

MINNESOTA
Literacy
COUNCIL

Sharing the Power of Learning

The Minnesota Literacy Council created this curriculum in partnership with ECHO (Emergency, Community, Health, and Outreach). The goal of the curriculum is for learners to become familiar with key rights and responsibilities held by landlords and tenants in Minnesota in order to communicate more effectively with landlords. They will practice self-advocating by contacting legal aid. Additionally, learners will be able to summarize what it means to be a respectful tenant and a good neighbor. This curriculum incorporates the College and Career Readiness Standards for Adult Education in English Language Arts and Literacy. We invite you to adapt it for your own classrooms.



ECHO is a nonprofit organization located in St. Paul and serving the needs of Minnesota's immigrant and refugee populations. ECHO's mission is to collaborate with diverse communities to deliver programs and services that help people be healthy, contribute, and succeed. At the time of the development of this curriculum, ECHO joined forces with Twin Cities Public Television (tpt/ECHO) for the purposes of increasing the capacity to reach more ELL audiences with media and outreach programs across Minnesota. Learn more about ECHO media programs and ELL curriculums by visiting www.echominnesota.org or www.tpt.org/ECHO

Fair Housing: Week 1

Unit Overview

Unit Overview: This is a 1-week unit (4 days, 8 hours) in which learners become familiar with key rights and responsibilities held by landlords and tenants in Minnesota. They will be able to communicate more effectively with landlords and employ strategies to keep track of communication between landlord and tenant. Learners will practice self-advocating by contacting legal aid. Learners will be able to summarize tenant rights when finding housing. Learners will be able to recognize housing discrimination and know how to report it. Additionally, learners will be able to summarize what it means to be a respectful tenant. **This curriculum supports the College and Career Readiness Standards for Adult Education in English Language Arts and Literacy. ESL learners will begin to develop skills in interpreting content-rich nonfiction text and have practice in supporting their statements with evidence from the text.**

Focus of Week 1

- Day 1: What are the key responsibilities of landlords and tenants?
- Day 2: What are some effective ways to be a responsible tenant and a good neighbor?
- Day 3: What are your rights as a tenant and where can you access tenant support resources?
- Day 4: What is fair housing and why should you exercise your tenant rights?

Fair Housing Unit: Week 1, Monday

Day 1: What are the key responsibilities of landlords and tenants?

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy/Critical thinking: Find definitions of essential unit vocabulary by using a glossary and clues in the text.</p> <p>Literacy/Speaking/English Language Arts College and Career Readiness Standard (ELA, CCRS) Anchor 2 (RI.3.2): summarize the main ideas and supporting details in a text about the responsibilities of landlords and tenants using a sentence frame.</p> <p>Listening/Speaking/Critical thinking: Site differences between key responsibilities of tenants versus key responsibilities of landlords using evidence from the text.</p> <p>Writing/Grammar/ELA, CCRS Anchor 1 (RI/RL.2.1): Ask and answer wh- questions about key tenant and landlord responsibilities to demonstrate understanding of key details in the text.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Pretest • Handout: ECHO Fair Housing Resource Booklet (make copies and staple for each student) *Collect these booklets at the end of class. Ss can take them home on Thursday. • Handout: Categorizing Vocabulary • Handout: Tenant OR Landlord? Worksheet <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Reference: Teacher Read Aloud Statements <p>Props, Technology and Other Resources</p> <ul style="list-style-type: none"> • Sticky Notes • ELMO Projector

Lesson Plan

Pretest: (10-15 mins)

Description: Ss will complete the Pretest for the unit.

Materials/Prep: make copies of the **Pretest**.

Activity 1: Literacy/Critical thinking (15-20 mins)

Description: Ss will categorize new vocabulary and learn definitions for words that are new for them by using the glossary in the resource booklet.

Materials/Prep: make copies of the **ECHO Fair Housing Resource Booklet**; Make copies of the **Categorizing Vocabulary** handout

Activity 2: Literacy/ELA, CCRS Anchor 2: (30-35 mins)

Description: Ss will read closely to find the main idea of the text and explain how it is supported by key details using a sentence frame to summarize the text.

Materials/Prep: **ECHO Fair Housing Resource Booklet**

Activity 3: Listening/Speaking/Critical thinking (20-25 mins)

Description: Ss listen to statements and distinguish between responsibilities of landlords vs. tenants.

Materials/Prep: **ECHO Fair Housing Resource Booklet**; Reference **Teacher Read Aloud Statements**; make copies of **Tenant OR Landlord? Worksheet**

Activity 4: Writing/Grammar/ELA, CCRS Anchor 1 (15-20 mins) *Time Permitting*

Description: Ss will write wh-questions to reflect understanding of key landlord and tenant responsibilities outlined in the text.

Materials/Prep: **ECHO Fair Housing Resource Booklet**

Wrap Up:

Description: Ss will read sentences summarizing tasks and decide who is responsible, landlord or tenant.

Materials/Prep: none

Teacher Directions: Pretest

ECHO Fair Housing Unit: Pretest & Post Test

Name: _____ Date: _____ School Name: _____

Read each statement. Circle True or False.

Statement	True	False
1) A Minnesota landlord can decide not to rent to you if you are from another country.	True	False
2) When you rent a new home it is a good idea to walk through the apartment with the landlord. Take notes and take pictures of any problems you see.	True	False
3) There are places you can go to get FREE help if you have a bad landlord.	True	False
4) If there is a fire in your apartment, renter's insurance can help you get new things.	True	False
5) You have the right to live anywhere you want if you can pay the rent and follow the rules in the lease.	True	False

Choose one answer. Circle your answer.

7) What should a responsible tenant do?

- pay rent on time
- tell the landlord about things that need to be fixed
- keep the apartment clean
- all of the above

8) A landlord can choose not to rent to someone because _____.

- they are pregnant.
- they have a criminal background.
- they have a disability.
- they do not speak English.

[More Questions on the Next Page](#)

- **Materials: Pretest**

Step 1: PRETEST

Explain that this week they will be learning about the **rights** and **responsibilities** of landlords and tenants. Explain that **rights** means *a freedom that is protected*. For example, you have the **right to privacy**. Your landlord must let you know before coming into your home, unless it is an emergency. Explain that **responsibilities** means *a duty or something you should do, such as paying your rent on time*.

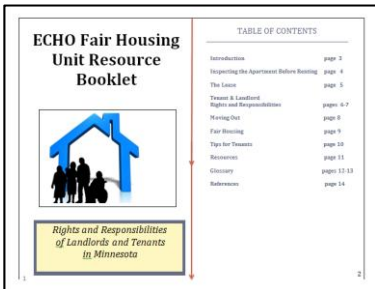
This unit will help Ss understand their rights and responsibilities as tenants and the rights and responsibilities that their landlord has.

Pass out the **Pretest**. **Make sure each student writes his/her name on the test**. Explain that they will take this test on Monday and again on Thursday and that this will help them know what they learned.

Collect & give the tests to your coordinator after class.

Teacher Directions: Activity 1: Literacy/Critical thinking

- **Materials: ECHO Fair Housing Resource Booklet, Categorizing Vocabulary**



Step 1: Setting the Context

Write the following question on the board: **What are the key responsibilities of landlords and tenants?** Tell Ss that we will be thinking about this question during class today and learning the answers to it. So, we can try to answer it at the end of class. Ss and Teacher DO NOT have to answer the question now. Explain to Ss that this question is asking *what the important responsibilities are for landlords and tenants*. Key means

important.

Pass out the **ECHO Fair Housing Resource Booklet**. Look at the cover together, Ask Ss to find the title.

Give Ss a few minutes to page through it. Tell them that this booklet will be a resource that we learn from all week. Explain that you will collect it at the end of class today, at the end of the week they can take it home.

Step 2: Categorizing Vocabulary

Write the following vocabulary words on the board:

damage, deny, discrimination, evict, Fair Housing Act, inspect, landlord, lease, record, respect, responsibility, right, rule, tenant, usually

Note for Teachers:

What is wait time?

Wait time is the amount of time that elapses between a teacher-initiated question and a student response. Wait time = think time!

Why should I increase my wait time?

Research shows, that many teachers only allow about 1 second of wait time! Wait time = THINK TIME!
Increasing your wait time to 5-10 seconds can.....

- 1) increase the number of student responses.
- 2) increase the caliber of student responses. For example, students may offer more evidence in support of their answers.
- 3) students' confidence increases, because they have more time to think about and form their answer. This is really important for your ESL students.

How can I increase my wait time?

When you see this symbol



Ask Ss the question and count to 5 or 10 in your head. Then, solicit responses from your class.

Stahl, R. J. (n.d.). Using "Think-Time" and "Wait-Time" Skillfully in the Classroom. Retrieved February 10, 2016, from <http://www.ericdigests.org/1995-1/think.htm>

Say the vocabulary words aloud for pronunciation. Then, ask Ss to say the words along with you as you tap out syllables to aid with pronunciation.

Categorizing Vocabulary		
I do not understand this word	understand this a little	I know this word

Now, pass out the **Categorizing Vocabulary** graphic organizer.

In pairs, ask students to consider which column they should write each word in, based on their familiarity with the word. After a few minutes, have pairs of learners share their definitions **ONLY** for words they knew well. **DO NOT LOOK AT THE GLOSSARY, yet.**

Step 3: Table of Contents, Glossary & Vocabulary Introduction

Now, Ask Ss to turn to page 2, **The Table of Contents.**

Ask Ss *Why would someone use the Table of Contents?*



Give Ss time to think.

Possible Answers: To find something they are looking for in a book. To organize their writing.

Now, we are going to find definitions for our new vocabulary words we will be learning this week.

Ask Ss *Where can we find definitions for new words in this booklet?*

What pages should we look at?

-



Give Ss time to think.

Answer : Glossary, on pages 12-13.

Glossary
checklist (noun): a list of things that need to be looked at.
damage (noun): things that are broken. For example, the apartment had a lot of damage . The windows were broken and the floor was peeling.
deny (verb): to refuse to give something to someone; to prevent someone from having or receiving something.
discrimination (noun): treating a person or group of people differently from other people, being unfair to some people and not others.
evict (verb): to force out (a person, especially a tenant) from a building by legal process, for nonpayment of rent or other reasons.
Fair Housing Act (noun): says that you cannot be denied housing because of your race, where you are from, your gender or religion, having a disability, having a family or being on public assistance.
inspect (verb): to look at something carefully in order to learn more about it or to find problems.
landlord (noun): a person who owns a house or apartment and rents it to other people.
lease (noun): a legal agreement that lets someone use a house or apartment in return for payment.

Explain to Ss that a glossary is like a small dictionary where we can find the meaning of new words from the text. Sometimes, the book will let you know what words are in the glossary by making them **bold** in the text. Bold means the words will be darker black.

Ask SS to turn to page 3. Ask them to find the first word they see in bold: **right**.

Note for Teachers:

How does categorizing vocabulary help students learn new words?

Categorizing allows the learners to engage with the words by considering how well they know each term before they are defined by the teacher. When done in pairs or small groups, categorizing vocabulary can lead to peer teaching. Also, the teacher can monitor and then help with any words that are still unclear. This strategy allows learners to be more engaged in learning new vocabulary terms and share their prior knowledge.

Ask students *Where can you find the definition of the word **right**?*



Give Ss time to think.

Answer: in the **glossary**.

Have all Ss open to the glossary in their booklets. Now, ask them to **Turn & Talk** to partner and explain what a glossary is. Answer: a glossary is like a small dictionary that has the meaning of new words from the text.

Step 3: Define New Vocabulary

Project the ***Glossary Pages from the ECHO Fair Housing Resource Booklet***. ONLY go over any definitions that Ss did not know or only knew a little.

Step 4: Check for Understanding

Now, ask Ss to *explain what a glossary is and how it can help you when you are reading*.



Give Ss time to think.

Ask Ss to share their answers with the class or a partner.

Then, ask students to give definitions for the following vocabulary terms using their OWN WORDS: *right, responsibility, landlord, tenant*

Note for Teachers:

What if I give students time to think and no one responds?

