

**B**

**BEGINNING**

**TEACHER INSTRUCTIONS**



**ENGLISH UNLOCKED**

# Home Problems Unit

Literacy activities to help adults master reading and writing.



Beginning Level  
NRS Levels 2-3

# Home Problems

## Unit

**Skill Focus:** Call or write to a landlord about a housing problem.

*Can the learner \_\_\_\_\_ without help?*

- **Demonstrate** understanding of the problems pictured on each of the vocabulary flashcards.
- **Describe** the problem pictured on each flashcard using a complete sentence.
- **Write** an intelligible description of each problem on the flashcards (understandable but not perfect).
- **Say** their name, address or apartment number and phone number clearly enough to leave a phone message.
- **Engage** in a brief unscripted dialogue about a housing problem or needed repair.

**Vocabulary:** *heat, hot water, air conditioning, smoke, alarm, toilet, mice, cockroaches, bed bugs, broken, leaking, stained, peeling*

### IN THE BEGINNING, STUDENTS WILL ...

- Speak and write in short complete sentences.
- Ask and answer questions about word meaning.
- Ask and understand information questions with wh- words.
- Answer questions about main ideas and details in spoken and written texts.
- Use text features (titles, headings, images, captions) to better understand a text.
- Count word syllables.
- Identify beginning and ending consonant sounds, blends and digraphs.
- Read (decode) beginning-level texts.
- Begin to infer, compare and draw conclusions when reading text.



***Students who consistently demonstrate these skills may be ready for the next level.***

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# Home Problems

## TALK ABOUT PROBLEMS IN YOUR HOME.

We will learn to ask questions. We will learn to answer questions.



Do you have problems in your house or apartment?

Yes, I have problems in my home.



No, I don't have any problems.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## HOME PROBLEMS

No review at the beginning of a unit.

**A:** TOGETHER: "Read" the picture

- Ask observation questions: "What do you see?" "What is this?" "Tell me more?"
- Ask inference questions: "Where is this?" "What room is this?" "Why do you think so?" "Is this home new?" "Why not?" "Why are there many problems?"
- Ask evaluative questions: "Do you want to live in this apartment?" "What do the people need to do?"

**B:** TOGETHER: Read the title and "We will learn..." objectives.

**A:** TOGETHER: Repeat the question and answers at the bottom of the page several times.

**B:** Model the question and answer with a partner.

**C:** STUDENTS: Mingle and practice with several partners.

### ASSIST

- Break each sentence down into manageable pieces to practice and then build it back up. "Do you have *problems*?" "Do you have problems *in your house*?" "Do you have problems in your house or *apartment*?"
- Underline and practice content words in the question: problems, house and apartment.

### CHALLENGE

- Practice the question and answer without the script.
- Ask each other for more details: "Yes, I have problems in my home." "You do? What problems?"

### EXPECTATIONS

These questions find out what students know and prime them for the work ahead. They may not answer all these questions. That's okay!

### PRONUNCIATION

Native speakers stress content words by saying them louder and longer. Focusing on stressed words helps learners emphasize meaning making.

# New Words

**WE WILL LEARN  
NEW WORDS  
AND SENTENCES  
ABOUT  
PROBLEMS IN A  
HOME.**



The hot water is not working.



The heat is not working.



The air conditioner is not working.



The smoke alarm is not working.



The toilet is not working.

**MATERIALS**  
Full-page picture  
cards 1-5 (Appendix A)

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## NEW WORDS

- A:** SET THE STAGE: *"When you have problems in your house or apartment, who do you call? People who rent usually call their apartment manager or landlord. Do you have an apartment manager? Do you call the apartment manager? Who fixes things at your home? Do you fix things? Do you call repair people? Do you talk to repair people?"*
- B:** TOGETHER: Read the title and *"We will learn..."* objective.
- C:** Say: *"Today we will practice some new words and sentences. Every day you will practice them again. Then you will be ready to talk to an apartment manager or repair person."*

### Introduce and practice phrases (*complete these steps for each new phrase*)

- A:** Show the first full-page picture card (Appendix A) and say the phrase. Students follow on their student page.
- B:** Ask questions to clarify the meaning: *"Is she hot or cold? Why? Is this a winter problem or a summer problem?"*
- C:** TOGETHER: Repeat each phrase several times.
- D:** Model how to practice the phrases by covering the words, then uncovering them to check your own knowledge.
- E:** STUDENTS: Practice the phrases in pairs by covering the words and "quizzing" their partner.
- F:** Use the large picture cards to "quiz" individual students. Ask: *"What's the problem?"*
- G:** Continue practicing until students are confident.

### ASSIST

- Use pantomime to associate the meaning with the words. As a class, say the words and do the action at the same time. Then, say the words and ask the students to show they understand by doing the action.
- Make an extra copy of the student page. Cut apart the pictures and phrases and practice matching them. Ask students to hold up the correct picture or phrase as you say it aloud.

### CHALLENGE

- Cover the words with a piece of notebook paper. Have students try to write the sentences without looking at the words.
- Add a sentence after each phrase that describes the effect of the problem: *"The heat is not working. I am very cold. The smoke alarm is not working. It is dangerous."*

# Grammar Patterns

**WE WILL WRITE SENTENCES AND LEARN TO TALK ABOUT PROBLEMS IN YOUR HOME.**



What's the problem?

The air conditioner is not working.



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**Practice:**

1. The \_\_\_\_\_ is not working.
2. The \_\_\_\_\_ is not working.
3. The \_\_\_\_\_ is not working.
4. The \_\_\_\_\_ is not working.
5. The \_\_\_\_\_ is not working.
6. The \_\_\_\_\_ is not working.
7. \_\_\_\_\_
8. \_\_\_\_\_



## REVIEW & CHECK

## GRAMMAR PATTERNS

**MATERIALS**  
Full-page picture cards 1-5 (Appendix A).

**CAN STUDENTS DEMONSTRATE** understanding of the problems previously introduced on the **New Words** page?

**CAN STUDENTS DESCRIBE** the problems pictured on student p. 2 using complete sentences?

- A:** Show each picture card, while hiding the text. *“What is the problem?”*  
Reinforce the complete sentence.
- B:** *“The hot water is not working. How do you feel? What will happen?”* Elicit verbal or nonverbal answers that demonstrate understanding of the meaning pictured (ie, student shivers or says “cold water”).
- C:** TOGETHER: Complete the five picture cards.
- D:** Elicit answers from individual students to check *everyone’s* understanding.
- E:** Note students who need additional practice and try to target help to them during the next activity.

## CONTEXT & OBJECTIVES

**Read the title and objective.**

- A:** TOGETHER: Read the title and *“We will learn...”* objective.
- B:** *“Now we will change one or two words to make new sentences. This will help you say and write many complete sentences.”*

### SINGULAR AND PLURAL

Students may name plural nouns (lights). Briefly **show** students how the verb changes to match a plural subject before adding it to the list.

## ACTIVITY

- A:** TOGETHER: Practice the question and answer at the top of the page.
- B:** Elicit other things in a home that are “not working.” This can include items previously introduced as new words, as well as additional items (stove, refrigerator, electricity). Write items on the board.
- C:** STUDENTS: Complete the sentences on the page and add 2 sentences of their own ideas.
- D:** IN PAIRS: Students practice the question and answer aloud.
- E:** STUDENTS: Mingle and practice the question and answer. Encourage them to add details if they are able.

## ASSIST & CHALLENGE

**ASSIST**

- Complete the sentences as a class on the board, students copy on their sheet.

**CHALLENGE**

- Give students a list of singular and plural nouns (lights, car, computer, our cell phones) and ask them to write complete sentences using working/not working and the correct verb.

# Conversation

**WE WILL  
LEARN HOW TO  
TALK ABOUT  
PROBLEMS IN  
YOUR HOME.**



Hello?



Hello. What's the problem?



Yes, I can do it tomorrow.

Hi. My name is \_\_\_\_\_.



My heat is not working. Can you fix it?



Thank you.  
Goodbye.



## Vocabulary:

hot water  
air conditioner  
smoke alarm  
toilet

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## CONVERSATION

**Can students say their name clearly so that others can understand?**

- A:** Practice introductions and encourage students to repeat their classmate's names to show that they understand.

**Can students describe the problems pictured on the New Words page using a complete sentence?**

- A:** Review using the "Review & Check" activities from previous page, if needed.

