

READING FOR RENT ADVERTISEMENT				Student/Class Goal Students need to be able to read classified ads to find appropriate housing.	
Outcome <i>(lesson objective)</i> Students will choose an appropriate apartment that meets their priorities.				Time Frame 1-2 hours	
Standard <i>Read with Understanding</i>				NRS EFL 2-4 (ESOL Focus)	
Purpose	Benchmarks	Word Knowledge	Benchmarks	Comprehension	Benchmarks
Purpose for reading	2.1 ,3.1 ,4.1	Decoding skills	2.3, 4.3, 5.3	Strategy use	2.11, 3.11, 4.11
Select text		Word parts		Text structural elements	2.12, 3.12
		Context clues	2.5, 3.5, 4.5	Genres	
		Reference materials	2.6, 3.6, 4.6	Literary analysis	
		Word relationships	3.7	Drawing conclusions	2.15, 3.15, 4.15
		Content vocabulary	2.8, 3.8, 4.8	Making connections	2.16, 3.16, 4.16
		Figurative language			
		Fluency			
Materials Newspaper rental ads, 1-3 ads enlarged and copied onto a transparency Scrap paper					
Learner Prior Knowledge 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.					
Instructional Activities 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 _____”.					
Assessment/Evidence <i>(based on outcome)</i> Oral report explaining which apartment chosen based on students’ priorities.					

Teacher Reflection/Lesson 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.

Technology Integration**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.