If there is no response after you give Ss 5-10 seconds of wait time try one or more of these suggestions:

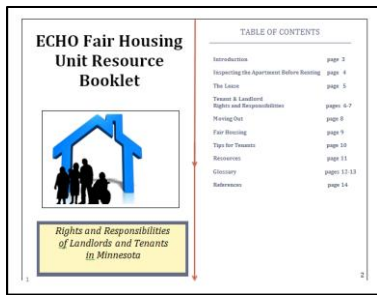
- repeat the question
- rephrase the question
- simplify the question
- make your question more specific



After you try one of these, it is recommended that you allow **another** 5-10 seconds wait time.

Wait Time Resource:

https://www.lamission.edu/learningcenter/waittime_definition.htm



Teacher Directions: Activity 2: English Language Arts College and Career Readiness Standard: Anchor 2

- **Materials: ECHO Fair Housing Resource Booklet**

Step 1: Before Reading

Go to the Table of Contents in the booklet on page 2. Ask

Ss *What pages would help me find out more about landlord and tenant rights and responsibilities? What pages could help me answer the question of the day: **What are the key responsibilities of landlords and tenants?***



Give Ss time to think.

Answer : Tenant & Landlord Rights and Responsibilities on pages 6-7

Step 2: During Reading

Tell Ss that they are going to read the text 3 times. Write these instructions on the board.

The 1st read: Just read through one time. Try not to stop.

The 2nd read: Read again. This time, circle words you don't understand.

The 3rd read: Read each page. Then, Stop and Think. Answer the questions at the bottom of pages.

While Ss are reading, encourage Ss to use the glossary and clues in the text to find definitions. Instruct them to reread the sentences with unfamiliar words to look for clues. You can also ask Ss to write their answers to Stop and Think questions and highlight parts of text that help to answer the questions.

Step 3: After Reading, Model Finding the Main Idea

Now, tell Ss they will summarize what they have read. Tell Ss that summarize means: to retell the information using your own words AND using less words.

Explain to Ss that they are trying to learn the main idea, or most important idea of each page. Tell Ss that it is a good idea to ask *what is the writer/author trying to tell me?* or *what is this paragraph trying to teach me?*

Ask Ss to take out a piece of paper. Write this sentence frames on the board. Ask Ss to copy it into their notebooks.

Note for Teachers:

What is Close Reading?

When we ask Ss to read a text closely we are asking them to think like a detective and write like a reporter. Our goal is to get Ss to slow down, engage with the text in different ways, and reflect as they read. Ss read the text with a purpose and goal.

For example, students may be asked to analyze the text more thoroughly and provide evidence from the text to support their answers to questions from the teacher.

Resource:

<http://www.scholastic.com/teachers/article/common-core-close-reading-0>

Note for Teachers:

How can I support students to read independently? What if they get stuck?

Don't give them the answer.

Instead, encourage your Ss to try to find the answers on their own! Tell them to read like a detective!

Here are a few additional tips and prompts to support your Ss. Ask Ss to:

Re-read the text.

“Read page ___ one more time. Then, see if you can answer the question.”

Refer back to a part of the text.

“Look at the 3rd paragraph”

“What section could you look at to find your answer?”

1) What is the main idea of page 6.
Write your answer. Fill in the blanks.

The main idea of page 6 is _____ . One detail that supports this big idea is that tenants must _____.

Now, Teacher re-reads page 6 aloud. Ask the questions again *what is the writer/author trying to tell me?* or *what is this paragraph trying to teach me?* Then, practice completing the first sentence frame together, as a class.

Example answer: The main idea of page 6 is **that tenants have responsibilities, including being a good neighbor**. One detail that supports this big idea is that tenants must **pay rent on time**.

Step 4: After Reading, Independent Practice Finding the Main Idea

Write the sentence frame below on the board. Now, ask Ss to re-read page 7 and complete the 2nd sentence frame on their own.

2) What is the main idea on page 7?
Write your answer. Fill in the blanks.

The main idea of page 7 is _____ . One detail that supports this big idea is that landlords must _____.

Example answer: The main idea of page 7 is **that landlords have responsibilities and must follow rules**. One detail that supports this big idea is that landlords must **keep your apartment in good condition**.

Have Ss read their finished sentence frames aloud to a partner, or the class.

Note for Teachers:



Turn and Talk Teaching Strategy:

When you ask students to Turn and Talk to a partner, it allows ALL students share their ideas aloud in a low-risk setting.

Also, it gives students more time to think, process and practice their language before sharing with the whole group.

Reference:

<http://www.theteachertoolkit.com/index.php/tool/turn-and-talk>

Teacher Directions: Activity 3: Listening/Speaking/Critical thinking

- Materials: *ECHO Fair Housing Resource Booklet*; Tenant OR Landlord? Worksheet; Teacher Read Aloud Statements

Step 1: Setting the Context

Ask Ss to define *tenant* and *landlord*. They can look in the glossary again if they need to.

Then, ask Ss to Turn and Talk to a partner and list responsibilities of tenants. They can reference pages 6 in their booklet.

Note for Teachers:

If students struggle to support their answers with evidence from the text when speaking, give them time to complete the sentence frame in **writing** first.

This additional step can help students speak clearer and support their answers better.

Step 2: Giving Directions

Now, tell Ss that they will listen to you read statements and decide if it is responsibility of the tenant or landlord using pages 6-7 in their *ECHO Fair Housing Resource Booklet*.

Pass out the **Tenant or Landlord? Worksheet**. Go over the vocabulary on the bottom of the worksheet.

Read the worksheet instructions, as a class.

- Listen to the sentence.
- Stop and Think: Decide if it is the responsibility of the tenant or landlord.
- Turn and Talk: Tell your partner what you think. Use this speaking frame to help you. Use evidence from the text to support your answer.

_____ is a responsibility of the _____. I know this because the author writes _____ on page _____.

Step 3: Model

Tell Ss that you will practice the first one as a class.

Reads the first statement aloud from the **Teacher Read Aloud Statements**.

Teacher Asks: *Is this the responsibility of the landlord or tenant?*

Then, Stop and Think for 5-10 seconds, quietly!

Next, model a possible answer using the sentence frame.

Step 4: Listening with a Purpose

Now, it is the Ss turn!

Teacher reads each statement aloud from the **Teacher Read Aloud Statements** sheet.

The worksheet is titled "Tenant OR Landlord? Worksheet". It includes a "Name:" field, "Directions:" section, and three numbered steps: 1) Listen to the sentence, 2) Stop and Think: Decide if it is the responsibility of the tenant or landlord?, and 3) Turn and Talk: Tell your partner what you think. Below the steps is a speaking frame: "_____ is the responsibility of the _____. I know this because the author writes _____ on page _____." At the bottom, there is a glossary defining "evidence", "support", and "text".

The sheet is titled "Teacher Read Aloud Statements". It includes a note: "Please note, students' answers may vary." and five numbered statements with corresponding example answers. The statements are: 1) Keeping the apartment in good condition, 2) Keeping the bedrooms, bathrooms and kitchens clean, 3) Keeping drains and sinks clean from rice, food and hair, 4) Making sure the plumbing works, and 5) Returning the security deposit after you move-out. Each statement is followed by an "Example answer:" box.

Read each statement twice, or more times, if necessary.

Then, ask students to STOP and THINK silently to decide if the statement is a responsibility of the tenant or landlord.

Finally, ask Ss to Turn and Talk to a partner to share their answer and support it with evidence from the ***ECHO Fair Housing Resource Booklet*** using the sentence frame.

Teacher Directions: Activity 4: Writing/Grammar/ELA, CCRS Anchor 1 ***Time** **Permitting***

- **Materials:** *ECHO Fair Housing Resource Booklet*

Step 1: Setting the Context

Now, tell Ss that we will show what we have learned today about tenant and landlord responsibilities by writing questions.

Ask Ss to list question words aloud. Write them on the board: *who, what, where, when, why* and *how*.

Tell Ss that we are going to practice coming up with questions to ask a landlord.

Step 2: Model

Ask Ss to turn to pages 6-7 in their ***ECHO Fair Housing Resource Booklet***. Read aloud the tenant responsibilities on page 6.

Now, draw Ss attention to the first tenant responsibility on page 6: **Pay your rent on time.**

Ask Ss *What question could you ask your landlord about paying rent?* Have Ss Turn and Talk to a partner. Then, have Ss share out with the class.

Example Questions → When is the rent due? When do I have to pay rent? What day should I pay rent? What forms of payment are ok, cash, money order? When is rent considered late? What is the late fee?

Step 3: Writing Questions to a Landlord

Ask Ss to underline the following tenant responsibilities on page 6 of their ***ECHO Fair Housing Resource Booklet***:

- Follow the rules in your lease.
- Tell your landlord if something is broken right away.
- Give proper written notice when you want to move out.

Ask Ss to give you examples for each of these responsibilities to check for understanding. Explain and give examples, as needed.

Next, ask Ss to think about questions they would ask their landlord about these responsibilities.

After students have had time to think, give each student 3 sticky notes. Have them write 1 question they would ask their landlord for each statement, on their sticky notes.

If students are having a difficult time, they can work in small groups or partners.

After students are done, have them share their questions aloud.

Ask Ss ***Why did you decide to ask the landlord that question? How would asking that question help you be a good tenant?***

For the **teacher**, here are some example questions Ss could write for each tenant responsibility.

- Follow the rules in your lease. Example questions: Who pays for heat? Who pays for water/trash removal/electricity? Where do I park?
- Tell your landlord if something is broken right away. Example Questions: How does the landlord want repair issues reported, in writing or by phone? How do I contact you?
- Give proper written notice when you want to move out. Example questions: How much notice is required to move out? 30 or 60 days? Who do you schedule a move-out unit walk-through with? When do I need to tell you I am moving?

Note: Ss can keep their post-it questions in their booklets on pages 6-7.

Teacher Directions: Wrap-Up

Step 1: Prep

Write the following sentences and answers on the board.

Step 2: Think and Answer

Ask Ss to decide who is responsible. Then, have Ss come to board and circle their answer. Landlord OR Tenant. *Note to teachers, number 3 is a responsibility of BOTH the landlord and tenant!

- | | | |
|--------------------------------------|-----------------|---------------|
| 1) Cleaning the apartment every day. | Landlord | Tenant |
| 2) Keeping drains clean from food. | Landlord | Tenant |
| 3) Following the rules in the lease. | Landlord | Tenant |

ECHO Fair Housing Unit: Pretest & Post Test

Name: _____ Date: _____ School Name: _____

Read each statement. **Circle** True or False.

1) A Minnesota landlord can decide not to rent to you if you are from another country.	True	False
2) When you rent a new home it is a good idea to walk through the apartment with the landlord. Take notes and take pictures of any problems you see.	True	False
3) There are places you can go to get FREE help if you have a bad landlord.	True	False
4) If there is a fire in your apartment, renter's insurance can help you get new things.	True	False
5) You have the right to live anywhere you want if you can pay the rent and follow the rules in the lease.	True	False

Choose one answer. **Circle** your answer.

7) What should a **responsible** tenant do?

- a) pay rent on time
- b) tell the landlord about things that need to be fixed
- c) keep the apartment clean
- d) all of the above

8) A landlord can choose **not** to rent to someone because _____.

- a) they are pregnant.
- b) they have a criminal background.
- c) they have a disability.
- d) they do not speak English.

More Questions on the Next Page 

Read the sentence.

Circle

is responsible? Who does this? Landlord OR Tenant




7) Getting rid of pests like mice, cockroaches or bed bugs.	Landlord	Tenant
8) Returning a full damage deposit in 21 days if there is no damage to the apartment.	Landlord	Tenant
9) Cleaning the apartment every day.	Landlord	Tenant
10) Fixing problems like leaky faucets.	Landlord	Tenant
11) Keeping drains and sinks clean from rice, food and hair.	Landlord	Tenant
12) Keeping plumbing working. There should be both hot and cold water.	Landlord	Tenant

Read the questions. Write your answers.

13) What does it mean to be a **respectful** tenant? Give 3 examples.

14) What does it mean to be a **good neighbor**? Give 2 examples.

Categorizing Vocabulary

<p>I do not understand this word.</p> 	<p>I understand this a little.</p> 	<p>I know this word.</p> 

Tenant OR Landlord? Worksheet

Name: _____

Directions:



1) Listen to the sentence.



2) Stop and Think: Decide. Is it the responsibility of the tenant or landlord?



3) Turn and Talk: Tell your partner what you think.

Use this speaking frame to help you. Use **evidence** from the text to **support** your answer.