**A:** TOGETHER: Read the title and "We will learn..." objective.

**B:** Ask: "What does conversation mean?"

**C:** Say: "In this conversation, two people are talking." (Read the conversation aloud.)

**D:** Ask: "Who is talking? Who talks first? Who talks second? Who says 'Can you fix it?'"

**A:** STUDENTS: Repeat every line of the dialogue after the teacher.

**B:** Initiate the dialogue (as the property owner) and have students respond together (tenant).

**C:** Reverse the roles.

**D:** IN PAIRS: Practice the conversation in pairs, varying the underlined text. Circulate and provide feedback.

### ASSIST

- Practice small sections of the dialogue repeatedly. Try both with and without looking at the text.
- Underline stressed content words. Practice saying each sentence with authentic rhythm and stress.

### CHALLENGE

- Try the dialogue without a script.
- Identify the three types of information included in this conversation (name, problem and day of repair).
- Add details such as address and time for repair.

# My Information

**WE WILL LEARN  
HOW TO TELL  
SOMEONE  
YOUR CONTACT  
INFORMATION.**

My name is \_\_\_\_\_

I live at \_\_\_\_\_  
\_\_\_\_\_

My phone number is \_\_\_\_\_

***I WILL REPEAT.***

My name is \_\_\_\_\_

I live at \_\_\_\_\_  
\_\_\_\_\_

My phone number is \_\_\_\_\_

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## MY INFORMATION

**A:** Say: *"When I have a problem in my home, I call the (landlord, apt. manager, repair person, property owner). Who do you call? Do you leave a message? It is important to leave a clear message with all the information. Why? (So they can help you/call back)."*

- I usually repeat my information two times so I am sure they understand.

**B:** Together: Read the title and *"We will learn..."* objective.

**A:** TOGETHER: Determine what information goes on each line. Note, that the same information is repeated to make sure the listener understands and has time to write it down.

**B:** STUDENTS: Fill in their own information. Remember to include apartment numbers. City/state is not as important for this task.

**C:** Model appropriate speed, volume and mouth setting (a "big" open mouth).  
■ Give a "good" and "bad" example of each criteria. Ask students to explain the difference.

**D:** IN PAIRS: Students practice the personal information sentences.

### ASSIST

- Obtain a list of addresses and phone numbers, if possible, to support students who may not remember their new information. Or assign this as homework to do with a friend or family member.
- The whole class may want to work on the pronunciation of street names in the area.
- If writing is laborious, have students write their info only once but repeat it two times during oral practice.

### CHALLENGE

- If possible, have students call the school or teacher's work voicemail and practice leaving a message after the tone.
- Have students practice listening and recording phone numbers and addresses.

# Letter Sounds and Words

## Answer Key

**WE WILL LEARN  
TO READ AND  
SPELL NEW  
WORDS.**

Write the missing letter	Syllables	Copy and say the word
1. <u>  </u> <b>w</b> ater	2	<b>water</b>
2. <u>  </u> <b>w</b> orking	2	<b>working</b>
3. <u>  </u> <b>h</b> eat	1	<b>heat</b>
4. <u>  </u> <b>s</b> moke	1	<b>smoke</b>
5.    air <u>  </u> <b>c</b> onditioner	5	<b>air conditioner</b>
6. <u>  </u> <b>n</b> ot	1	<b>not</b>
7.    alar <u>  </u> <b>m</b>	2	<b>alarm</b>
8.    toile <u>  </u> <b>t</b>	2	<b>toilet</b>
9.    ho <u>  </u> <b>t</b>	1	<b>hot</b>
10.   proble <u>  </u> <b>m</b>	2	<b>problem</b>

## REVIEW & CHECK

## LETTER SOUNDS AND WORDS

Can students recognize and produce initial and final consonant sounds?

- A:** Choose 10 consonant flashcards (see materials).
- B:** Hold up each card and say the letter name, elicit the sound from learners.
- C:** Without showing the card, say the sound of the letter. Have learners write the appropriate letter in their notebooks.
- D:** Note any letters that are difficult for most students. Also note any students who are struggling overall with letter sounds and make a plan for additional phonics instruction.

**MATERIALS**  
Lowercase letter flashcards, in particular (w, h, s, c, m, n, t).

**CALL OUT**  
Note that c, k and ck are all correct spellings for the sound /k/.

## CONTEXT & OBJECTIVES

- A:** Spelling in English takes lots of practice. *"How do you practice writing and spelling? What writing do you need to do in your life? To be good at spelling, you need to understand the letter sounds and memorize some words."*
- B:** TOGETHER: Read the title and *"We will learn..."* objective.

## ACTIVITY

Complete these steps for each word.

- A. MISSING LETTER:** Read the word aloud two to three times, learners repeat. Learners write the missing letter in the blank.
- B. SYLLABLES:** Say the word again. Write the number of syllables next to the word.
- C. COPY:** Students copy and say each word.

**MEANING**  
This activity focuses on letter sounds and spelling. You may also use this as an opportunity to reinforce meaning with pictures or examples.

## ASSIST & CHALLENGE

### ASSIST

- Encourage students to look at your mouth and repeat the word so they can see, hear and feel the sounds and syllables in the word.
- Tap the number of syllables.
- Syllables can be identified by seeing or feeling how many times the mouth opens (students may put their hands on their jaw). More advanced learners can identify the number of syllables by analyzing the spelling of the word for the number of vowel sounds.

### CHALLENGE

- Ask learners to write sentences containing the spelling words.

# Get Ready to Read

**WE WILL  
LEARN NEW  
WORDS. WE  
WILL PRACTICE  
ASKING  
QUESTIONS  
ABOUT WORDS.**



**Look at the pictures.**

- What do you see?
- Do you have an alarm in your home?
- What sound does it make?

**QUESTION:** What does **noise** mean?

**ANSWER:** A sound you can hear with your ears.

**QUESTION:** What does **beep** mean?

**ANSWER:** The sound a smoke alarm makes.

**QUESTION:** What does **smoke alarm** mean?

**ANSWER:** A machine that beeps when there is smoke.



## REVIEW & CHECK

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## CONTEXT & OBJECTIVES

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## ACTIVITY

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## ASSIST & CHALLENGE

## GET READY TO READ

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- A:** TOGETHER: Read the title and “*We will learn...*” objective.
- B:** “*Reading stories is a good way to learn new words. Let’s talk about some new words. You will see these words in the story we are going to read.*”
- 

- A:** TOGETHER: Look at the pictures and talk about the questions.
- B:** TOGETHER: Read the vocabulary questions and answers, stopping to clarify as needed.
- C:** Write the question frame on the board: **What does \_\_\_\_\_ mean?**  
Encourage students to use this question when they don’t know a word.
- D:** TOGETHER: Practice the questions and answers several times.
- E:** IN PAIRS: Practice the questions and answers again.
- 

### ASSIST

- To clarify vocabulary meaning, give examples, act it out or show more pictures.

### CHALLENGE

- Ask students to answer the questions without looking at the page.

# Read for Meaning

**WE WILL LEARN  
TO BE GOOD  
READERS. WE  
WILL TRY TO  
MAKE A PICTURE  
OF THE STORY.**

## *I Can't Sleep*

Mark lives in an apartment. He has a daughter. Her name is Margo.

Mark and Margo are sleeping. They hear a loud noise. BEEP, BEEP, BEEP. It is dark in the bedroom. Mark can't see. He turns on the light. Now it is quiet.

Mark and Margo go back to sleep. The noise starts again. BEEP, BEEP, BEEP. Mark turns on the light. He sees the smoke alarm. It is beeping! But there is no smoke. There is no fire. Mark doesn't understand. What's the matter?

All night the smoke alarm beeps. It starts, and it stops. It is hard to sleep. In the morning, Margo is very tired. Mark calls the apartment manager.

"I have a problem," Mark says.

"What's the matter?" asks the manager.

"My smoke alarm is broken. It is beeping, but there is no fire," Mark says.

"It needs a new battery," says the manager. "I can come tomorrow."

"It is hard to sleep," says Mark. "Please come today!"

**QUESTION:** What does \_\_\_\_\_ mean?

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READ FOR MEANING

- A:** *“What do you read at home? What do you read at work? Sometimes I read something but I don’t understand it. I have to read it many times and look at different parts of the text. When I understand, I can make a picture in my head. If I close my eyes, I can think of a picture of the story. This helps me understand.”*
- B:** TOGETHER: Read the title and *“We will learn...”* objective.

