the most money on shopping? _____

Explain that they will now make a chart using the information you just collected, and that it should look similar to the one below. Go over what each part means and how to interpret the graph.

Category	Number of People (Blue)	Number of People (Red)
Food vs. Fuel	4	2
Phones vs. Gas	4	2
TV vs. Movies	4	7
Travel vs. Shopping	4	1

Step 2: Creating a Bar Graph

Put Ss in pairs and pass out the **Creating a Bar Graph** handout. Keep the **Collecting the Data** handout projected on the board so Ss can reference the data and bar graph example. Walk around the room and assist where necessary. Provide different colored **markers** or **pens** if possible so Ss can use those to represent the different data points.

Creating a Bar Graph

Now make your own bar graph with the information you collected with your teacher.

Step 3: Interpreting the Results

After a majority of your Ss have finished making their graphs, ask a pair of Ss to share theirs with the class. Put it on the ELMO if possible and ask your class questions about it (i.e., *How many people spent the most money on groceries?* etc.)

Teacher Directions: Activity 2: Phonics

- **Materials:** *Volunteer Manual, 2012: Letter/Sound Drill, p. 113, Ryan's New Apartment*

Step 1: Setting the context

You will be working on the /d/ sound for this activity, so write down the words “word”, “board”, “dog”, and “moved” on the board. Say each word and ask your Ss to repeat after you. Then ask them what sound is the same in each word → *look for them to say 'd'*. If they don't know, then supply the answer for them.

Step 2: Letter/Sound Drill

Follow the instructions on p. 113 of the **Volunteer Manual**, and use **Ryan's New Apartment** for the story (step 7 in the Volunteer Manual directions).

Ryan's New Apartment

Ryan moved in to a new apartment on September 1st. He signed a one-year lease. He likes his new apartment because it is bigger than the last one he rented. He also likes that his new apartment is closer to work. It has more bedrooms too. The rent is higher, but he doesn't care. Two weeks after he moved, however, his toilet started leaking. He called the landlord and told him to fix it. The landlord never came. He called again and the landlord said he would send a repairman out by September 20th. Ryan is now going to write a letter to confirm the agreement.

Monthly Expenses

Think of your monthly expenses and **ESTIMATE** how much you spend on each one.

EXPENSE	AMOUNT
Rent/mortgage	
Utilities	
Electricity	
Gas	
Cell Phone	
Cable TV	
Internet	
Groceries/food	
Car	
Gas	
Insurance	
Car Loan	
Entertainment	
Movies	
Shopping	
Travel	

Answer the questions below in complete sentences.

1. Do you spend more money on groceries or rent/mortgage each month?
2. Do you spend more money on your cell phone or gas?
3. Do you spend more money on cable TV or going to movies?
4. Do you spend more money on travel or shopping?
5. Which expense do you spend the *most* on?
6. Which expense do you spend the *least* on?

Collecting the Data

Ask your class the following questions and count the number of people who respond.

Between groceries and rent...

who spends the most money on groceries? _____

Who spends the most money on rent? _____

Between cell phones and gas...

Who spends the most money on cell phones? _____

Who spends the most money on gas? _____

Between cable TV and going to the movies...

Who spends the most money on cable TV? _____

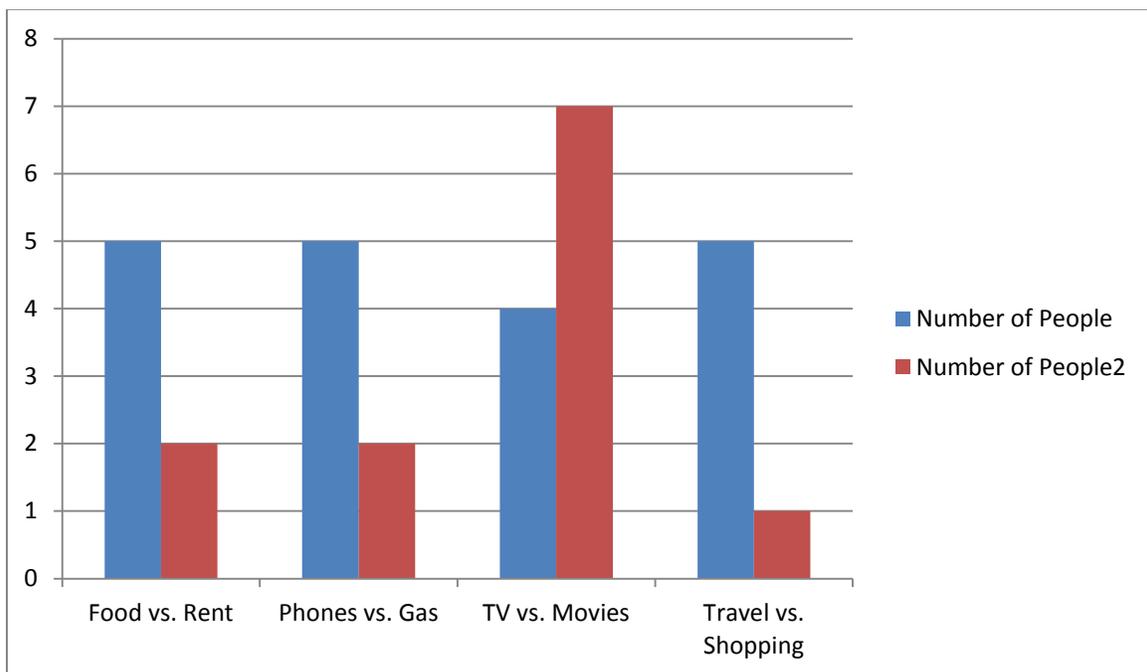
Who spends the most money on going to the movies? _____

Between travel and shopping...

Who spends the most money on travel? _____

Who spends the most money on shopping? _____

Explain that they will now make a chart using the information you just collected, and that it should look similar to the one below. Go over what each part means and how to interpret the graph.



Creating a Bar Graph

Now make your own bar graph with the information you collected with your teacher.



Ryan's New Apartment

Ryan moved in to a new apartment on September 1st. He signed a one-year lease. He likes his new apartment because it is bigger than the last one he rented. He also likes that his new apartment is closer to work. It has more bedrooms too. The rent is higher, but he doesn't care. Two weeks after he moved, however, his toilet started leaking. He called the landlord and told him to fix it. The landlord never came. He called again and the landlord said he would send a repairman out by September 20th. Ryan is now going to write a letter to confirm the agreement.