_____ *is the responsibility of the* _____.

I know this because the author writes _____ *on page* _____.

evidence (noun): the sentences from the text that show how you thought of your answer and why your answer is correct.

support (verb): to provide evidence for something : to help show that something is true

text (noun): a book or other piece of writing, especially, one that is studied.

Reference: <http://www.learnersdictionary.com/>

Teacher Read Aloud Statements

Please note, students' answers may vary.

1) Keeping the apartment in good condition. Fixing things, like a leaky faucet or broken toilet.

Example answer:

Keeping the apartment in good condition is the responsibility of the landlord.

I know this because the author writes "Your landlord must keep your apartment in good condition" on page 7.

2) Keeping the bedrooms, bathrooms and kitchens clean.

Example answer:

Keeping the apartment clean is the responsibility of the tenant.

I know this because the author writes "As a tenant you must keep your home clean" on page 6.

3) Keeping drains and sinks clean from rice, food and hair.

Example answer:

Keeping drains and sinks clean from rice and other things is the responsibility of the tenant.

I know this because the author writes "As a tenant you must keep your home clean" on page 6.

4) Making sure the plumbing works. Making sure there is hot and cold water.

Example answer:

Making sure the plumbing works is the responsibility of the landlord.

I know this because the author writes "Your landlord must keep your apartment in good condition." on page 7.

5) Returning the security deposit after you move-out if there is no damage to the apartment.

Example answer:

Returning the security deposit is the responsibility of the landlord.

I know this because the author writes "Your landlord must return your security deposit after you move out within 21 days. If there is no damage to the apartment" on page 7.

Fair Housing Unit: Week 1, Tuesday

Day 2: What are some effective ways to be a responsible tenant and a good neighbor?

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy/Writing/English Language Arts College and Career Readiness Standard (ELA, CCRS) Anchor 2 (RI.3.2): <i>Summarize what their landlords' insurance policy covers and why additional renter's insurance may be necessary by finding the main idea in the text and using a sentence frame.</i></p> <p>Literacy/Writing/ELA, CCRS, Anchor 1 (RI,RL.5.1): <i>Explain what the text says and draw inferences from the text.</i></p> <p>Lifeskill/Critical Thinking/Grammar: <i>construct sentences using modals (should/must) to summarize expectations for responsible tenants and good neighbors in Minnesota.</i></p> <p>Lifeskill/Writing: <i>Make use of a letter template to communicate with a landlord regarding a problem.</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: A few extra copies of: ECHO Fair Housing Resource Booklet (make copies and staple for each student) *Collect these booklets at the end of class. Ss can take them home on Thursday. • Handout: Summarizing "Tips for Tenants" Worksheet • Handout: Modals: should & must -Student Copy • Handout: Sample Checklist • Handout: Reading Guide, Page 4 • Handout: Letter to a Landlord Template-Student Copy • Handout: Problem Pictures (1 for each Ss in your class, Ss can have the same picture) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Modals: should & must- Teacher Copy • Letter to a Landlord-Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO Projector

Lesson Plan

Review (15-20 mins)

Description: Ss will read the *Tips for Tenants* section of the **ECHO Fair Housing Resource Booklet** in order to determine the main ideas of the paragraphs and complete sentence frames to summarize the main idea.

Materials/Prep: **ECHO Fair Housing Resource Booklet ; Summarizing "Tips for Tenants" Worksheet**

Activity 1: Literacy/Writing/ELA, CCRS, Anchor 1 (RI,RL.5.1)/ Critical Thinking/Grammar (20-25 mins)

Description: Ss will compare modals (should/must) to write sentences summarizing expectations for responsible tenants using sentence frames.

Materials/Prep: **ECHO Fair Housing Resource Booklet ; Modals: should & must -Student Copy; Modals: should & must- Teacher Copy**

Activity 2: Literacy/Writing/ELA, CCRS, Anchor 1 (RI,RL.5.1)/ Critical Thinking/Grammar (30-35 mins)

Description: Ss will read about the importance of inspecting a home prior to moving and construct sentences in order to summarize main ideas from the text using modals (should).

Materials/Prep: **ECHO Fair Housing Resource Booklet; Sample Checklist; Reading Guide, Page 4**

Activity 3: Lifeskill/Writing (25-30 mins)

Description: Ss will use a letter template to communicate with a landlord about a problem.

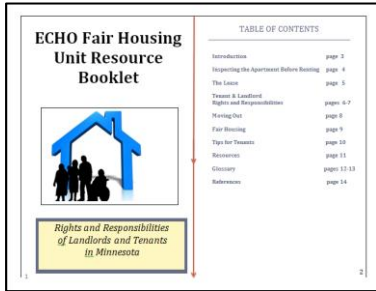
Materials: **ECHO Fair Housing Resource Booklet; Letter to a Landlord Template-Student Copy; Letter to a Landlord Template- Teacher Copy; Sample Checklist; Problem Pictures (1 for each student in your class, Ss can have the same picture)**

Wrap Up:

Description: Ss will show what they have learned by writing sentences about effective ways to be a responsible tenant and good neighbor.

Materials/Prep: none

Teacher Directions: Review



- **Materials:** *ECHO Fair Housing Resource Booklet*; *Summarizing "Tips for Tenants" Worksheet*

Step 1: Introduce Review Activity

Make sure all Ss have a copy of the **ECHO Fair Housing Resource Booklet**. Tell them that this booklet will be a resource that we learn from all week. Explain that you will collect it at the end of class today, at the end of the week they can take it

home. Then, pass out the ***Summarizing "Tips for Tenants" Worksheet***.

Explain to Ss, they are trying to learn the main idea, or most important idea of each paragraph. Tell Ss that it is a good idea to ask *what is the writer/author trying to tell me?* or *what is this paragraph trying to teach me?*

Tell Ss that they will follow the instructions on the worksheet. First, they will read the "Tips for Tenants" section 3 times. Then, they will fill out the sentence frames on the 2nd half of the worksheet.

Step 2: Reading to Summarize

Give Ss time to read. While Ss are reading, Teacher circulates and answers questions about new words. Encourage Ss to use the glossary to find definitions. Ask Ss to write their answers to Stop and Think questions or highlight parts of text that help to answer the questions.

Step 3: Check for Understanding

Have Ss share their summaries with a partner or the class.

Ask Ss *Why is renter's insurance a good idea for some tenants?*

Note for Teachers:

What is Close Reading?

When we ask Ss to read a text closely we are asking them to think like a detective and write like a reporter. Our goal is to get Ss to slow down, engage with the text in different ways, and reflect as they read. Ss read the text with a purpose and goal.

For example, students may be asked to analyze the text more thoroughly and provide evidence from the text to support their answers to questions from the teacher.

Resource:

<http://www.scholastic.com/teachers/article/common-core-close-reading-0>

Note for Teachers:



Turn and Talk Teaching Strategy:

When you ask students to Turn and Talk to a partner, it allows ALL students share their ideas aloud in a low-risk setting.

Also, it gives students more time to think, process and practice their language before sharing with the whole group.

Reference:

<http://www.theteachertoolkit.com/index.php/tool/tu-rn-and-talk>

Teacher Directions: Activity 1: Literacy/Writing/ELA, CCRS, Anchor 1 (RI,RL.5.1)/Critical Thinking/Grammar

- Materials: *Modals: should & must -Student Copy; Modals: should & must- Teacher Copy; ECHO Fair Housing Resource Booklet*

Step 1: Setting the Context

Write the following question on the board: **What are some effective ways to be a responsible tenant and a good neighbor?** Tell Ss that we will be thinking about this question during class today and learning the answers to it. So, we can try to answer it at the end of class. Explain to Ss that **effective** means something that is successful in helping you get a desired or intended result.

Ask Ss *What are some things YOU would do to be a responsible tenant or a good neighbor?*
Have Ss Turn and Talk to a partner.

Then, have pairs share with the class. Write Ss ideas on the board.

Step 2: Grammar Introduction

Now, tell Ss that we are going to learn a grammar point that can help us to summarize things good neighbors and tenants should do.

Pass out the **Modals: should & must -Student Copy** sheet. Read the explanation at the top of the page and the examples for Ss. You may want to project this section using an ELMO or overhead projector. Give additional examples, if necessary.

Step 2: Grammar Practice

Ask Ss to complete the sentences at the bottom of the page using **must or should**

Refer to **Modals: should & must- TEACHER COPY** for answers.

Ask Ss to share their answers and explain WHY they chose the modal they did to complete the sentence.

Step 3: Writing

Finally, ask Ss to take out their notebooks and write 2 additional sentences summarizing what tenants and landlords should OR must do. They can refer to their **ECHO Fair Housing Resource Booklet** for ideas.

Teacher Directions: Activity 2: Literacy/Writing/ELA, CCRS, Anchor 1 (RI,RL.5.1)/Critical Thinking/Grammar

Note for Teachers:

What is wait time?

Wait time is the amount of time that elapses between a teacher-initiated question and a student response. Wait time = think time!

How can I increase my wait time?

When you see this symbol



Ask Ss the question and count to 5 or 10 in your head. Then, solicit responses from your class.

Stahl, R. J. (n.d.). Using "Think-Time" and "Wait-Time" Skillfully in the Classroom. Retrieved February 10, 2016, from <http://www.ericdigests.org/1995-1/think.htm>

Modals: Should & Must -STUDENT COPY

Modals are words that come before a verb (action word). Modals give the verb extra meaning. Today we will learn about 2 modals, should & must.

MODAL + BASE VERB: Modals are always before a base verb. A base verb has NO ENDING added to it. So, it will not have -s, -ed, -ing. Examples of base verbs: read, drink, wear, say, be, wait, etc.

Modal of Advice: Should **Modal of Necessity: Must**

Weaker suggestion Stronger suggestion

Should + base verb	Must + base verb
Should is used to give a suggestion or advice. Should is used to give an opinion.	Must is used to talk about something that MUST be done because it is necessary. Must is used when you have to do something to obey a rule or law. Must is used to say that we feel sure that something is true.
Examples: <ul style="list-style-type: none">You should go to the party.He should drink water instead of soda.She should apply for a new job.	Examples: <ul style="list-style-type: none">You must stop your car at the stop sign.She must have a passport to travel to other countries.We must obey the law.

Directions: Finish the sentences. Use should or must.

- Tenants **must** pay their rent on time. "This is outlined in the lease agreement, legally agreed upon."
- You **should** look at an apartment before signing the lease. "You don't HAVE TO do this, but it is a very good idea."
- You **must** tell your landlord in writing when you want to move out. "This is important and usually required in most leases."
- Landlords **must** let you know before coming into your apartment. "The law says they must give reasonable notice before entering your home, unless it is an emergency."
- Landlords **must** return your security deposit if there are no damages to the apartment. "If there are no damages they must return it, otherwise they must give written explanation for keeping it to the tenant within 21 days."

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- Materials: *ECHO Fair Housing Resource Booklet; Sample Checklist; Reading Guide, Page 4*

Step 1: Setting the Context

Pass out the **Sample Checklist**. Give Ss time to look it over quietly. Then, ask Ss *What is this? Why would you use this?*



Give Ss time to think. Then, ask them to share their ideas.

Answer: This is a checklist of possible problems you may find in a rental home. The landlord is responsible for fixing these problems. It is called a “Tenant Repair Checklist.”

Now, Ask Ss to find the first problem listed in the Infestations Column: mice. Go over the sample.

Ask Ss *Why is it important to record the date and description of the problem?*



Give Ss time to think. Then, ask them to share their ideas.

Answer: It is important to write down the date and description of the problem so that you have a record of the apartment’s condition. That way, if your landlord refuses to fix something or says it is your fault you will have proof that it isn’t.

Tell Ss that one effective way to be a responsible tenant is to use a checklist like this to record problems in your home. You should do this BEFORE you move in, WHILE you are living there and BEFORE you move out.

Step 2: Before Reading

Ask Ss to take out their *ECHO Fair Housing Resource Booklet* and go to the Table of Contents in the booklet on page 2.

Ask Ss *What pages would help me find out more about inspecting the apartment or home before I move in?*

Tell Ss **inspect** means to look at something carefully in order to learn more about it or to find problems.



Give Ss time to think. Then, ask them to share their ideas.