- A:** Write the three vocabulary words on the board (from previous page).
- B:** Read the text aloud. Students follow along and underline the new words each time they see one.
- C:** STUDENTS: Re-read the text silently for 5-10 minutes and circle any words they don’t understand.
- D:** Encourage students to use the sentence frame to ask their own questions about other vocabulary in the text. Discuss those questions as a class.
- E:** *“If you close your eyes, can you think of a picture of this story? Let’s read again. This time, try to think of a picture of the story.”*
- F:** Read the story again, as learners repeat each sentence aloud.
- G:** STUDENTS: Try to draw a picture of the story on a separate piece of paper. When they are finished, ask them to tell you about the picture. Ask questions, to elicit details from the story.

### ASSIST

- Visualizing is an important strategy for reading comprehension. If students aren’t comfortable drawing, consider leading them through an oral visualization, without the text in front of them. Ask them to respond aloud to your questions. *“I see Mark and his daughter Margo. Where are they? What things are in the bedroom? What are they doing? It is dark. There is a loud noise. What sound do you hear?”* Etc.

### CHALLENGE

- Some students may be ready to retell the story as a class or with a partner.

# Read for Details & Main Idea

## Answer Key

**WE WILL  
LOOK FOR  
INFORMATION  
IN THE TEXT.**

**Write "YES" or "NO."**

- |  |            |
|--|------------|
| 1. Is there a fire in the apartment?   | <u>No</u>  |
| 2. Is it difficult for Margo to sleep? | <u>Yes</u> |
| 3. Is Margo Mark's son?                | <u>No</u>  |
| 4. Is the smoke alarm beeping?         | <u>Yes</u> |
| 5. Will the manager bring a battery?   | <u>Yes</u> |

**Write the answers.**

1. What is the problem? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Circle one answer.**

- a. This story is about **a fire**.
- b.** This story is about **a broken smoke alarm**.
- c. This story is about **the apartment manager**.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READ FOR DETAILS & MAIN IDEA

**A:** TOGETHER: Re-read the text of *I Can't Sleep* from the previous page. Use teacher read-aloud, choral reading or partner reading.

**A:** TOGETHER: Read the title and “*We will learn...*” objective.

**A:** TOGETHER: Complete question 1, modeling explicitly how to refer back to the text in order to answer the questions.

**B:** STUDENTS: Complete the questions independently.

**C:** TOGETHER: Review answers and practice showing evidence.

### For example:

- Question 2. “*It is hard to sleep. Yes or no?*”
- “*Yes, good. Let’s look at the text.*” Point to that information.
- Number 3. “*Margo is Mark’s son. Yes or no?*”
- “*Let’s look at the text. Do you see ‘son’? Do you see a different word? ‘Daughter.’ Yes! Let’s read before and after that word.*”
- “*Go back to the question. Margo is Mark’s son. Yes or no? Why?*” (Margo is Mark’s daughter or Margo is a girl.)

### ASSIST

- Finding evidence may be new to many students. Guide them through the process with slow, repeated modeling and practice. Initially, it is okay if they are copying your actions. Over time, they will be able to do it themselves.

### CHALLENGE

- Write sentences to correct the “no” sentences. (There is a fire in the apartment. / There is no fire in the apartment.)

# Reading Test Practice

## Answer Key

**WE WILL  
PRACTICE TEST  
QUESTIONS.  
WE WILL  
TALK ABOUT  
BUILDING  
SCHEDULES.**

Wild Wood Apartments

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**OFFICE HOURS**

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**MONDAY - FRIDAY . . . . . 9:00 am – 5:00 pm**

**SATURDAY . . . . . 10:30 am – 3:00 pm**

**SUNDAY . . . . . 12:00 pm – 4:00 pm**

1. What time does the office close on Tuesday?

- A. 9:00 am
- B. 5:00 pm**
- C. 3:00 pm
- D. 4:00 pm

2. When can you talk to someone in the office?

- A. At 7:00 pm on Saturday
- B. At 8:00 am on Friday
- C. At 10:00 am on Sunday
- D. 11:00 am on Monday**

1. **B** \_\_\_\_\_

2. **D** \_\_\_\_\_

**ASSESS-  
MENT**

The test practice is presented without pre-teaching to assess students' test-taking skills. In steps E-F students will dig deeper and develop skills that they can apply next time.

**REVIEW &  
CHECK**

**CONTEXT &  
OBJECTIVES**

**ACTIVITY**

**ASSIST &  
CHALLENGE**

**READING TEST PRACTICE**

- A:** TOGETHER: Read the title and *"We will learn..."* objective.
- B:** *"Sometimes you take tests at school. Today we will practice some test questions."*

- A:** Review test structure: *"How many questions are on this page? How many answers for question 1? Read and circle one answer you think is correct for each question."*
- B:** STUDENTS: Complete questions 1 and 2 independently. Try to mimic the testing situation: no talking, no dictionaries, no phones.
- C:** Circulate and note who is struggling the most. What strategies, if any, do you see them use?
- D:** Ask students to show the class where they found the information for each question. Reinforce the idea of referring to the text above for information. Use prompts like, *"How do you know?" "Where do you see that?"*
- E:** Provide additional practice with oral comprehension questions below. Occasionally call on quiet students to respond. Pay attention to who understands easily and who needs more practice. Provide additional oral or written question practice, as needed.
  - What is the name of the apartment building?
  - What information can we get from this text?
  - What information about the office is NOT in this text?
  - In your life, where do you see signs like this?
  - What time does the office open on Wednesday?
  - When does the office close on Sunday?
  - What day is the office closed all morning?
  - How many hours is the office open on Sunday?
  - How many days a week does the office open at 9:00 a.m.?
  - Is the office open more hours or fewer hours on the weekend?

**ASSIST**

- Provide repeated practice with the same type of question until students have mastered it, then move on to another question type.

**CHALLENGE**

- Can students ask/write their own questions for a classmate to answer?

# Question Words

**WE WILL LEARN QUESTION WORDS FOR TIME AND PLACE.**

apartment	bathroom	today
tomorrow	house	Monday
morning	Dale Street	Dec. 12
11:00	bedroom	kitchen

## Where?

Where = place

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## When?

When = time, day, date

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## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## QUESTION WORDS

- A:** *"In this class we learn question words—question words like 'where.' Do you know other question words? Sometimes it is difficult to remember the question words. Question words change the meaning. 'What is the problem? The light is not working. Where is the problem? In the bedroom.'"*
- B:** TOGETHER: Read the title and "We will learn..." objective.

- A:** TOGETHER: Read each word in the table several times. Briefly talk about word meaning, as needed.
- B:** TOGETHER: Say and copy the words "where" and "when" on the lines.
- C:** *"Where is for questions about place. Where are you from? Where do you live?"*
- D:** *"Look at the list of words. Find a place word. Apartment! Good. Let's write 'apartment' in the 'where' column."*
- E:** *"When is for questions about time, day or date. When is your birthday? When do you come to school?"*
- F:** *"Look at the list of words. Find a time or date word. Today! Good. Let's write 'today' in the 'when' column."*
- G:** STUDENTS: Continue copying the words into the columns.

### ASSIST

- For students who write very slowly, consider making an extra copy and cutting and pasting the words into the columns.
- Where and when are important sight words. For more practice, students can say the word aloud while arranging letter tiles, writing/tracing the words in sand or highlighting the words in a page of text.

### CHALLENGE

- Write on the board: **Where did you go? When did you go?** As a class, or in pairs, learners ask one of the questions and others respond with one of the words from their worksheet.

# New Words

**WE WILL LEARN  
NEW WORDS  
AND SENTENCES  
ABOUT  
PROBLEMS IN A  
HOME.**



There are mice.



There are  
cockroaches.



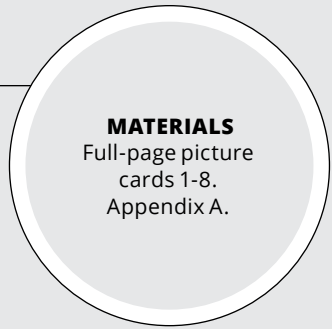
There are  
bed bugs.



What's the matter?

There are \_\_\_\_\_  
in my apartment.





