

LOOKING FOR HOUSING

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Common housing questions and answers

Language/Culture Point: Leasing a home

Objective: Students will be able to ask and answer common housing questions when looking to rent a home

Materials: Computer, projector, speakers, Internet connection, “Renting a home” video, red/green/yellow Signal Cards, Conversation Cards: Looking for Housing (Tenant & Landlord)




STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes		- Graphic Organizers

TEACHING ACTIVITY

1. Create a grid on the board, being sure to create a row for each student in class. Along the left side, list your students’ names.
2. As a class, brainstorm characteristics of housing that should be considered when looking for a home. Label the columns of the grid with the characteristics. Common characteristics that can be used are: number of bedrooms, number of bathrooms, if washer/dryer are included, if pets are allowed, and how long the lease is.
3. After the titles of each column are filled, survey the class about their current housing and fill in the grid with their answers.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- Computer and Projector - Speakers - Internet connection  - “Renting a home” video	- Using Videos - Alternative: Chalk Talk

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TEACHING ACTIVITY

1. Tell students that you are going to watch a video about renting a home.
2. Play the “Renting a home ENGLISH” video from the Canada Mortgage and Housing Corporation. You can find it on Youtube at the following link:

 <https://www.youtube.com/watch?v=y9fmmUCsQ4M>

Alternative: If you are unable to show the video, do a Chalk Talk about finding the home you have currently, being sure to discuss your housing needs.


STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Computer and Projector - Speakers - Internet connection  - “Renting a home” video - Red, green, and yellow Signal Cards 	<ul style="list-style-type: none"> - Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Discuss the video with the students by asking them questions about what they remember about the video.
2. Do a True/False activity using Signal Cards. Make true or false statements about the video and have students use Signal Cards to indicate True/False/I don’t know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Conversation Cards: Looking for Housing (Tenant & Landlord)  - Tape 	<ul style="list-style-type: none"> - Graphic Organizers - Conversation Cards




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TEACHING ACTIVITY

1. On the board, create a chart with two columns. Label one column “Landlord” and the other “Tenant”.
2. Read a Landlord or Tenant Conversation Card out loud to the class, both the question and the sample answers on the back.
3. Lead the class in a choral reading in which they read the question and sample answers with you.
4. As a class, determine if the question on the card is a question that a landlord would ask or a tenant would ask. Tape the card to the board in the correct column.
5. Repeat with the remaining Conversation Cards.

STEP 5: GUIDED PRACTICE


Time Frame	Materials	Teaching Strategies
10 minutes	- Conversation Cards: Looking for Housing (Tenant & Landlord) 	- Conversation Cards

TEACHING ACTIVITY

1. Pick one tenant and one landlord card off of the board, and hand the tenant card to a student. Ask your landlord question to the student. The student can answer either by using a sample answer on the back of the card or coming up with their own answer.
2. After the student answers your question, have the student ask you the tenant question on their card. Come up with your own answer.
3. Trade cards with the student so that you are now the tenant and the student is the landlord.
4. Repeat with several more students. Go through each card, if possible.

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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Conversation Cards: Looking for Housing (Tenant & Landlord) 	- Conversation Cards - Question Asking and Answering

TEACHING ACTIVITY

1. Distribute the cards to the students, ensuring that each student has one card and that there is an equal number distributed of each type.
2. Have students pair up so that each pair has one landlord card and one tenant card.
3. Each pair should take turns asking and answering their questions. They can either use the sample answers provided on the back of the cards or come up with their own.
4. After both students in the pair have asked and answered their questions, students should trade cards and find another student to pair up with, ensuring that one student has a landlord card and the other has a tenant card.
5. Repeat until students have asked and answered each of the questions.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Write the word “lease” on the board. Ask students if they know what a lease is. If they do not, explain that a lease is a legal agreement between a landlord and a tenant that outlines the rights and responsibilities of both people.
2. Discuss the topics commonly covered by leases including: the term of the lease, the cost of rent, if pets are allowed, if utilities are included in the rent and what they might be.
3. Explain that tenants have certain rights guaranteed to them by their lease, such as paying the same amount of rent for the term of the lease.



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4. If students are interested in learning more about leases and their rights as tenants, refer them to a local tenant’s council or housing rights organization.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		- Memory

TEACHING ACTIVITY

1. Have students gather around in a circle.
2. Start by saying, “I want a home with __ bedrooms.”
3. Have the student next to you say one characteristic they want in a home AND what you want in a home.
4. Continue around the circle with each student saying one thing he/she wants in a home AND what everyone who already took a turn wants in a home.
5. As the list grows, enlist other students to help remember the list of wants.



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EXTENSION ACTIVITY: GUEST SPEAKER

Time Frame	Materials	Teaching Strategies
Varies		

TEACHING ACTIVITY

1. Invite a housing professional, such as a real estate agent, a property manager, or a landlord, to speak to your class about finding a home. He/she should discuss what to consider when looking for a home and the process of applying to rent or possibly buy a home, along with other topics students are interested in.