Answer: Inspecting the Apartment Before Renting, page 4

Note for Teachers:

How can I support students to read independently? What if they get stuck and can’t answer a question?

Don’t give them the answer.

Instead, encourage your Ss to try to find the answers on their own! Tell them to read like a detective!

Here are a few additional tips and prompts to support your student readers if they get stuck.

Teacher asks Ss to:

Re-read the text.

“Read page ___ one more time. Then, see if you can answer the question.”

Refer back to a part of the text.

“Look at the 3rd paragraph”

“What section could you look at to find your answer?”

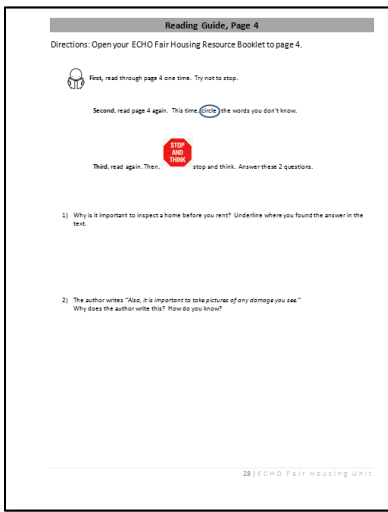
- make your question more specific



After you try one of these, it is recommended that you allow **another** 5-10 seconds wait time.

Wait Time Resource:

https://www.lamission.edu/learnin/gcenter/waittime_definition.htm



Step 3: During Reading

Tell Ss that they are going to read the text 3 times. Pass out the **Reading Guide, Page 4**. Read through the instructions and questions with Ss.

While Ss are reading, the teacher circulates and answers questions about new words. Encourage Ss to use the glossary to find definitions. You can also ask Ss to highlight parts of text that help to answer the questions.

Step 4: After Reading, Summarizing with a Partner

Now, ask Ss to summarize the advice and suggestions from the author on page 4, using **should**. Tell Ss that summarize means: to retell the information using your own words AND using less words.

Ask Ss to re-read page 4. Then, work with a partner to write 4 sentences using **should** to summarize advice from the author on page 4 in the ECHO Fair Housing Booklet.

Here are some example sentences for the Teacher:

Possible Examples:

You should inspect the apartment before you rent it.

You should check to be sure that there is hot water.

You should use a checklist to write down problems you find in the apartment.

You should ask your landlord to fix any problems you find.

Tenants should communicate with your landlord in writing.

Tenants should not use text messages to communicate with your landlord.

Teacher Directions: Activity 3: Lifeskill/Writing

- Materials: **Letter to a Landlord Template- Teacher Copy; Letter to a Landlord- Student Copy; Sample Checklist; ECHO Fair Housing Booklet; Problem Pictures**

Step 1: Setting the Context

Remind Ss that one of the pieces of advice we learned from the “Inspecting the Apartment Before Renting” section of our booklet was that tenants should communicate with their landlords in writing about problems.

Draw Ss attention to the bottom of pg. 4 in the ECHO Fair Housing Booklet. Tell Ss that this is a **caption**: brief description that goes along with an illustration or picture.

Ask a volunteer to read the caption. Ask Ss what they see in the picture?

Then, ask Ss *Why is this important information? Why did the author include this caption?*



Give Ss time to think.

Then, have them share with the class or a partner.

Step 2: Model Using a Letter Template

Remind Ss that it is important to keep a record of our communication with landlords in writing, we are going to practice using a letter template to write to a landlord about a problem in our apartments.

This is easier to do if you have been using a checklist to keep track of problems that happen in your home, dates and descriptions.

Ask Ss to look back at the **Sample Checklist**. Now, Ask Ss to find the second problem listed in the Plumbing Column: Dripping Faucets. Go over the sample.

Pass out the **Letter to a Landlord Template-Student Copy**.

Use the ELMO overhead projector to complete the sentences frames using the information from the checklist.

The image shows two documents. On the left is a 'Sample Checklist' with columns for 'Issue', 'Date Reported', and 'Status'. The second issue listed is 'Dripping Faucet'. On the right is a 'Letter to a Landlord Template-Student Copy' with fields for 'Today's Date', 'Dear [Landlord's Name]', 'My name is [Student Name]', 'I live at [Address]', 'I am requesting repairs within 14 days for the following problem at my home.', 'There is a problem with [Problem]', 'There is [Description]', 'It started on [Date]', 'Please contact me at [Phone Number]', and 'Thank you, [Student Name]'.

Step 3: Writing a Letter to a Landlord About a Problem

Now, Ss will write their own letter to a landlord about a problem using the template. Pass out a **Problem Picture** to each student, or pair of Ss. It is ok if Ss have the same problem picture.

Ask Ss to look at their **Sample Checklist** and identify the problem in the picture and put a check next to the problem they have. Then, Ss should write the date in the 2nd column. Finally, Ss should write a description of the problem in the last column.

Finally, ask Ss to use their completed **Sample Checklist** and the **Letter Template** to write a letter to a landlord explaining their problem and requesting repairs.

Circulate and support Ss writing. If students struggle they can write letters with a partner.

Step 4: Checking for Understanding

Reference the **Letter to a Landlord Template-Teacher Copy**.

Ask a few Ss to read their completed letters aloud. Ask Ss *Why is it important to communicate effectively with your landlord?*



Give Ss time to think.

Then, have Ss share their answers.

Tell Ss that not communicating effectively with landlords is one thing that can lead to problems with your landlord. In tomorrow's lesson we will learn about resources that can help you if you are having problems with your landlord.

Teacher Directions: Wrap-Up

Today students will practice answering short answer questions. Write the following question on the board:

What are some effective ways to be a responsible tenant and a good neighbor?

Use **must** or **should** write 3 sentences.

Ask Ss to write their answers in their notebooks.

Summarizing “Tips for Tenants” Worksheet

Name: _____

Directions: 1) Take out your **ECHO Fair Housing Resource Booklet**.

2) Use the Table of Contents to find the “Tips for Tenants” section.



3) **Read** the “Tips for Tenants” section. Follow these steps.

The 1st read: Just read through one time. Try not to stop.

The 2nd read: Read again. This time, circle words you don't understand.

The 3rd read: Read the page again. Then, Stop and Think. Answer the question at the bottom of pages.



Now, you will summarize what you read.

Summarize means: to retell the information using your own words AND using fewer words.

Summarize what you read. Fill in the blanks.

What is the main idea of paragraph **one**?

Write your answer. Fill in the blanks.

The main idea of paragraph **one** is _____.

One detail that supports this big idea is _____.

What is the main idea of paragraph **two**?

Write your answer. Fill in the blanks.

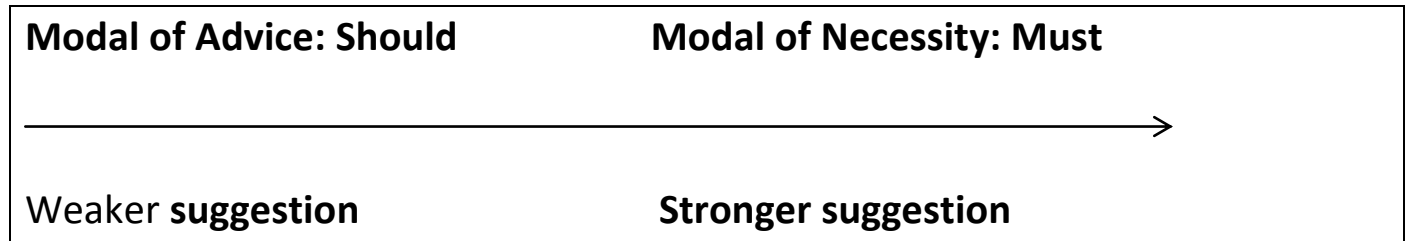
The main idea of paragraph **two** is _____.

One detail that supports this big idea is _____.

Modals: Should & Must TEACHER COPY

Modals are words that come before a verb (action word.) Modals give the verb extra meaning. Today we will learn about 2 modals, **should** & **must**.

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Should + base verb	Must + base verb
Should is used to give a suggestion or advice. Should is used to give an opinion.	Must is used to talk about something that HAS TO be done because it is necessary. Must is used when you have to do something to obey a rule or law. Must is used to say that we feel sure that something is true.
Examples	Examples
<ul style="list-style-type: none"> You <u>should</u> go to the party. He <u>should</u> drink water instead of soda. She <u>should</u> apply for a new job. 	<ul style="list-style-type: none"> You <u>must</u> stop your car at the stop sign. She <u>must</u> have a passport to travel to Mexico. He <u>must</u> obey the law.

Directions: Finish the sentences. Use **should** or **must**.

- 1) Tenants **must** pay their rent on time. **this is outlined in the lease agreement, legally agreed upon.*
- 2) You **should** look at an apartment before signing the lease. **you don't HAVE TO do this, but it is a very good idea*
- 3) You **must** tell your landlord in writing when you want to move out. **this is important and usually required in most leases*
- 4) Landlords **must** let you know before coming into your apartment. **the law says they must give reasonable notice before entering your home, unless it is an emergency*
- 5) Landlords **must** return your security deposit if there are no damages to the apartment. **if there are no damages they must return it, otherwise they must give written explanation for keeping it to the tenant within 21 days.*

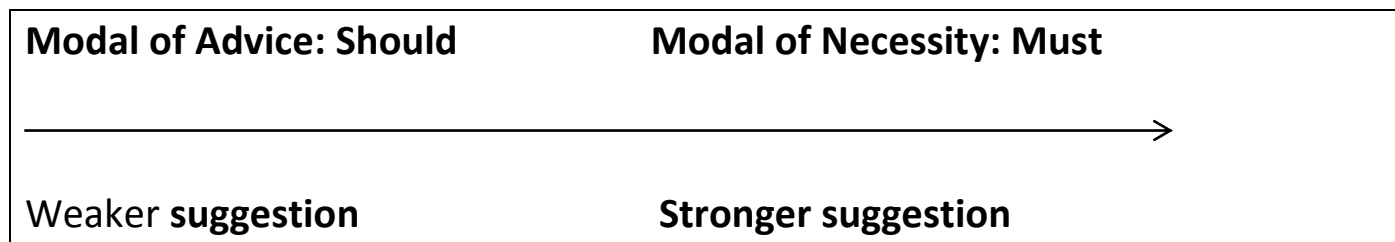
References: <http://www.differencebetween.net/language/grammar-language/difference-between-should-and-must/>
<http://blog.esllibrary.com/2013/10/03/suggestions-with-modals-of-advice-and-necessity-2/>

Modals: **Should & Must** STUDENT COPY

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Should + base verb	Must + base verb
Should is used to give a suggestion or advice. Should is used to give an opinion.	Must is used to talk about something that HAS TO be done because it is necessary. Must is used when you have to do something to obey a rule or law. Must is used to say that we feel sure that something is true.
Examples	Examples
<ul style="list-style-type: none"> • You <u>should</u> go to the party. • He <u>should</u> drink water instead of soda. • She <u>should</u> apply for a new job. 	<ul style="list-style-type: none"> • You <u>must</u> stop your car at the stop sign. • She <u>must</u> have a passport to travel to Mexico. • He <u>must</u> obey the law.

Directions: Finish the sentences. Use **should** or **must**.

- 1) Tenants _____ pay their rent on time.
- 2) You _____ look at an apartment before signing the lease.
- 3) You _____ tell your landlord in writing when you want to move out.
- 4) Landlords _____ let you know before coming into your apartment.
- 5) Landlords _____ return your security deposit if there are no damages to the apartment.

Sample Checklist

TENANT'S REPAIR LIST

Dear _____ Date: _____

Please make the following repairs within the next 14 days.