## REVIEW & CHECK

## NEW WORDS

- A:** Review picture cards 1-5 while hiding the text.  
ASK: *"What is the problem?"* Reinforce the complete sentence.
- B:** *"The hot water is not working. How do you feel?"* Or *"What will happen?"* Elicit verbal or nonverbal answers that demonstrate understanding of the meaning pictured (ie, student shivers or says "shower cold" or "water cold").
- C:** Elicit answers from individual students to check everyone's understanding.
- D:** Note students who need additional practice and try to target help to them during the next activity.

## CONTEXT & OBJECTIVES

- A:** SET THE STAGE: *"When you have problems in your house or apartment, who do you call? Do you rent or own your home? Who fixes things? Do you talk to this person?"*
- B:** TOGETHER: Read the title and *"We will learn..."* objective.
- C:** *"Today we will practice some new words and sentences to talk to an apartment manager or repair person."*

## ACTIVITY

### Introduce and practice phrases (complete these steps for each new phrase)

- A:** Show the full-page picture card (cards 6-8) and say the phrase. Students follow on their student page.
- B:** Ask questions to clarify the meaning: *"Do they bite you? Where are they?"*
- C:** TOGETHER: Repeat each phrase several times.
- D:** Model how to practice the phrases by covering the words, then uncovering them to check your own knowledge.
- E:** STUDENTS: Practice the phrases in pairs by covering the words and "quizzing" their partner.
- F:** Use the large picture cards 1-8 to "quiz" individual students. ASK: *"What's the problem?"*

### ASSIST

- Make an extra copy of the student page. Cut apart the pictures and phrases and practice matching them. Ask students to hold up the correct picture or phrase as you say it aloud.

### CHALLENGE

- Cover the words with a piece of notebook paper. Ask students to try to write the sentences without looking at the words.
- Add a sentence after each phrase that describes the effect of the problem: *"There are bedbugs. They bite my children."*

## ASSIST & CHALLENGE

# Spell New Words

**WE WILL LEARN  
TO WRITE NEW  
WORDS FOR  
PROBLEMS IN  
THE HOME.**

1. mice

\_\_\_\_\_



2. cockroaches

\_\_\_\_\_



3. bed bugs

\_\_\_\_\_



4. air conditioner

\_\_\_\_\_



5. smoke alarm

\_\_\_\_\_



## REVIEW & CHECK

---

## CONTEXT & OBJECTIVES

---

## ACTIVITY

---

## ASSIST & CHALLENGE

## SPELL NEW WORDS

---

**A:** *"Everyone needs to practice spelling. In school, children practice spelling for many years."*

**B:** TOGETHER: Read the title and *"We will learn..."* objective.

---

**A:** TOGETHER: Read all the words and review pronunciation, as needed.

**B:** STUDENTS: Copy each word onto the line below.

---

### ASSIST

- Reinforce regular letter sound patterns that students know (hard consonants and digraphs). *"Look at the word cockroaches. Which letter makes the /r/ sound? What sound does ch make?"*
- Provide additional practice by writing the words on the board with missing letter blanks.

### CHALLENGE

- Give a spelling "test." Students can dictate the words to each other or the teacher can.

# Conversation

**WE WILL  
LEARN HOW TO  
TALK ABOUT  
PROBLEMS IN  
YOUR HOME.**



Hello?



What do you need?



Yes, I can do it  
tomorrow.

Hi. My name is \_\_\_\_\_.



My smoke alarm is  
not working. Can  
you fix it?



Thank you.  
Goodbye.



## Vocabulary:

heat  
hot water  
air conditioner  
smoke alarm  
toilet

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## CONVERSATION

### Can students say their name clearly so that others can understand?

**A:** Practice introductions and encourage students to repeat their classmate's names to show that they understand.

**A:** TOGETHER: Read the title and "We will learn..." objective.

**B:** "What does conversation mean?"

**C:** "In this conversation, two people are talking." (Read the conversation aloud.)

**D:** "Who is talking? Who talks first? Who talks second? Who says 'Can you fix it?'"

**A:** STUDENTS: Repeat every line of the dialogue after the teacher.

**B:** Initiate the dialogue (as the property owner/manager) and have students respond together (tenant).

**C:** Reverse the roles.

**D:** IN PAIRS: Prioritize the conversation, varying the underlined text. Circulate and provide feedback.

### ASSIST

- Practice small sections of the dialogue repeatedly. Try both with and without looking at the text.
- Underline stressed content words. Practice saying each sentence with authentic rhythm and stress.

### CHALLENGE

- Try the dialogue without a script.
- Identify the three types of information included in this conversation (name, problem, day of repair).
- Add details such as address and time for repair.
- Cut apart the sentences in the dialogue and ask students to put them back in order.

# Letter Sounds and Words

## Answer Key

**WE WILL LEARN  
TO READ AND  
SPELL NEW  
WORDS.**

Write the missing letter	Syllables	Copy and say the word
1. <u>  </u> <b>b</b> <u>  </u> eep	<b>1</b>	<b>beep</b>
2. <u>  </u> <b>f</b> <u>  </u> ire	<b>1 or 2</b>	<b>fire</b>
3. <u>  </u> <b>m</b> <u>  </u> ice	<b>1</b>	<b>mice</b>
4. <u>  </u> <b>m</b> <u>  </u> anager	<b>3</b>	<b>manager</b>
5. <u>  </u> <b>n</b> <u>  </u> eed	<b>1</b>	<b>need</b>
6. ge <u>  </u> <b>t</b> <u>  </u> ri <u>  </u> <b>d</b> <u>  </u>	<b>2</b>	<b>get rid</b>
7. alar <u>  </u> <b>m</b> <u>  </u>	<b>2</b>	<b>alarm</b>
8. toile <u>  </u> <b>t</b> <u>  </u>	<b>2</b>	<b>toilet</b>
9. slee <u>  </u> <b>p</b> <u>  </u>	<b>1</b>	<b>sleep</b>
10. apartmen <u>  </u> <b>t</b> <u>  </u>	<b>2</b>	<b>apartment</b>



## REVIEW & CHECK

## LETTER SOUNDS AND WORDS

**MATERIALS**  
Lowercase letter flashcards, in particular (b, f, m, n, t, d, p)

**Can students recognize and produce initial and final consonant sounds?**

- A:** Choose 10 consonant flashcards (see materials).
- B:** Hold up each card and say the letter name, elicit the sound from learners.
- C:** Without showing the card, say the sound of the letter. Learners write the appropriate letter in their notebooks
- D:** Note any letters that are difficult for most students. Also note any students who are struggling overall with letter sounds and make a plan for additional phonics instruction.

## CONTEXT & OBJECTIVES

- A:** *"Spelling in English takes lots of practice. How do you practice writing and spelling? What writing do you need to do in your life? To be good at spelling you need to understand the letter sounds and memorize some words."*
- B:** TOGETHER: Read the title and "We will learn..." objective.

## ACTIVITY

**Complete these steps for each word.**

- A. MISSING LETTER:** Read word aloud two to three times, learners repeat. Write the missing letter in the blank.
- B. SYLLABLES:** Say the word again. Students write the number of syllables next to the word.
- C. COPY:** Students copy and say each word.

## ASSIST & CHALLENGE

### ASSIST

- Encourage students to look at your mouth and repeat the word so they can see, hear and feel the sounds and syllables in the word.
- Tap the number of syllables.
- Syllables can be identified by seeing or feeling how many times the mouth opens (students may put their hands on their jaw). More advanced learners can identify the number of syllables by analyzing the spelling of the word for the number of vowel sounds.

**SYLLABLES**  
The word "fire" is one syllable for reading and spelling purposes, but it is most often pronounced as two syllables.

### CHALLENGE

- Write sentences containing the spelling words.

# Conversation

**WE WILL  
LEARN HOW TO  
TALK ABOUT  
PROBLEMS IN  
YOUR HOME.**



Hello?



What do you need?



I think I can come on Saturday.

Hi. This is \_\_\_\_\_.



There are mice in my apartment. Can you get rid of them?

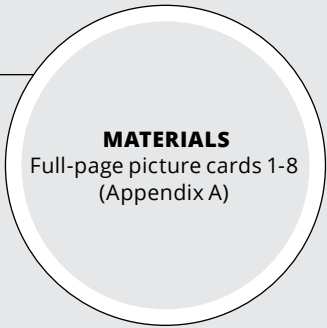


On Saturday? Okay. Thank you.



## Vocabulary:

cockroaches  
bed bugs



## REVIEW & CHECK

## CONVERSATION

Can students describe the problem shown on the picture card using a complete sentence?

