

EL/Civics Lesson Plan

Program Name: Columbus Literacy Council

Staff Responsible for Lesson: Carol Kirwin

Topic: Rental Agreement

Date(s) Used	11/28/07
Civics Category	Rights and Responsibilities of Citizenship
Civics Objective	I.4—Community Resources – Immigrant Resources Access local and state agencies that specialize in immigrant rights and orientation to the new culture
Time Frame to Complete Lesson	3 hours (one class period)
EFL(s)	NRS Levels 4, 5, 6
Standard(s)/Components of Performance	<p>Listen actively</p> <ul style="list-style-type: none"> • Clarify purpose for listening and use appropriate listening strategies • Monitor comprehension • Integrate information from listening with prior knowledge
Benchmarks	L 4.2, 4.3, 5.1 , 5.3,5.4, 5.5, 6.3; R 4.3, 4.4, 5.2, 5.3, 6.3; S 5.1, 5.5.3, 5.4, 6.5
Materials	Rental agreements from several local apartment complexes or that students bring in Teacher made graphic – <u>Word of the Day</u> Dictionaries A speaker on leasing/renting an apartment or house.
Activities	<p>Students have already been informed that a guest speaker from the Columbus Legal Aid Society will come to the class to speak about immigrant housing issues.</p> <p>I. Warm up – <u>Word of the Day</u>: “lease” Students use dictionaries to find and write definition, other parts of speech, and collocations (discovered in discussion and in writing the journal entry.</p> <p><u>Quick Write</u>: Have you ever leased anything? Why did you lease it rather than buy it outright? Did you have to sign a contract? Were you able to understand what the contract said?</p> <p><u>Vocabulary</u>: sublet, expire, premises, security, landlord, landlady, tenant, maintenance, utilities</p>

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	<p>II. In small groups of 4 or 5, students discuss meaning of vocabulary words, find them in the rental agreement, try to figure out definitions from context and/or use dictionaries.</p> <p>Using a T-graph each group comes up with a list of responsibilities for landlords and for tenants.</p> <p>Each group comes up with several questions about housing issues to ask the guest speaker.</p> <p>III. During speaker's presentation, students take notes.</p>
Assessment/ Evidence	<p>Students ask questions from their own life experiences with landlords.</p> <p>Students ask for clarification of speaker's points.</p> <p>Jigsaw - After speaker leaves, students work in their small groups. Share notes taken and discuss points speaker presented.</p> <p>Whole class discussion - Review main points on whiteboard.</p>
Reflection	<p>Although I had prepped the guest speaker that the students are English language learners, she tried to cover too much information. Even I had trouble understanding because of the "legalese." If nothing else, the students learned that if their landlord doesn't hold up his end of the rental agreement, they don't have the right to simply not pay their rent!</p>