√	PROBLEM	WHEN IT STARTED	DESCRIPTION
INFESTATIONS			
✓	Mice	02/16/2016	saw two mice in the kitchen
	Cockroaches		
	Other		
ELECTRICAL			
	No/ Broken smoke detector		
	Exposed Wiring		
	Short Circuits		
	No cover plates on outlets		
	Other		
PLUMBING			
	No hot water		
	Clogged pipes/toilet		
	Bad water pressure		
✓	Dripping faucets	02/16/2016	the bathroom faucet drips
	Leaks		
	Other		
WINDOWS			
	Missing/Torn screens		
	Missing/Torn storm windows		
	Broken/Cracked glass		
	Missing/ Broken locks		
	Other		
DOORS			
	No deadbolt locks		
	Broken locks		
	Missing/Broken door knobs		
	Other		

Sample Checklist, page 2

√	PROBLEM	WHEN IT STARTED	DESCRIPTION
WALLS / CEILINGS/ FLOORS			
	Chipped / Flaking paint		
	Holes or cracks in walls		
	Leaky roof or ceiling		
	Holes in carpet		
	Missing/Broken tiles or linoleum		
	Other		
FURNACE			
	Not enough heat		
	Gas leaks		
	Other		
APPLIANCES			
	Broken stove/oven		
	Broken refrigerator		
	Other		
SECURITY / PRIVACY			
	Illegal Entries by landlord		
	Disturbance by other tenants		
	Break-ins, vandalism		
	Other		
OTHER AREAS			
	Bare patches in yard		
	Trash from previous tenant		
	Problem with garage		
	Leaky basement		
	Pay utility bills		
	Other		

Tenant's Name: _____

Tenant's Address: _____

Tenant's Phone Number: _____

Landlord's Name: _____

Landlord's Address: _____

Landlord's Phone Number: _____

Reference: www.lawhelpmn.org

Directions: Open your ECHO Fair Housing Resource Booklet to page 4.



First, read through page 4 one time. Try not to stop.

Second, read page 4 again. This time, circle the words you don't know.



Third, read again. Then, stop and think. Answer these 2 questions.

- 1) Why is it important to inspect a home before you rent? Underline where you found the answer in the text.

- 2) The author writes "*Also, it is important to take pictures of any damage you see.*" Why does the author write this? How do you know?

Letter to a Landlord Template- Teacher Copy

Directions: You can use this letter template to communicate with your landlord about a problem in your home. You can use it to ask your landlord to fix the problem.

Today's Date: February 17, 2016

Dear Mr. Bob Smith,

(landlord's name)

My name is Amina Mohamed.

(your full name)

I live at 347 Aurora Avenue, Apartment 605, St. Paul, MN 55104.

(address, apartment number, city, state, zip code)

I am requesting repairs within 14 days for the following problem at my home.

There is a problem with the plumbing.

(write the kind of problem you have here, Example: Plumbing)

There is a dripping faucet in the bathroom.

(What is the problem? Example: leaking faucet)

It started on February 16, 2016.

(Write the date you first saw the problem here)

The faucet in the bathroom drips all day.

(Write the description of the problem, or tell the landlord more here)

Please contact me at 651-555-8888 to schedule a time to come and fix the problem.

(your phone number here)

Thank you,

Amina Mohamed

(your full name)

Resource: <http://www.homelinemn.org/wp-content/uploads/repair-request.pdf>

Letter to a Landlord Template- Student Copy

Directions: You can use this letter template to communicate with your landlord about a problem in your home. You can use it to ask your landlord to fix the problem.

Today's Date: _____

Dear _____
(landlord's name)

My name is _____.
(your full name)

I live at _____.
(address, apartment number, city, state, zip code)

I am requesting repairs within 14 days for the following problem at my home.

There is a problem with _____.
(write the kind of problem you have here, Example: Plumbing)

There is/are _____.
(What is the problem? Example: leaking faucet)

It started on _____.
(Write the date you first saw the problem here)

(Write the description of the problem, or tell the landlord more here)

Please contact me at _____ to schedule a time to come and fix the problem.
(your phone number here)

Thank you,

(your full name)

Resource: <http://www.homelinemn.org/wp-content/uploads/repair-request.pdf>

Problem Pictures



Description: The smoke alarm in the bedroom is broken. It doesn't work.

When it started: I tested the smoke alarm on February 20, 2016. It did not work.



Description: The screen on our living room window is torn. We cannot open our window because mosquitos come in.

When it started: I noticed the torn screen when we moved in on April 1, 2016.



Description: There is exposed wiring in our child's bedroom. You can see the wires for the light switches. This is very dangerous.

When it started: I saw this problem when we moved in on December 1, 2016.

Problem Pictures



Description: The door knob is loose on our back door. It is falling off.

When it started: The door knob started to fall off on January 18, 2016.



Description: The ceiling in the kitchen is leaking water.

When it started: The ceiling started leaking water during a big rainstorm on May 14, 2016.



Description: There are bedbugs in all of the bedrooms. Our neighbors also have bedbugs in their apartment.

When it started: My son was bit by bedbugs on March 3, 2016. This was 3 days after we moved in.



Description: The oven stopped working. It does not get hot.

When it started: On February 6, 2016.

Fair Housing Unit: Week 1, Wednesday

Day 3: What are your rights as a tenant and where can you access tenant support resources?

Objectives <i>Learners will be able to...</i>	Materials
<p>Review/Literacy: Review vocabulary learned this week by playing a BINGO game while using features of a non-fiction text, such as a glossary</p> <p>Listening/Grammar/ELA, CCRS Anchor 1 (RI/RL.2.1): Summarize state laws that protect tenant rights after listening closely for details from a video</p> <p>Grammar/Lifeskill/Literacy: Read to discover resources available in Minnesota to support tenants facing eviction and write statements of advice for renters (using <i>must</i> and <i>must never</i>)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: A few extra copies of: ECHO Fair Housing Resource Booklet (make copies and staple for each student) *Collect these booklets at the end of class. Ss can take them home on Thursday. • Handout: Listening Activity-Student Copy (make copies front-to-back) • Handout: BINGO Grid • Handout: Summarizing the Video-Student Copy • Handout: Jigsaw Student 1: The Problem (make copies for ½ the class) • Handout: Jigsaw Student 2: Eviction Laws in Minnesota (make copies for half the class) <p>Make Single Copies or Reference: Listening Activity- Teacher Copy, Summarizing the Video-Teacher Copy,</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • BINGO Chips or small pieces of paper • TV & DVD player • ECHO DVD • ELMO Projector

Lesson Plan

Review/Literacy : (20-25 mins)

Description: Ss will review vocabulary learned this week by playing BINGO with words from the glossary.

Materials/Prep: make a few additional copies of the **ECHO Fair Housing Unit Booklet** (most Ss should have these from earlier in the week); make copies of the **BINGO Grid; BINGO Chips**

Activity 1: Listening/Grammar/ELA, CCRS Anchor 1 (RI/RL.2.1) (40-45 mins)

Description: Ss will watch a video and listen for specific information in order to complete a gap-fill exercise. Ss will use what they learned in the video to summarize state laws that protect their tenant rights and use evidence from the video to support their summaries, using **must** and **must never**.

Materials/Prep: **TV/DVD player, ECHO DVD; Listening Activity-Student Copy; Listening Activity-Teacher Copy; Summarizing the Video-Student Copy; Summarizing the Video-Teacher Copy**

Activity 2: Grammar/Lifeskill/Literacy (30-35 mins)

Description: Ss will complete a jigsaw reading activity to discover resources available in Minnesota to support tenants and write statements of advice for renters.

Materials/Prep: **ECHO Fair Housing Resource Booklet; Jigsaw Student 2: Eviction Laws in Minnesota (make copies for half the class); Jigsaw Student 2: Eviction Laws in Minnesota (make copies for half the class); Summarizing the Video**

Wrap Up:

Description: Ss will answer True/False questions about what they have learned in class today.

Materials/Prep: none

Teacher Directions: Review/Literacy

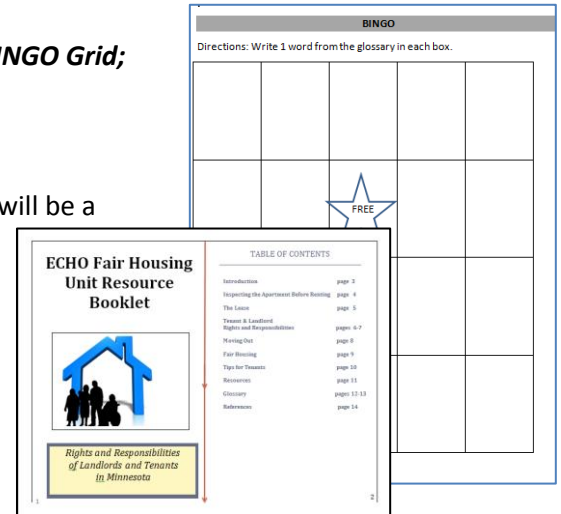
Materials: *ECHO Fair Housing Unit Booklet* ; make copies of the **BINGO Grid**; **BINGO Chips**

Step 1: Completing the BINGO Card

Pass out the **ECHO Fair Housing Booklets**. Tell Ss that this booklet will be a resource that we learn from all week. Explain that you will collect it at the end of class today, at the end of the week they can take it home.

Ask Ss to open to the glossary pages in the booklet.

Now, pass out a blank BINGO grid to each student. Tell Ss that they will need to write 19 words from the glossary into the BINGO squares.



Step 2: BINGO Vocabulary Review

Once all Ss have a completed BINGO grid, Teacher reads definitions from the glossary aloud. Ss listen and place a BINGO chip or small piece of paper on the word that matches the read definition.

Once Ss have 5 in a row they can call out BINGO!

Step 3: Check for Understanding

As Ss win, be sure to ask them to read, and briefly define, the vocabulary words in their winning row. Teacher checks for accuracy and understanding of definitions.

Teacher Directions: Activity 1: Listening/ELA, CCRS Anchor 1 (RI/RL.2.1)

- **Materials:** *TV/DVD player, ECHO DVD; Listening Activity- Student Copy, Listening Activity- Teacher Copy; Summarizing the Video-Student Copy; Summarizing the Video-Teacher Copy*

Step 1: Setting the Context

Listening Activity- Teacher Copy	
ECHO Script	tpt ECHO
Scene: a part of a video, where a particular action or activity occurs.	Script: What the speaker says in the video, or writing.
Scene 1	A safe place to live is very important. It's a shelter from Minnesota's cold winters, a space for families to play and grow, and a place to call home.
Scene 2	Hi, my name is Spero. When it comes to finding good rental housing, there's a lot to learn. You have the right to live somewhere you want to, as long as you can afford the rent and honor the terms of the lease . You cannot be denied housing because of your race or national origin, your gender or religion, having a disability, having a family, or being on public assistance.
Scene 3	Disability is a great way to look for housing. If you can't find housing you can afford, there is financial help for those who qualify.
Scene 4	Whenever you choose to live, you have both rights and responsibilities to help you have a safe place to live. Good rental housing means both the landlord and the tenants are doing their part.
Scene 5	Imagine that renting a home is like balancing three scales, and doing the right thing adds weight to each side. The physical involves the property, and there is to you, trusting that you'll take care of it. You pay the rent , utilities , and groceries any other renter would, so far so good.
Scene 6	One day, the kitchen faucet breaks. You call your landlord right away. She calls a plumber and the sink is fixed in a short time. We are balanced again.
Scene 7	When it's time to move out, you give your landlord proper notice in writing. You also give your job to the apartment in good condition. She thanks you for being a good , tenant , and returns your full deposit within 21 days.
Scene 8	But what if you pay your rent , utilities , or not at all? Or you are loud or messy and upset your neighbors? Or you are not your landlord's friend or neighbor? This is a bad situation.
Scene 9	Some renters don't know their rights in the United States might be different from other places. So here are some things American landlords expect from tenants.

Tell Ss that they will watch a video called "A Good, Safe Place to Live" **ECHO Fair Housing DVD**. This video will help us answer our question of the day, write this on the board: *What are your rights as a tenant and where can you access tenant support resources?*

Explain that the verb **to access** means: **the right to get or make use of something**. This video will explain how to access resources to help tenants in Minnesota. Explain that **resources** are: **a place or thing that provides something useful**.

Tell Ss that not communicating effectively is one thing that can lead to problems with your landlord. The video will help us review our rights as tenants and resources that can help you if you are having problems with your landlord.