**A:** Review the phrases on picture cards 6-8.

## CONTEXT & OBJECTIVES

**A:** TOGETHER: Read the title and "We will learn..." objective.

**B:** "What does conversation mean?"

**C:** "In this conversation, two people are talking." (Read the conversation aloud.)

**D:** "Who is talking? Who talks first? Who talks second? Who says 'What do you need?'"

## ACTIVITY

**A:** STUDENTS: Repeat every line of the dialogue after the teacher.

**B:** Initiate the dialogue (as the landlord) and have students respond together (as the tenant).

**C:** Reverse the roles.

**D:** IN PAIRS: Practice the conversation, varying the underlined text. Circulate and provide feedback.

## ASSIST & CHALLENGE

### ASSIST

- Practice small sections of the dialogue repeatedly. Try both with and without looking at the text.
- Underline stressed content words. Practice saying each sentence with authentic rhythm and stress.

### CHALLENGE

- Try the dialogue without a script.
- Identify the three types of information included in this conversation (name, problem, day of repair).
- Add details such as address and time for repair.
- Cut apart the sentences in the dialogue and ask students to put them back in order.



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

### READ FOR DETAILS

**A:** Re-read the text of *I Can't Sleep* (Student p. 8). This may include silent reading, choral reading, teacher read-aloud or echo reading (students repeat each sentence after the teacher).

**A:** TOGETHER: Read the title and “*We will learn...*” objective.

**A:** Write on the board: “**who | where | when**”.

**B:** “Which word is about a place? A time? A person? A date?”

**C:** TOGETHER: Read the questions on the student page aloud.

**D:** STUDENTS: Complete questions independently. One or two word answers are adequate.

### ASSIST

- Referring back to a previous page may be difficult for some students. Offer paperclips, post-its and other strategies to help them keep their place as they flip back and forth.
- Show students how to identify key words in the question (daughter) and look for those words in the text to help them find the answer. Circling and highlighting key information may also help.

### CHALLENGE

- Rewrite answers in complete sentences.
- Students write their own who, where, when questions to ask a classmate.

# Leave a Message

**WE WILL LEARN  
TO LEAVE A  
MESSAGE  
ABOUT A  
HOUSING  
PROBLEM.**

My name is \_\_\_\_\_

I live at \_\_\_\_\_  
\_\_\_\_\_

My phone number is \_\_\_\_\_

I have a problem. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When can you fix this? Please call me. Again, my phone  
number is \_\_\_\_\_

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## LEAVE A MESSAGE

**Can students say their name, address or apartment number and phone number clearly enough to leave a phone message?**

- A:** Students find the previous “My Information” worksheet (Student p. 5).
- B:** Students who have not completed this page should do so now. Have others practice by telling a partner their information (without the script if possible).
- C:** While students practice independently, go around the room and ask each student to tell you their name, address and phone number without looking at their paper.
- D:** Provide additional speaking practice with name, address and phone number as needed.

- A:** *“When I have a problem in my home, I call (landlord, apt. manager, property owner, repair person). Who do you call? Do you leave a message? It is important to leave a clear message with all the information. Why? (So they can help you/call back.) I usually repeat my phone number two times so I am sure they understand.”*
- B:** TOGETHER: Read the title and “We will learn...” objective.

- A:** TOGETHER: Determine what information goes on each line. After “I have a problem,” students can add any problem phrases they have learned.
- B:** STUDENTS: Fill in their own information. Remember to include apartment numbers. City/state not as important for this task.
- C:** Model appropriate speed, volume and mouth setting (a “big” open mouth)
  - Give a “good” and “bad” example of each criteria. Ask students to explain the difference.
- D:** STUDENTS: Practice with a partner and/or in front of the class.

### ASSIST

- Obtain a list of addresses and phone numbers, if possible. Some students may not know their own information. Or assign this as homework to do with a friend or family member.
- The whole class may work on the pronunciation of street names in the area.

### CHALLENGE

- If possible, have students call the school or teacher’s work voicemail and practice leaving a message after the tone.
- Students can practice listening to and recording phone numbers and addresses.

# Reading Test Practice

## Answer Key

**WE WILL PRACTICE TEST QUESTIONS. WE WILL READ AND TALK ABOUT HOUSING PROBLEMS.**

Silvia and George live in an apartment in Queens, New York. They like their apartment a lot because it has big windows. But it also has some problems. The stairs are broken and the neighbors are noisy. If the property manager can't fix these problems, they might find a different apartment.

1. Why do they like the apartment?

- A. It's in Queens, NY.
- B.** It has big windows.
- C. The stairs are broken.
- D. The neighbors are noisy.

2. What's the problem?

- A. The apartment is small.
- B. The sink is broken.
- C. The toilet is leaking.
- D.** The stairs are broken.

1. **B**

2. **D**



**ASSESSMENT**  
The test practice is presented without pre-teaching to assess students' test-taking skills. In steps D-E students will dig deeper and develop skills that they can apply next time.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## READING TEST PRACTICE

- A:** TOGETHER: Read the title and *"We will learn..."* objective.
- B:** *"Sometimes you take tests at school. Today we will practice some test questions."*

- A:** Review the test structure: *"How many questions are on this page? How many answers for question 1? Read and circle one answer you think is correct for each question."*
- B:** STUDENTS: Complete questions 1 and 2 independently. Try to mimic the testing situation: no talking, no dictionaries, no phones.
- C:** Circulate and note who is struggling the most. What strategies, if any, do you see them use? This is an opportunity to assess student test-taking skills.
- D:** Ask students to show the class where they found the information for each question. Reinforce the idea of referring to the text above for information.
- E:** Provide additional practice with oral comprehension questions (below). Occasionally call on quiet students to respond. Pay attention to who understands easily and who needs more practice. Provide additional oral or written question practice, as needed.
- How many people are in this story?
  - Draw a picture of Silvia and George's apartment. Show the good and bad things.
  - What city do they live in?
  - What state do they live in?
  - Will they move to a new apartment? Yes, no or maybe? Why?
  - Do they have good neighbors? Why?
  - The neighbors are noisy. If we change this to "The neighbors are loud," is the meaning the same or different? If we change this to "The neighbors are busy," is it the same or different?
  - Do you think Silvia and George like their property manager? Why or why not?

## ASSIST & CHALLENGE

### ASSIST

- Provide repeated practice with the same type of question until students have mastered it, then move on to another question type.

### CHALLENGE

- Can students ask/write their own questions for a classmate to answer?

# Question Words

**WE WILL LEARN QUESTION WORDS FOR PEOPLE AND THINGS.**

George	landlord	stairs
windows	toilet	alarm
neighbors	mice	Silvia
water	daughter	manager

## Who?

*Who = person*

---

---

---

---

---

---

---

---

---

## What?

*What = thing*

---

---

---

---

---

---

---

---

---

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## QUESTION WORDS

- A:** *"In this class we learn question words — question words like 'where.' Do you know other question words? Sometimes it is difficult to remember the question words. Question words change the meaning. What is the problem? The light is not working. Where is the problem? In the bedroom."*
- B:** TOGETHER: Read the title and "We will learn..." objective.

- A:** TOGETHER: Read and say and the words several times. Briefly talk about word meaning, as needed.
- B:** TOGETHER: Say and copy the words "who" and "what" on the lines.
- C:** *"Who is for questions about people. Who is your doctor? Who lives with you?"*
- D:** *"Look at the list of words. Find a person word. Landlord! Good. Let's write 'landlord' in the 'who' column."*
- E:** *"What is for questions about things. What is the problem? What do you want?"*
- F:** *"Look at the list of words. Find a word that is a thing. Toilet! Good. Let's write 'toilet' in the 'what' column. Now cross it off above."*
- G:** STUDENTS: Continue copying the words into the columns.

### ASSIST

- For students who write very slowly, consider making an extra copy and cutting and pasting the words into the columns.
- Where and when are important sight words. For more practice, students can say the word aloud while arranging letter tiles, writing/tracing the words in sand or highlighting the words in a page of text.

### CHALLENGE

- Write on the board: "**Who is in the house? What is in the house?**" As a class, or in pairs, learners ask one of the questions and other respond with one of the words from their worksheet.

# New Words

**WE WILL LEARN  
NEW WORDS  
AND SENTENCES  
ABOUT  
PROBLEMS IN A  
HOME.**



The window is broken.



The ceiling is leaking.



The carpet is stained.



