

## READING FOR RENT ADVERTISEMENT

<b>OUTCOMES</b> Students will choose an appropriate apartment that meets their priorities.		<b>STUDENT GOALS</b> Students need to be able to read classified ads to find appropriate housing.	<b>MATERIALS</b> Newspaper rental ads, 1-3 ads enlarged and copied onto a transparency Scrap paper  <b>NRS EFL ESOL 4</b> <b>TIME FRAME</b> 1–2 hours
<b>STANDARD</b> <i>Read With Understanding</i>	<b>LEARNER PRIOR KNOWLEDGE</b> Students have already learned housing vocabulary – types of housing, rooms in a house, furniture and appliances. The student’s level of proficiency in their native language affects acquisition of a second language, remember to always build their new learning on their existing skill base.		
<b>COPS</b> Determine the reading purpose.	<b>ACTIVITY ADDRESSES</b> Newspapers provide a way for students to search for housing in the ads.	<b>ACTIVITIES [REAL-LIFE APPLICATIONS]</b> Step 1 - As a class, discuss where the students live (in a house, a condo, an apartment). Ask how they found their home. What are ways to find a home? (newspaper, ask friends, look for signs, free housing magazines at supermarkets). Hold up a newspaper. Tell the class that today we are going to read ads for apartments.  Step 2 – Ask the students, “What is important in choosing a home?” Write their responses on the board – location, convenience, size, price, amenities, safe neighborhood, near a bus line, laundry facilities, etc. Now, in pairs, students are to rate which of these factors is important to them. They should write their list on the scrap paper in order of importance. Keep this piece of paper.  Step 3 – On the overhead projector, show an enlarged ad for an apartment for rent. Choose one with several common abbreviations. Point out the abbreviations and write these on the board. Can the students guess what they mean? If they don’t know, tell them. Ask students to tell the class in their own words about this apartment.  Step 4 – Give out real ads (cut out and glued on card stock) from your local paper. In pairs or individually, the students are to look for more abbreviations or words they don’t know. When they find one, they should come to the board and write it. Use their dictionaries or by guessing, try to find the meaning. This can be difficult as these abbreviations aren’t always obvious.  Step 5 – Now give out a recent copy of the Apartments for Rent section of the local paper. There should be a wide range of apartments in the paper. Students should choose an apartment that meets their needs and their priority list from step 1 and circle it. Each student stands and tells the class which apartment they chose and why. The teacher should write useful phrases on the board. “I chose this apartment because ____”.	
Select reading strategies appropriate to the purpose.	Students are finding abbreviations in text and using a dictionary to find their meanings. They are also rephrasing in own words what the ads say.		
Monitor comprehension and adjust reading strategies.	Teacher clarifies as needed.		
Analyze the information and reflect on its underlying meaning.	Prioritize list of important issues when choosing an apartment.		
Integrate it (i.e. new information) with prior knowledge to address the reading purpose.	Each student chooses an apartment that meets individual priority list.		

**ASSESSMENT/EVIDENCE**

Oral report explaining which apartment chosen based on students' priorities.

REFLECTION/EVALUATION

*not yet completed*

NEXT STEPS

Fill out a rental application form, call a landlord/rental office to set up an appointment to see an apartment.

PURPOSEFUL & TRANSPARENT

A major undertaking for immigrants is to find housing that meets their families' needs.

CONTEXTUAL

Students are using newspapers and becoming familiar with the text and abbreviations found in housing ads.

BUILDING EXPERTISE

Students have a working vocabulary around housing terminology and are adding another level of understanding by studying abbreviations.