Listening Activity- Student Copy	
ECHO Script	
Scene	Script: What the speaker says in the video, in writing.
Scene 1	A lady goes to live in a new apartment. It is a modern townhome with a nice view, a space for families to play and grow, and a place to call home.
Scene 2	Hi, my name is Sarah. When I comes to find good rental housing, there is a lot to be done. You have the _____ to live wherever you want to, as long as you can afford the rent and honor the terms of the _____. You cannot be denied housing because of your race or national origin, your gender or religion. Having a disability, having a family, or being an applicant assistance.
Scene 3	HomeLink is a great way to look for housing. If you can't find housing you can afford, there is financial help for those who qualify.
Scene 4	Whenever you choose to live, you have both rights and _____. We help you have a safe place to live. Good rental housing means both that the landlord and the tenants are doing their part.
Scene 5	Imagine that renting a home is like balancing three scales and doing the right thing adds weight to each side. The _____ process, the program, and rent is to you, trusting that you'll take care of it. You say the _____ and possibly your next time, so far so good.
Scene 6	One day, the kitchen faucet breaks. You call your landlord right away. He calls a plumber and the sink is fixed in a short time. We are balanced again.
Scene 7	When it's time to move out, you give your landlord proper notice in writing. You also spend some time keeping the apartment in good condition. She makes you for being a great _____ and returns your full deposit within 21 days.
Scene 8	But what if you pay your _____, or not at all? Or you break things in the apartment? Or you are loud or messy and upset your neighbors? Or you don't tell your landlord about things that need to be fixed? This is a bad situation.
Scene 9	_____ in the United States might be different from other _____.

Step 2: Listening Activity

Next, turn on the **ECHO Fair Housing DVD**. Stop the video after each paragraph on the **Teacher Copy** of the **Listening Activity** handout and check Ss' comprehension. Ask Ss *What the main idea is in this scene? OR What's going on here? How do you know?*

Note for Teachers:

What is wait time?

Wait time is the amount of time that elapses between a teacher-initiated question and a student response. Wait time = think time!

Why should I increase my wait time?

Research shows, that many teachers only allow about 1 second of wait time! Wait time = THINK TIME! Increasing your wait time to 5-10 seconds can.....

- 1) increase the number of student responses.
- 2) increase the caliber of student responses. For example, students may offer more evidence in support of their answers.
- 3) students' confidence increases, because they have more time to think about and form their answer. This is really important for your ESL students.

How can I increase my wait time?

When you see this symbol



Ask Ss the question and count to 5 or 10 in your head. Then, solicit responses from your class.



Give Ss time to think.

Do this after each paragraph and for the duration of the script; then stop the DVD and ask for questions.

Now, pass out **Listening Activity- Student Copy**. Go over definitions for **scene** and **script**, at the top of the page.

Explain that Ss will have to listen for the missing words. Explain that you will stop the video periodically so they will have time to write, and that they will listen to the video as many times as is necessary; also tell them not to worry about spelling.

Tell them that they will specifically be listening for **vocabulary words** from the glossary AND information about **resources for tenants**.

Pair Ss up afterwards and have them read the script together to check answers. **The red words on the Teacher Copy are the missing words Ss needed to listen for.** Then, regroup and have them listen to the teacher read the entire script aloud again, if necessary.

Step 3: Summarize

Now, pass out the **Summarizing the Video** handout. Ask Ss to use their completed Listening Activity to summarize what they learned about their tenant rights from the video.

Read the explanation at the top of the page and the examples aloud for Ss. You may want to project this section using an ELMO or overhead projector. Give additional examples using **must** and **must never**, if necessary.

Step 4: Grammar Practice

Technology Integration Activity Idea:

If you have access to computers and Internet, students can visit the resource pages described in the video to learn more about finding housing and legal aid services for tenants.

Housing:

www.housinglink.org

Legal Aid for Tenants:

www.homelinemn.org

Summarizing the Video- STUDENT COPY

Modals are words that come before a verb (action word). Modals give the verb extra meaning. Today, we review the modal **must**.

We will also practice adding the adverb **never** to sentences with **must**. Adverbs are words that come before a verb. Adverbs give the verb extra meaning.

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MUST + ADVERB + BASE VERB

must + base verb	must + adverb + base verb
<p>Must is used to talk about something that HAS TO be done because it is necessary.</p> <p>Must is used when you have to do something to stay safe or live.</p> <p>Must is used to say that we feel sure that something is true.</p>	<p>Never is an adverb. That means it changes or gives more meaning to a verb.</p> <p>Adverbs always go before the base verb.</p> <p>Never goes after the modal must.</p> <p>The phrase must never + a base verb is VERY STRONG and formal. It means that you should not do something at any time or EVER.</p>
<p>Examples</p> <ul style="list-style-type: none"> • You must stop your car at the stop sign. • She must have a passport to travel to travel to Mexico. • He must obey the law. 	<p>Examples</p> <ul style="list-style-type: none"> • He must never get that machine. It is dangerous. • You must never leave the oven on when you leave the house. • You must never play with matches.

What are some responsibilities of tenants?
Complete the sentences. Use **must** or **must never**. Then, find the scene number in the video that supports your answer.

- 3) Tenants **must** keep their bathrooms clean. I know this because the video script says "tenants **must** keep their homes clean, including carpets, floors, everywhere" in scene number 10.
- 4) Tenants **must never** light fires inside their apartment. I know this because the video script says "tenants **must never** light open fires, incense altar fires or grills indoors" in scene number 11.

What are some responsibilities of landlords?
Complete the sentences. Use **must** or **must never**. Then, find the scene number in the video that supports your answer.

- 3) Landlords **must never** rent you a home that is very dirty and has dangerous broken windows. I know this because the video script says "landlords cannot rent you an unsafe or dirty home" in scene number 13.

Ask Ss to complete the sentences at the bottom of the page using **must or must never**. Refer to **Summarizing the Video- TEACHER COPY** for answers.

Ask Ss to share their answers and explain WHY they completed their answers the way they did.

Teacher Directions: Activity 2: Grammar/Lifeskill/Literacy

- **Materials:** *ECHO Fair Housing Resource Booklet; Jigsaw Student 1: The Problem; Jigsaw Student 2: Eviction Laws in Minnesota; Summarizing the Video-Student Copy* *for reference from the previous activity

Step 1: Setting the Context



Ask Ss to think about the video we just watched and Turn and Talk to a partner about the following questions: *What are your rights as a tenant? Where can you get help if you are having problems with your landlord?*

Tell Ss that we are going to learn more about resources available in Minnesota to support our rights as tenants. Then, we will write advice to other renters about where they can go to get help.

Step 2: Jigsaw Reading

Ask Ss define **evict**. Encourage them to look in their glossary in the **ECHO Fair Housing Booklet**.

Note **Jigsaw Student 1: The problem** has a lower reading level. **Jigsaw Student 2: Eviction Laws in Minnesota** has a higher reading level. You can pair Ss and distribute readings accordingly.

Now, tell Ss that they are going to work with a partner. Pair Ss. If you have an odd number of Ss you can have one group of 3, where two students read the same Jigsaw part.

Number Ss in each group as Reader 1 and Reader 2. Reader 1 will read about tenants who are having a problem with their landlord, **Jigsaw Student 1: The**

Problem. Reader 2 will read about **Jigsaw Student 2: Eviction Laws in Minnesota**.

Tell them to think about what advice they would give to a tenant facing eviction while they are reading.

Step 3: Jigsaw Conversation

Now, Ss share what they learned with their partners. Have each Ss Turn and Talk and share a summary of what they read with a partner.

Note for Teachers:



Turn and Talk Teaching Strategy:

When you ask students to Turn and Talk to a partner, it allows ALL students share their ideas aloud in a low-risk setting.

Also, it gives students more time to think, process and practice their language before sharing with the whole group.

Reference:

<http://www.theteachertoolkit.com/index.php/tool/tu-rn-and-talk>

Glossary	
checklist (noun):	a list of things that need to be looked at.
damage (noun):	things that are broken. For example, the apartment had a lot of damage . The windows were broken and the floor was peeling.
deny (verb):	to refuse to give something to someone; to prevent someone from having or receiving something.
discrimination (noun):	treating a person or group of people differently from other people, being unfair to some people and not others.
evict (verb):	to force out (a person, especially a tenant) from a building by legal process, for nonpayment of rent or other reasons.
Fair Housing Act (noun):	says that you cannot be denied housing because of your race, where you are from, your gender or religion, having a disability, having a family or being on public assistance.
inspect (verb):	to look at something carefully in order to learn more about it or to find problems.
landlord (noun):	a person who owns a house or apartment and rents it to other people.
lease (noun):	a legal agreement that lets someone use a house or apartment in return for payment.

Jigsaw Student 1: The Problem	Jigsaw Student 2: Eviction Laws in Minnesota
<p>Clark and James were married and lived in an apartment in St. Paul. Recently, James lost his job. Paying bills in St. Paul was difficult for them. Clark and James did not pay their rent for the month. Their landlord was angry. Clark and James were afraid to talk to their landlord about the rent. So they ignored the problem. After three months, the landlord came to the door and gave them a Notice to Quit and a Complaint Paper. Clark and James were scared. James had to leave the apartment.</p> <p>Clark and James are scared. James has quit his job. What should they do?</p>	<p>The most common reason for eviction is nonpayment of rent. If a landlord wants to evict you for not paying rent, you must be in an apartment that has a lease. If you do not have a lease, you can still be evicted. You must pay your rent on time. If you do not pay your rent on time, your landlord can give you a Notice to Quit and a Complaint Paper. You must pay your rent on time. If you do not pay your rent on time, your landlord can give you a Notice to Quit and a Complaint Paper. You must pay your rent on time. If you do not pay your rent on time, your landlord can give you a Notice to Quit and a Complaint Paper.</p>

Write these questions on the board to guide their discussion:

- 1) What did you learn about eviction?
I learned _____.
- 2) What words or phrases are important in the reading?
I think _____ is important because _____.
- 3) What is the most important idea from the reading?
I think the most important idea is _____ because _____.

Summarizing the Video- STUDENT COPY

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What are some responsibilities of tenants?
Complete the sentences. Use **must** or **must never**. Then, find the scene number in the video that supports your answer.

- 1) **TENANTS** _____ keep their bathrooms clean. I know this because the video script says "Tenants _____ their homes clean, including carpets, kitchen, anywhere" in scene number _____.
- 2) **TENANTS** _____ light fires inside their apartment. I know this because the video script says "TENANTS _____ light open fires, incense altar fires or grills indoors" in scene number _____.

What are some responsibilities of landlords?
Complete the sentences. Use **must** or **must never**. Then, find the scene number in the video that supports your answer.

- 1) Landlords _____ rent you a home that is very dirty and has dangerous broken windows. I know this because the video script says "landlords cannot rent you an unsafe or dirty home" in scene number _____.

Step 4: Write Advice Using Should or Must

Ask Ss to take out their **Summarizing the Video** sheets from earlier. Now, they should write advice to Clara and Jaime based on what they learned in the jigsaw. Ask Ss to take out their notebooks and write advice to Clara and Jaime based on what they have learned using **must** or **must never**.

Write the following sentence frames on the board for Ss.

Clara and Jaime must _____.

Clara and Jaime must never _____.

Step 5: Accessing Resources

Draw Ss attention to page 9 in their **ECHO Fair Housing Resource Booklet**. It has additional resources for tenants. Let Ss know that there are many FREE or Low-cost resources in Minnesota to help tenants facing problems like eviction or bad landlords. Go over the list of resources in the **ECHO Fair Housing Booklet**.

Teacher Directions: Wrap-up

Today students will practice answering True/False questions. Write the following questions on the board and have Ss come up to circle the correct answer.

- | | | |
|--|-------------|--------------|
| There are places to get free help if you are having problems with your landlord. | True | False |
| Tenants must never light fires inside their apartment. | True | False |
| Landlords cannot charge you to fix things that you didn't break. | True | False |

Note for Teachers:

Steps to Avoid Eviction


Visit these links to find tips to avoid eviction and information on the eviction process.

www.LawHelpMN.org

<http://www.housinglink.org/HousingResources/housingtips/avoidingeviction.aspx>

BINGO

Directions: Write 1 word from the glossary in each box.