The paint is peeling.

**MATERIALS**  
Full-page picture  
cards 1-12 (Appendix A)

## REVIEW & CHECK

## NEW WORDS

- A:** Review picture cards 1-8. Show each picture card, while hiding the text. ASK: *"What is the problem?"* Reinforce the complete sentence.
- B:** *"The hot water is not working. How do you feel? Or What will happen?"* Elicit verbal or nonverbal answers that demonstrate understanding of the meaning pictured (ie, student shivers, says "shower cold" or "water cold").
- C:** Elicit answers from individual students to check everyone's understanding.
- D:** Note students who need additional practice and try to target help to them during the next activity.

## CONTEXT & OBJECTIVES

- A:** SET THE STAGE: *"When you have problems in your house or apartment, who do you call? Do you rent or own your home? Who fixes things? Do you talk to this person?"*
- B:** TOGETHER: Read the title and *"We will learn..."* objective.
- C:** *"Today we will practice some new words and sentences to talk to an apartment manager or repair person."*

## ACTIVITY

### Introduce and practice phrases (complete these steps for each new phrase)

- A:** Show the full-page picture card (cards 9-12) and say the phrase. Students follow on their student page.
- B:** Ask questions to clarify the meaning: *"What do you see? What happened?"*
- C:** TOGETHER: Repeat each phrase several times.
- D:** Model how to practice the phrases by covering the words, then uncovering them to check your own knowledge.
- E:** STUDENTS: Practice the phrases in pairs by covering the words and "quizzing" their partner.
- F:** Use the large picture cards 1-12 to "quiz" individual students. Ask: *"What's the problem?"*

## ASSIST & CHALLENGE

### ASSIST

- Make an extra copy of the student page. Cut apart the pictures and phrases and practice matching them. Ask students to hold up the correct picture or phrase as you say it aloud.

### CHALLENGE

- Add a sentence after each phrase that describes the effect of the problem: *"The ceiling is leaking. There is water on the floor."*

# Grammar Patterns Answer Key

**WE WILL  
LEARN HOW TO  
TALK ABOUT  
PROBLEMS IN  
OUR HOME.**



The **lock** \_\_\_\_\_  
is broken.



The **light** \_\_\_\_\_  
is broken.



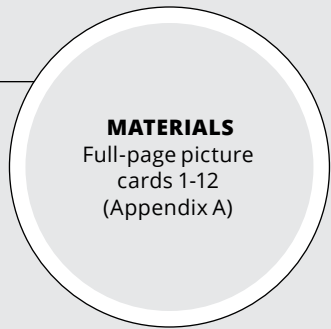
The **heat** \_\_\_\_\_  
is broken.



What's the problem?

The \_\_\_\_\_  
is broken.





## REVIEW & CHECK

## GRAMMAR PATTERNS

- Can students demonstrate understanding of the problems pictured on each card?
- Can students describe the problems pictured on each card using complete sentences?

- A:** Show each picture card, while hiding the text. ASK: *“What is the problem?”*  
Reinforce the complete sentence.
- B:** *“The hot water is not working. How do you feel? Or What will happen?”* Elicit verbal or nonverbal answers that demonstrate understanding of the meaning pictured (ie, student shivers or says “shower cold” or “water cold”).
- C:** Elicit answers from individual students to check each student understands.
- D:** Note students who need additional practice and try to target help to them during the next activity.

## CONTEXT & OBJECTIVES

- A:** TOGETHER: Read the title and *“We will learn...”* objective.
- B:** *“Now we will change one or two words to make new sentences. This will help you say and write many complete sentences.”*

## ACTIVITY

- A:** TOGETHER: Elicit the word for each picture and write it on the line.
- B:** TOGETHER: Practice the question and answer at the bottom of the page.
- C:** IN PAIRS: Practice the question and answer again.

## ASSIST & CHALLENGE

### ASSIST

- When writing the words, say the word sounds slowly and help students name the letters that make each sound.

### CHALLENGE

- Make a list of other items in a home that might be broken.
- Discuss who is responsible for fixing broken items in their home.

# Grammar Patterns

**WE WILL  
LEARN HOW TO  
TALK ABOUT  
PROBLEMS IN  
OUR HOME.**



bathtub



sink



toilet



shower



refrigerator



air conditioner

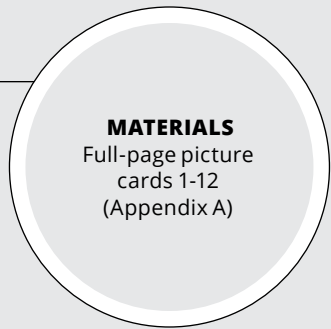


What's the matter?

The bathtub is  
leaking.







## REVIEW & CHECK

## GRAMMAR PATTERNS

- Can students demonstrate understanding of the problems pictured on each card?
- Can students describe the problems pictured on each card using complete sentences?

- A:** Show each picture card, while hiding the text. ASK: “What is the problem?” Reinforce the complete sentence.
- B:** “The hot water is not working. How do you feel? Or What will happen?” Elicit verbal or nonverbal answers that demonstrate understanding of the meaning pictured (ie, student shivers or says “shower cold” or “water cold”).
- C:** Elicit answers from individual students to check each student understands.
- D:** Note students who need additional practice and try to target help to them during the next activity.

## CONTEXT & OBJECTIVES

- A:** TOGETHER: Read the title and “We will learn...” objective.
- B:** “Now we will change one or two words to make new sentences. This will help you say and write many complete sentences.”

## ACTIVITY

- A:** TOGETHER: Practice the words pictured at the top of the page.
- B:** TOGETHER: Practice the question and answer at the bottom of the page, substituting the underlined word.
- C:** Use pictures, pantomime and words to show the meaning of “leaking”.

## ASSIST & CHALLENGE

### ASSIST

- Help students pronounce long words by building them up from the end. For example:
  - “refrigerator... re.frig.er.a.tor”
  - “tor”
  - “ator”
  - “erator”
  - “frigerator”
  - “refrigerator”

### CHALLENGE

- Make a list of other items in a home that might be leaking.
- Discuss what can happen if leaks are not fixed right away.

# Conversation

**WE WILL  
LEARN HOW TO  
TALK ABOUT  
PROBLEMS IN  
YOUR HOME.**



Good morning.



How can I help you?



I can come over on  
Friday.

Hello. This is  
\_\_\_\_\_.



The ceiling is leaking  
in the kitchen. When  
can you fix it?

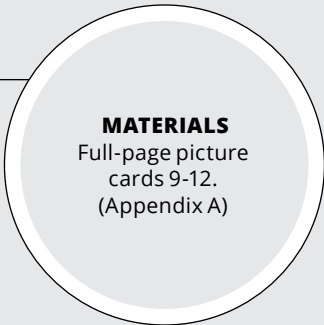


Friday? Okay.  
Thanks.



## Vocabulary:

sink	key
shower	light
refrigerator	furnace
air conditioner	leaking



## REVIEW & CHECK

## CONVERSATION

Can students describe the problem shown on the picture card using a complete sentence?

**A:** Review the phrases on picture cards 9-12 as needed.

## CONTEXT & OBJECTIVES

**A:** TOGETHER: Read the title and “*We will learn...*” objective.

**B:** “*What does conversation mean?*”

**C:** “*In this conversation, two people are talking.*” (Read the conversation aloud.)

**D:** “*Who is talking? Who talks first? Who talks second? Who says ‘I can come over on Friday?’*”

## ACTIVITY

**A:** STUDENTS: Repeat every line of the dialogue after the teacher.

**B:** Initiate the dialogue (as the property owner) and students respond together (tenant).

**C:** Reverse the roles.

**D:** IN PAIRS: Practice the conversation varying the underlined text. Circulate and provide feedback.

## ASSIST & CHALLENGE

### ASSIST

- Practice small sections of the dialogue repeatedly. Try both with and without looking at the text.
- Underline stressed content words. Practice saying each sentence with authentic rhythm and stress.

### CHALLENGE

- Try the dialogue without a script. Students can mingle and practice a variety of home problems.
- Identify the three types of information included in this conversation (name, problem, day of repair).
- Add details such as address and time for repair.
- Cut apart the sentences in the dialogue and ask students to put them back in order.

# Read for Details

## Answer Key

**WE WILL  
READ TO FIND  
INFORMATION.  
WE WILL  
ANSWER  
QUESTIONS  
THAT START  
WITH "WHY."**

We use **why** to ask questions about reasons.

1. Why do Mark and Margo wake up?

**They hear a loud noise.**

**-OR-**

**The smoke alarm is beeping.**

2. Why is the smoke alarm beeping?

**It needs a new battery.**

3. Why is Margo tired in the morning?

**It was hard to sleep.**

**-OR-**

**She didn't sleep well.**

4. Why does Mark want the apartment manager to come today?

**It is hard to sleep.**

**-OR-**

**He wants the alarm to stop beeping.**

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## READ FOR DETAILS

**A:** Reread the text of *I Can't Sleep* (Read for Meaning, p.8). This may include silent reading, choral reading, teacher read-aloud or echo reading (students repeat each sentence after the teacher).

**A:** TOGETHER: Read the title and “*We will learn...*” objective.

**A:** TOGETHER: Find the word “why” on the page and copy it into the blank in the first sentence. Repeat the spelling and the pronunciation of the word several times.

**B:** TOGETHER: Read and talk about the questions on the page without writing. Refer back to the story as needed. This is an opportunity for learners to practice finding and pointing to evidence.

**C:** STUDENTS: Write answers to the questions. Short one- to five-word answers are adequate.

### ASSIST

- If students struggle to understand what the question is asking, try providing answer choices: “*Why is the smoke alarm beeping? Is there a fire? Did someone push the button? Does it need a new battery?*”
- Referring back to a previous page may be difficult for some students. Offer paperclips, Post-its and other strategies to help them keep their place as they flip back and forth.

### CHALLENGE

- Introduce and practice using the word because to answer why questions.
- After each correct answer, ask: “*How do you know? Where do you see that in the text?*” This builds the skill of citing evidence, which they will use often in the next level.
- Rewrite answers in complete sentences.

# Now You Write

**WE WILL  
PRACTICE  
REMEMBERING  
AND WRITING  
THE SENTENCES  
WE LEARNED.**



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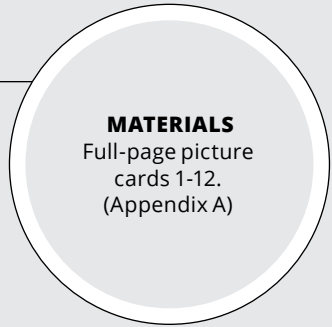
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## REVIEW & CHECK

## NOW YOU WRITE

This activity synthesizes many of the skills in this unit. Consider reviewing the following skills before you begin:

- Describe the problems on the full-page picture cards.
- Say your name, address and telephone number so that others can understand.
- List information that a landlord or apartment manager needs in order to help a tenant (name, problem, address, phone number).

## CONTEXT & OBJECTIVES

- A:** TOGETHER: Read the title and “*We will learn...*” objective.  
**B:** “*Let’s work together to write a conversation.*”

## ACTIVITY

- A:** Students put away their papers. Elicit a dialogue, line by line, from the class and write it on the board or on poster paper.  
**B:** TOGETHER: Practice saying each line of the dialogue, - then with a partner.  
**C:** STUDENTS: Copy the dialogue on their paper (or in their notebook, if they need more space than provided).

## ASSIST & CHALLENGE

### ASSIST

- Guide students through the dialogue writing by asking questions: “*Who answers the phone? What do they say? What questions does the apartment manager ask?*”
- As you elicit student ideas for the dialogue, it is okay to adapt student language slightly to create complete sentences. But keep it simple and try to use their own words as much as possible.

### CHALLENGE

- After writing and practicing the dialogue on the board, erase or cover key words. Challenge students to remember and write these words on their own as they copy the dialogue onto their own paper.
- Can some students write the dialogue independently or with a partner?

# Property Management Letter

**WE WILL LEARN  
TO READ AND  
UNDERSTAND  
A LETTER FROM  
THE APARTMENT  
MANAGER.**

## NOTICE

We will spray your apartment for cockroaches.  
We will come on **10/16** between **1:00-4:00 p.m.**

### **Before** we spray...

- 1: Remove all food and dishes from the cupboards.
- 2: Empty all the drawers.
- 3: Put everything on a table.
- 4: Cover all food and dishes with a tablecloth or sheet.

### **While** we spray...

- Leave the apartment.
- Take all animals out of the apartment.

### **After** we spray...

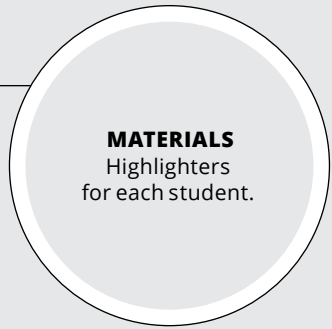
- Stay out of the apartment for 3-4 hours.
- Wash the cupboards and drawers.

### THANK YOU

Lah Paw

APARTMENT MANAGER





## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## PROPERTY MANAGEMENT LETTER

- A:** *"Do you live in a house or apartment? Do you have a landlord? Do you have an apartment manager? Do they send you letters in the mail? Do they put papers in the hallway or under your door? Who helps you understand apartment information about your home?"*
- B:** TOGETHER: Read the title and *"We will learn..."* objective.

- A:** *"When I get a paper like this, first I want to know why. Read quietly. What is the problem? Look for a problem word that you know."*
- B:** STUDENTS: Find and circle cockroaches.
- C:** *"I see another word many times: spray. Find and underline this sentence: We will spray your apartment for cockroaches. What does this mean?"*
- D:** Read the following sentences while students find and highlight them in their text:
- Remove all food and dishes from the cupboards.
  - Empty all the drawers.
  - Put everything on a table.
  - Cover the food and dishes with a tablecloth or sheet.
- E:** TOGETHER: Decide on a hand motion or physical action for each sentence that illustrates the meaning. Do the actions as you say each sentence together.
- F:** Say a sentence and students respond with the action.
- G:** Do an action and students respond by saying the sentence.
- H:** IN PAIRS: Students say a sentence and their partner responds with the action.
- I:** TOGETHER: Read the whole letter again. Students may repeat each line after the teacher or read aloud at the same time.

### ASSIST

- Provide pictures for potentially unfamiliar vocabulary: *cupboard, drawer, tablecloth, sheet, dishes.*

### CHALLENGE

- Ask students to draw an illustration to match the notice. The illustration should help renters in the building who don't understand English know what to do.

# Read for Details

# Answer Key

**WE WILL  
LEARN TO READ  
FOR SPECIFIC  
INFORMATION.**

Circle the *wh*- question words.

1. Why do they need to spray?

**cockroaches**

2. What time will they spray?

**1:00 - 4:00 pm**

3. What date will they spray?

**10/16**

4. Who sent this notice?

**Lah Paw**

5. What do renters need to take out of the cupboards?

**food and dishes**

6. Why do you think people and animals need to leave when they spray?

**spray is not healthy**

7. The notice says you can cover the table with a sheet. Where do you usually put a sheet?

**on a bed**

BEFORE	WHILE	AFTER
<b>Answers may vary.</b> <b>10/16 morning</b> <b>10/16 1:00-4:00pm</b>	<b>Answers may vary.</b>	<b>10/16 after 5:00pm</b>

**SKILL**  
 This skill is reviewed in every unit. It's okay if students can't answer all of these questions yet. Students who can might be ready for the next level.

**REVIEW & CHECK**

**READ FOR DETAILS**

**Can students associate *wh*- question words with the type of information they ask for?**

- A:** Write on the board: **who, what date, what time, where, why.**
- B:** Ask questions like these, calling on specific students to check everyone's understanding:
  - *"Which word is about people? About place?"*
  - *"The answer is March 10th. Which question word?"*
  - *"The answer is "because I'm hungry." What is the question word?"*

**CONTEXT & OBJECTIVES**

- A:** TOGETHER: Read the title and *"We will learn..."* objective.

**ACTIVITY**

- A:** STUDENTS: Circle the *wh*- question words in each question.
- B:** STUDENTS: Answer questions independently or in pairs. Circulate and observe. Take note of the strategies individual students are using. Allow a few minutes for everyone to settle in and perhaps struggle a bit before offering help.
- C:** TOGETHER: Review the answers. Focus on finding and showing evidence in the text to support answers. Students can do this by pointing, highlighting or describing specific parts of the text.
- D:** Point to the table at the bottom of the page. *"What are these words? Before? While? After?"* Allow students to tell what they know about these words.
- E:** *"What do you do before school? What time is that? What do you do after school? What time is that? What do you do while you are in school? What time is that?"*
- F:** TOGETHER: Refer back to the apartment notice on the previous page. Decide when the renter should do the items in the "before" list. Choose a date and time (many possible answers). Write this date and time in the table under "before." Repeat for "while" and "after."