Listening Activity- Teacher Copy

ECHO Script



Scene: a part of a video, where a particular action or activity occurs.	Script: What the speaker says in the video, in writing.
Scene 1	A safe place to live is very important. It's a shelter from Minnesota's cold winters, a space for families to play and grow, and a place to call home.
Scene 2	Hi, my name is Sanni. When it comes to finding good rental housing, there's a lot to learn. You have the <u>right</u> to live anywhere you want to, as long as you can afford the rent and honor the terms of the <u>lease</u> . You cannot be denied housing because of your race or national origin, your gender or religion, having a disability, having a family, or being on public assistance.
Scene 3	HousingLink is a great way to look for housing. If you can't find housing you can afford, there is financial help for those who qualify.
Scene 4	Wherever you choose to live, you have both rights and <u>responsibilities</u> to keep your home a safe place to live. Good rental housing means both that the landlord and the tenants are doing their part.
Scene 5	Imagine that renting a home is like balancing these scales, and doing the right thing adds weight to each scale. The <u>landlord</u> invests in the property, and rents it to you, trusting that you'll take care of it. You pay the <u>security deposit</u> , and always pay your rent on time. So far, we're balanced
Scene 6	One day, the kitchen faucet breaks. You tell your landlord right away. She calls a plumber and the sink is fixed in a short time. We are balanced again.
Scene 7	When it's time to move out, you give your landlord proper notice in writing. You've done a great job keeping the apartment in good condition. She thanks you for being a great <u>tenant</u> , and returns your full deposit within 21 days.
Scene 8	But what if you pay your <u>rent</u> late, or not at all? Or you break things in the apartment? Or you are loud or messy and upset your neighbors? Or you don't tell your landlord about things that need to be fixed? This is a bad situation.
Scene 9	Some tenant <u>responsibilities</u> in the United States might be different from other places. So here are some things American landlords expect from tenants.

Scene 10	Tenants must keep homes clean, including carpets, kitchen, everywhere. They should look like this... And NOT like this. Pests like insects, mice and other wild animals are never acceptable.
Scene 11	Modern American homes are not built for indoor fires. So tenants must never light open fires, incense altar fires or grills indoors.
Scene 12	Over-crowded housing, propped-open doors, and disabled or broken locks are dangerous for everyone. These hazards can get tenants evicted through the court process.
Scene 13	And what are some things landlords cannot do? She cannot demand extra payments beyond your rent. She cannot rent you an unsafe or dirty home. She cannot ignore or delay making repairs when you report problems. She cannot charge you for repairs that weren't your fault.
Scene 14	There are state laws to protect your rights as a tenant. Get help if you have a bad landlord or your rented home is not safe. Contact HomeLine or other legal aid agencies in your area, or your local public housing authority. It is important to report bad landlords and unsafe housing, to protect yourself and other current and future tenants. If there is an immediate threat to your safety in your home, call the police or fire department at 9-1-1.
Scene 15	If both tenant and landlord follow the rules and do the right thing, a rented house or apartment becomes a safe and friendly place for you and your family to live. Don't be afraid to get help to find housing or solve housing problems. Thanks for watching.

Listening Activity- Student Copy



Scene: a part of a video, where a particular action or activity occurs.	Script: What the speaker says in the video, in writing.
Scene 1	A safe place to live is very important. It's a shelter from Minnesota's cold winters, a space for families to play and grow, and a place to call home.
Scene 2	Hi, my name is Sanni. When it comes to finding good rental housing, there's a lot to learn. You have the _____ to live anywhere you want to, as long as you can afford the rent and honor the terms of the _____. You cannot be denied housing because of your race or national origin, your gender or religion, having a disability, having a family, or being on public assistance.
Scene 3	HousingLink is a great way to look for housing. If you can't find housing you can afford, there is financial help for those who qualify.
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Scene 13	And what are some things landlords cannot do? She cannot demand extra payments beyond your rent. She cannot rent you an unsafe or dirty home. She cannot ignore or delay making _____ when you report problems. She cannot charge you for repairs that weren't your fault.
Scene 14	There are state laws to protect your _____ as a tenant. Get help if you have a bad landlord or your rented home is not safe. Contact HomeLine or other legal aid agencies in your area, or your local public housing authority. It is important to report bad landlords and unsafe housing, to protect yourself and other current and future tenants. If there is an immediate threat to your safety in your home, call the police or fire department at 9-1-1.
Scene 15	If both tenant and landlord follow the _____ and do the right thing, a rented house or apartment becomes a safe and friendly place for you and your family to live. Don't be afraid to get help to find housing or solve housing problems. Thanks for watching.

Summarizing the Video- STUDENT COPY

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Examples	Examples
<ul style="list-style-type: none"> You <u>must</u> stop your car at the stop sign. She <u>must</u> have a passport to travel to Mexico. He <u>must</u> obey the law. 	<ul style="list-style-type: none"> He <u>must never use</u> that machine. It is dangerous. You <u>must never leave</u> the oven on when you leave the house. You <u>must never</u> play with matches.

What are some responsibilities of tenants?

Complete the sentences. Use **must** or **must never**. Then, find the scene number in the video that supports your answer.

- Tenants _____ keep their bathrooms clean. I know this because the video script says “tenants - _____ keep their homes clean, including carpets, kitchen, everywhere” in scene number _____.
- Tenants _____ light fires inside their apartment. I know this because the video script says “tenants _____ light open fires, incense altar fires or grills indoors” in scene number _____.

What are some responsibilities of landlords?

Complete the sentences. Use **must** or **must never**. Then, find the scene number in the video that supports your answer.

- Landlords _____ rent you a home that is very dirty and has dangerous broken windows. I know this because the video script says “landlords cannot rent you an unsafe or dirty home” in scene number _____.
- Landlords _____ charge you to fix things that you didn’t break. I know this because the video script says “landlords cannot charge you for repairs that weren’t your fault” in scene number _____.

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What are some responsibilities of tenants?

Complete the sentences. Use **must** or **must never**. Then, find the scene number in the video that supports your answer.

- Tenants **must** keep their bathrooms clean. I know this because the video script says “tenants **must** keep their homes clean, including carpets, kitchen, everywhere” in scene number **10**.
- Tenants **must never** light fires inside their apartment. I know this because the video script says “tenants **must never** light open fires, incense altar fires or grills indoors” in scene number **11**.

What are some responsibilities of landlords?

Complete the sentences. Use **must** or **must never**. Then, find the scene number in the video that supports your answer.

- Landlords **must never** rent you a home that is very dirty and has dangerous broken windows. I know this because the video script says “landlords cannot rent you an unsafe or dirty home” in scene number **13**.
- Landlords **must never** charge you to fix things that you didn’t break. I know this because the video script says “landlords cannot charge you for repairs that weren’t your fault” in scene number **13**.

Jigsaw Student 1: The Problem

Clara and Jaime are married and live in an apartment in St. Paul. Recently, Jaime lost his job. Paying bills is difficult for them right now. Clara and Jaime did not pay their rent on time this month. Their rent was due on the 1st of the month.

Clara and Jaime were afraid to talk to their landlord about the rent. So, they ignored his phone calls. Yesterday, a woman came to the door and gave them a **Summons and Complaint Paper**. It says that Clara and Jaime need to go to court.

Clara and Jaime are scared. Jaime has a job interview this week.

What should they do?



A Summons and Complaint Paper is a letter that says you need to come to court.

Jigsaw Student 2: Eviction Laws in Minnesota

THE ONLY LEGAL WAY TO EVICT — EVICTION COURT CASES

If a landlord wants to force you to move, they must file an eviction court case. This means your landlord fills out papers to make a complaint against you.

Eviction court cases can be filed against you for many reasons, like

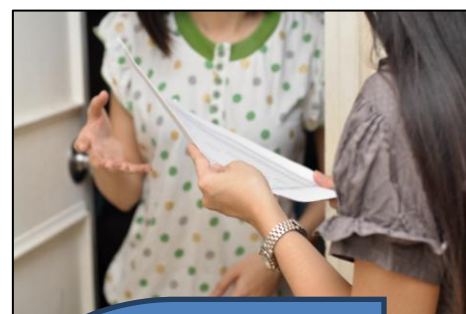
- not paying rent
- breaking the rules of the lease
- destroying the rental property on purpose

You will have to go to court. If the landlord wins, you may have to move out of your apartment.

You know that the landlord has started an eviction court case against you when you get the **Summons and Complaint** (these are legal papers that tell you to appear in court). Do not ignore or throw away these papers.

The court case will usually will be scheduled 7 to 14 days after you get the Summons and Complaint papers. It is very important to go to court.

At the hearing you can pay the amount of rent you owe plus the court filing fees and any other fees. If you do this you might be able to stay in your apartment.



A Summons and Complaint Paper is a letter that says you need to come to court.

Resource: <http://www.lawhelpmn.org/resource/tenants-rights-in-minnesota#Eviction>

Fair Housing Unit: Week 1, Thursday

Day 4: What is fair housing and why should you exercise your tenant rights?

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy/ELA, CCRS Anchor 1 (RI/RL.1.1.): recall key details about moving out of a rental home after reading closely and asking and answering questions</p> <p>Literacy/Listening/Critical Thinking: identify incidents of housing discrimination in stories about renters' in Minnesota.</p> <p>Writing/Grammar: suggest solutions using the modal should for individuals and families facing housing discrimination based on what they have learned this week.</p> <p>Lifeskill/Speaking: access legal aid resources, such as HOMELine, in Minnesota to support their rights as tenants by calling and stating a problem using a conversation template.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none">• Handout: A few extra copies of: ECHO Fair Housing Resource Booklet (make copies and staple for each student) *Ss can take these home today!• Handout: Summarizing "Moving Out" Worksheet• Handout: Renters' Stories• Handout: (time permitting) Conversation Template• Handout: Post Test <p>Make Single Copies or Reference</p> <ul style="list-style-type: none">• Notes for Teachers on Renters' Stories• Teacher Copy: Post Test <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none">• ELMO Projector

Lesson Plan

Review: (20-30 mins)

Description: Ss will read the *Moving Out* section of the **ECHO Fair Housing Resource Booklet** in order to determine the most important points to remember and complete sentence frames to summarize.

Materials/Prep: **ECHO Fair Housing Resource Booklet; Summarizing "Moving Out" Worksheet**

Activity 1: Literacy/Listening/Critical Thinking (25-30 mins)

Description: Ss will read to identify incidents of housing discrimination in stories about renters in Minnesota.

Materials/Prep: **ECHO Fair Housing Resource Booklet; Renters' Stories; Notes for Teachers on Renters' Stories**

Activity 2: Writing/Grammar (15-20 mins)

Description: Ss will suggest solutions using the modal **should** for individuals and families facing housing discrimination based on what they have learned this week.

Materials/Prep: **ECHO Fair Housing Resource Booklet; Renters Stories**

Activity 3: Lifeskill/Speaking (15-20 mins)

***Time permitting* ONLY do this activity if you will have time for the Post Test**

Description: Ss will practice making phone calls to access legal aid resources in Minnesota to support their rights as tenants using a conversation template.

Materials/Prep: **ECHO Fair Housing Resource Booklet; Conversation Template**

Post Test (15mins)

Make copies of the **Post Test** and give them to Ss. **Make sure they write their names on their tests.** Collect the tests afterwards and give them to your Coordinator.

Teacher Directions: Review

- **Materials:** *ECHO Fair Housing Resource Booklet; Summarizing “Moving Out” Worksheet*

Step 1: Introduce Review Activity

Pass out the **ECHO Fair Housing Resource Booklet**. This booklet has been a

resource that we have learned from all week. At the end of class today they can take it home.

Then, pass out the **Summarizing “Moving Out” Worksheet**.

Tell Ss that they will follow the instructions on the worksheet. First, they will read the “Moving Out” section 3 times. Then, they will fill out the sentence frames on the 2nd half of the worksheet.

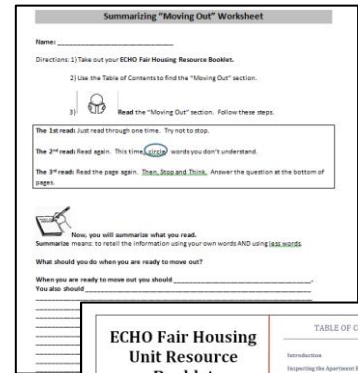
Step 2: Reading to Summarize

Give Ss time to read. While Ss are reading, Teacher circulates and answers questions about new words. Encourage Ss to use the glossary to find definitions. You can also ask Ss to write their answers to Stop and Think questions or highlight parts of text that help to answer the questions.

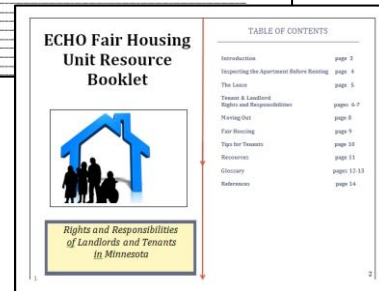
Step 3: Check for Understanding

Have Ss share their summaries with a partner or the class.