**ASSIST & CHALLENGE**

**ASSIST**

- Students work in pairs to complete the comprehension questions.
- Students discuss the activity instructions in a first language or shared language with other students before working independently.
- Create a timeline for the activities in the notice.

**CHALLENGE**

- Students write full-sentence answers to the comprehension questions.

# Letter Sounds and Words

## Answer Key

**WE WILL LEARN TO READ AND SPELL NEW WORDS.**

Write the missing letter	Syllables	Copy and say the word
1. <u>  </u> <b>n</b> otice	<b>2</b>	<b>notice</b>
2. <u>  </u> <b>t</b> ime	<b>1</b>	<b>time</b>
3. <u>  </u> <b>t</b> able	<b>2</b>	<b>table</b>
4. <u>  </u> <b>d</b> rawer	<b>1 or 2*</b>	<b>drawer</b>
5. <u>  </u> <b>t</b> ake	<b>1</b>	<b>take</b>
6. ou <u>  </u> <b>t</b> <u>  </u>	<b>1</b>	<b>out</b>
7. anima <u>  </u> <b>l</b> <u>  </u>	<b>3</b>	<b>animal</b>
8. foo <u>  </u> <b>d</b> <u>  </u>	<b>1</b>	<b>food</b>
9. fi <u>  </u> <b>x</b> <u>  </u>	<b>1</b>	<b>fix</b>
10. bath <u>  </u> <b>t</b> u <u>  </u> <b>b</b> <u>  </u>	<b>2</b>	<b>bathtub</b>

\*depending on speaker's dialect

## REVIEW & CHECK

## LETTER SOUNDS AND WORDS

**MATERIALS**  
Lowercase letter flashcards, in particular (n, t, d, t, l, x, b).

**Can students recognize and produce initial and final consonant sounds?**

- A:** Choose 10 consonant flashcards (see materials).
- B:** Hold up each card and say the letter name. Elicit the sound from learners.
- C:** Without showing the card, say the sound of the letter. Learners write the appropriate letter in their notebooks.
- D:** Note any letters that are difficult for most students. Also note any students who are struggling overall with letter sounds and make a plan for additional phonics instruction.

## CONTEXT & OBJECTIVES

- A:** *"Spelling in English takes lots of practice. How do you practice writing and spelling? What writing do you need to do in your life? To be good at spelling you need to understand the letter sounds and memorize some words."*
- B:** TOGETHER: Read the title and *"We will learn..."* objective.

## ACTIVITY

**Complete these steps for each word:**

- A. MISSING LETTER:** Read the word aloud two to three times, learners repeat. Learners write the missing letter in the blank.
- B. SYLLABLES:** Say the word again. Write the number of syllables next to the word.
- C. COPY:** Students copy and say each word.

## ASSIST & CHALLENGE

### ASSIST

- Encourage students to look at your mouth and repeat the word so they can see, hear and feel the sounds and syllables in the word.
- Tap the number of syllables.
- Syllables can be identified by seeing or feeling how many times the mouth opens (students may put their hands on their jaw). More advanced learners can identify the number of syllables by analyzing the spelling of the word for the number of vowel sounds.

**MEANING**  
This activity focuses on letter sounds and spelling. You may also use this as an opportunity to reinforce meaning with pictures or examples.

### CHALLENGE

- Write sentences containing the spelling words.

# Leave a Message

**WE WILL LEARN  
TO LEAVE A  
MESSAGE  
ABOUT A  
HOUSING  
PROBLEM.**

My name is \_\_\_\_\_

I live at \_\_\_\_\_  
\_\_\_\_\_

My phone number is \_\_\_\_\_

I have a problem. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When can you fix this? Please call me. Again, my phone  
number is \_\_\_\_\_

Thank you.

## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## LEAVE A MESSAGE

**This whole activity is an assessment of the objective:** Can students say their name, address or apartment number and phone number clearly enough to leave a phone message?

**A:** *"In this unit, you practiced talking to a landlord, apartment manager or repair person many times. Today I want to see what you remember."*

**B:** TOGETHER: Read the title and *"We will learn..."* objective.

**A:** STUDENTS: Complete their worksheet independently. Provide help only when absolutely needed to avoid frustration.

**B:** Observe and note who is meeting the expectations of the objective so far.

**C:** STUDENTS: Practice saying their message independently or with a partner. Tell them that they will be recording their messages but they can use their script. Provide coaching.

**D:** If possible, students should call the school or teacher's work voicemail and leave their message after the tone.

- Alternatively, you might use a recording device or app as the final assessment of this task.

### ASSIST

- If a student is not ready at this time to leave the complete message, choose part of the message that is more manageable for them and have them practice and record just that section.

### CHALLENGE

- If a student is ready for a greater challenge, give them a tenant scenario and suggest that they pretend to be the apartment manager. Have them leave a message for the tenant that includes their name, phone number, understanding of the problem and a suggested time and date that they will come to fix the problem.

# Put It Together

WE WILL PRACTICE THE NEW WORDS BY SPEAKING, LISTENING AND WRITING.

Renter's Name	Renter's Problem	When will they fix it?



## REVIEW & CHECK

## CONTEXT & OBJECTIVES

## ACTIVITY

## ASSIST & CHALLENGE

## PUT IT TOGETHER

**This whole activity is an assessment of the objective:** Can students engage in a brief unscripted dialogue about a housing problem or needed repair?

**A:** *"In this unit, you have practiced many conversations about housing problems. Who are the people in these conversations? (landlord/manager and renter). Today I want to see how much you remember."*

**B:** TOGETHER: Read the title and "We will learn..." objective.

**A:** Divide the class into pairs. One will be the renter. The other will be the apartment manager. Give the renter one of the full-page picture cards. This will be their problem.

**B:** Each pair should practice a conversation about the problem on their card. The conversation should include the renter's name, the problem and a time that the apartment manager agrees to fix it.

**C:** Invite pairs to "perform" their dialogue in front of the class. As they do, show the other students how to listen for key information and record it in their Put It Together worksheet.

**D:** Pause after each conversation to congratulate the speakers, review the key details and record them on the worksheet.

### MATERIALS

Full-page picture cards 1-12.  
Appendix A.

### ASSIST

- Students can refer back to previous dialogues for reference, but encourage them to try speaking without a script eventually.

### CHALLENGE

- Add details to the conversation such as negotiating a different time for the repair, describing the exact location of the problem or reporting how long they have had this problem.

# I Am Learning

**WE WILL THINK ABOUT WHAT WE LEARNED AND WHAT WE WANT TO PRACTICE MORE.**

1. Can you <b>talk about many home problems</b> in English?	Yes, I can.	I need more practice.
2. Can you <b>speak in complete sentences</b> ?	Yes, I can.	I need more practice.
3. Can you <b>write about housing problems in English</b> ?	Yes, I can.	I need more practice.
4. Can you <b>say your name, address and phone number</b> clearly?	Yes, I can.	I need more practice.
5. Can you <b>leave a phone message</b> about a problem?	Yes, I can.	I need more practice.

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**REVIEW &  
CHECK**

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**CONTEXT &  
OBJECTIVES**

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**ACTIVITY**

**I AM LEARNING**

*No review.*

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**A:** TOGETHER: Read the title and “*We will learn...*” objective.

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- A:** “*Read the first question together. Now look in your papers. Show me two pages where you practiced this skill.*”
- B:** STUDENTS: Circle a response to the question as a self-assessment. It is not important what they choose. It is also fine if they choose both answers. The goal is to reflect on their learning.
- C:** “*You circled ‘Yes, I can’... tell me more.*” Or, “*You circled both answers...tell me more.*”
- D:** Repeat these steps for all five skills in the chart.
- E:** Celebrate what students have learned and note areas where they would like more practice. If time allows, plan to review sections of the unit for more practice.



1. The hot water is not working.



2. The heat is not working.



3. The air conditioner is not working.



4. The smoke alarm is not working.



5. The toilet is not working.





6. There are mice.



7. There are cockroaches.



8. There are bed bugs.



9. The window is broken.



**10.** The paint is peeling.



**11.** The carpet is stained.



## 12. The ceiling is leaking.