Ask Ss *According to page 8, what are the most important things to remember when you are ready to move out?*



The image shows a worksheet titled "Summarizing 'Moving Out' Worksheet". It includes a name line, directions, and three reading steps. Step 1: Read the "Moving Out" section. Step 2: Read again, stopping at words you don't understand. Step 3: Read again, stopping and thinking about the question at the bottom. There are also sections for summarizing and a list of questions.



The image shows the cover and table of contents of the "ECHO Fair Housing Unit Resource Booklet". The cover features a blue house icon and the title "Rights and Responsibilities of Landlords and Tenants in Minnesota". The table of contents lists various sections and their corresponding page numbers.

TABLE OF CONTENTS	
Introduction	page 3
Supporting the Apartment Dwelling Building	page 4
The Lease	page 5
Tenant & Landlord Rights and Responsibilities	page 6-7
Moving Out	page 8
Fair Housing	page 9
Type for Tenants	page 10
Allegations	page 11
Glossary	pages 12-13
References	page 14

Note for Teachers:

What is Close Reading?

When we ask Ss to read a text closely we are asking them to think like a detective and write like a reporter. Our goal is to get Ss to slow down, engage with the text in different ways, and reflect as they read. Ss read the text with a purpose and goal.

For example, students may be asked to analyze the text more thoroughly and provide evidence from the text to support their answers to question from the teacher.

Resource:

<http://www.scholastic.com/teachers/article/common-core-close-reading-0>

Teacher Directions: Activity 1: Literacy/Listening/Critical Thinking

- **Materials:** *ECHO Fair Housing Resource Booklet; Renters’ Stories; Notes for Teachers on Renters’ Stories; Renters’ Stories*

Step 1: Setting the Context

Tell Ss that today we are going to think about the question: *What is fair housing and why should you exercise your tenant rights?* Write the question on board.

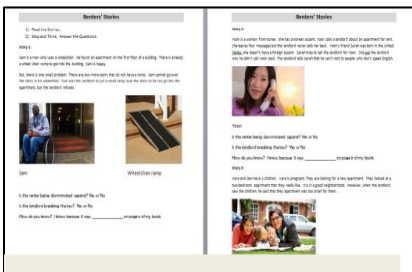
Ask Ss to turn to page 9 of their **ECHO Fair Housing Booklet**. Teacher reads the page aloud, Ss listen.

Ask Ss to define The Fair Housing Act, they can look in the glossary of their **ECHO Fair Housing Booklet**

Fair Housing Act: a law that says that you cannot be denied housing because of your race, where you are from, your gender, religion, having a disability, having a family or being on public assistance.

Explain to Ss that to **exercise** your rights means to use an ability or power. Tell Ss it is important to **exercise** your tenant rights. For example, you should use your rights as a tenant to report a bad landlord who refuses to rent to you because you are from a different country. It is against the law for landlords to do this.

Step 2: Reading Renters' Stories



Pass out the **Renters' Stories** handout to Ss. Go over the instructions as a class. Then, have Ss work in small groups of 3, if possible. Assign each group member a role:

Leader: Read the directions. Remind everyone to speak English. Have your ECHO Booklet ready to help find answers.

Reader: Read the story to the group. 2-3 times.

Writer: Read the questions, Write down your group's answers.

Note for Teachers:

What is wait time?

Wait time is the amount of time that elapses between a teacher-initiated question and a student response. Wait time = think time!

Why should I increase my wait time?

Research shows, that many teachers only allow about 1 second of wait time! Wait time = THINK TIME! Increasing your wait time to 5-10 seconds can.....

- 1) increase the number of student responses.
- 2) increase the caliber of student responses. For example, students may offer more evidence in support of their answers.
- 3) students' confidence increases, because they have more time to think about and form their answer. This is really important for your ESL students.

How can I increase my wait time?

When you see this symbol



Ask Ss the question and count to 5 or 10 in your head. Then, solicit responses from your class.

Encourage Ss to refer to their **ECHO Fair Housing Booklet** to support their answers, led by the leader of their group.

Step 3: Check For Understanding

Use the **Notes for Teachers on Renters' Stories** sheet to go over the answers to each scenario.

Be sure to pass along the resource information for students.

Finally, ask Ss *What is fair housing?* Give Ss time to



Then, ask Ss to share a definition in their own words. Everything they have been learning this week should help them answer this question.

Note for Teachers:

How can I support students to read independently? What if they get stuck and can't answer a question?

Don't give them the answer.

Instead, encourage your Ss to try to find the answers on their own! Tell them to read like a detective!

Here are a few additional tips and prompts to support your student readers if they get stuck.

Teacher asks Ss to:

Re-read the text.

"Read page ___ one more time. Then, see if you can answer the question."

Refer back to a part of the text.

"Look at the 3rd paragraph"

"What section could you look at to find your answer?"

Notes for Teacher on Renters' Stories

Story 1:

Answer: Landlords must be willing to allow "reasonable" modifications/changes/help for disabled tenants. For example, installing a small ramp for the stairs. So, it is against the law for the landlord to deny Sam housing based on his disability.

Story 2:

Answer: Since Yoon never received a call back from the landlord she has good reason to suspect discrimination because of national origin. Also, the landlord said that he doesn't rent to people who don't speak English. This is against the law. Yoon and her friend should contact [homeinmn.org](http://www.homeinmn.org) for legal aid help to report this landlord.

Story 3

Answer: The landlord cannot discriminate against Vera and Dan for having a family, or for being pregnant. However, it is important to share with student that there are occupancy limits, or rules about the number of people who can live in one home. Occupancy limits are created for public safety, to make sure that there are not too many people in one home. The rules for occupancy limits vary from city to city. In this case, the house was probably not too small. According to the US Department of Housing and Urban Development two people per bedroom is probably reasonable. Of course, this depends on the size of the apartment, the amount of living space and the age of the occupants.

Teachers: Please write the phone numbers for [homeinmn.org](http://www.homeinmn.org) on the board and explain how this FREE resource can help student, if they have questions about housing discrimination.

HOME Line

www.homeinmn.org

Who We Are

HOME Line provides free legal, organizing, educational and advocacy services to tenants throughout Minnesota can solve their own rental housing problems. HOME Line works to improve public and private policies relating to rental housing by involving affected tenants in the process. We operate a free

Teacher Directions: Activity 2: Writing/Grammar

- Materials: *ECHO Fair Housing Resource Booklet; Renters' Stories*

Step 1: Review

Review giving advice with **should**. Remind Ss that we use **should** to give suggestions or advice. **Should** is always used with a base verb. A base verb has no ending. Examples of base verbs are: read, cook, eat, buy.

Write some example sentences on the board:

*You **should** pay your rent on time.*

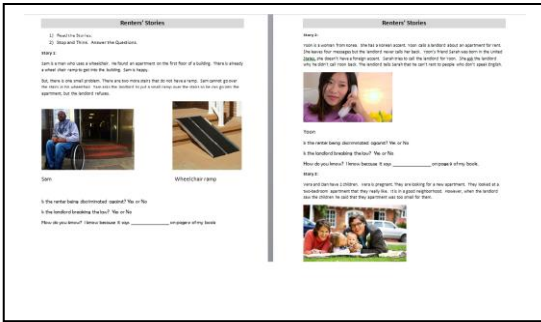
*You **should** tell your landlord about things that need to be fixed.*

Step 2: Model

Now, we will write advice to the renters from the **Renters' Stories**. We will use what we know to give them advice.

Teacher rereads Story 1 from **Renters' Stories** handout. Then, ask Ss *What advice would you give*

to Sam? Give Ss time to think.



Glossary	
checklist (noun):	a list of things that need to be looked at.
damage (noun):	things that are broken. For example, the apartment had a lot of damage . The windows were broke the floor was peeling.
deny (verb):	to refuse to give something to someone : to prevent someone from having or receiving something.
discrimination (noun):	treating a person or group of people differently from other people, being unfair to some people not others
evict (verb):	to force out (a person, especially a tenant) from a building by legal process, for nonpayment of rent or other reasons.
Fair Housing Act (noun):	says that you cannot be denied housing because of your race, where you are from, your ge or religion, having a disability, having a family or being on public assistance.
inspect (verb):	to look at something carefully in order to l more about it or to find problems.
landlord (noun):	a person who owns a house or apartment rents it to other people.
lease (noun):	a legal agreement that lets someone use a hr

Teacher gives possible answer → Sam **should** call HomeLine to get legal aid help. The landlord is breaking the law. I know this because on page 9 it says “Landlords cannot refuse to rent to you because of a disability.”

Step 3: Independent Practice

Next, Ask Ss to give advice to the other renters from Stories 2 & 3. Write the following sentence frame on the board and ask Ss to complete it.

<p>_____ should _____.</p> <p>The landlord is _____.</p> <p>I know this because _____.</p>
--

Teacher Directions: Activity 3: Lifeskill/Speaking

TIME PERMITTING

Note to Teachers:

Mediation Services

Tell students that mediation services can help you talk about a problem with your landlord or neighbors **BEFORE** going to court.

It is a good first step if you have a problem and is low cost.

Dispute Resolution Center
91 Arch Street, East St. Paul
St. Paul, MN 55130
Phone
651.292.7791

- Materials: **ECHO Fair Housing Resource Booklet; Conversation Template**

Step 1: Brainstorm

Remind Ss that there are many free resources to help tenants who have problems with their landlords. Ask Ss to turn to page 9 in their **ECHO Fair Housing Resource Booklet**.

Tell Ss that these resources can help with things like discrimination, utility bills, eviction, finding a home, help with rent, legal aid and mediation services.

Define **Legal Aid** for Ss: Legal Aid is free legal advice or help for people who cannot afford it.

Ask Ss to Turn and Talk to a partner about this question: *Why would a tenant need legal aid or help from a lawyer?*

After Ss have time to talk, write their answers on the board.

Step 2: Conversation Practice

Pass out the Conversation Template.

Role play calling for Legal Aid help. Teacher models the conversation with a volunteer Ss first!

Then, have Ss practice the conversation model in partners. Finally, ask pairs to share their conversations aloud to the whole group.

Step 3: Checking for Understanding

Write the following multiple choice question on the board:

Ask Ss **Why should you exercise your rights as a tenant? Why should you report a bad landlord?**

- You should report a bad landlord because it can help tenants in the future.
- You should report a bad landlord because they might be breaking the law.

***Teachers: Both A & B are correct.**

Note for Teachers:



Turn and Talk Teaching Strategy:

When you ask students to Turn and Talk to a partner, it allows ALL students share their ideas aloud in a low-risk setting.

Also, it gives students more time to think, process and practice their language before sharing with the whole group.

Reference:

<http://www.theteachertoolkit.com/index.php/tool/turn-and-talk>

The screenshot shows a worksheet titled "Conversation Template" with the following content:

Directions: With a partner, practice calling 800MELINE for legal aid help.

You can call 800MELINE at 612-728-6767
Call: Free Legal Help
Llamas para informacion legal GRATUITA
Mac is and a hehe caento laeng la'ame ah zaga sharcanda

Practice leaving a message.

Legal Aid: Thank you for calling 800MELINE, tenant hotline. Please leave your name, phone number and address of the rental unit you are calling about, including your city, and a brief description of why you are calling. We will return your call in the order it was received. Thank you.

Caller: Hi, my name is _____ My phone number is _____
My address is _____ I live in _____
I am calling because _____ Thank you.

Practice talking to a Legal Aid Representative.

Legal Aid Representative: Hello, this is 800MELINE. How may I help you?
Caller: I am calling because my landlord will not fix my leaky sink.
Legal Aid Representative: What is your full name?
Caller: _____
Legal Aid Representative: What is your address?
Caller: _____
Legal Aid Representative: What is your phone number?
Caller: _____

Summarizing "Moving Out" Worksheet

Name: _____

Directions: 1) Take out your **ECHO Fair Housing Resource Booklet**.

2) Use the Table of Contents to find the "Moving Out" section.



3) **Read** the "Moving Out" section. Follow these steps.

The 1st read: Just read through one time. Try not to stop.

The 2nd read: Read again. This time, circle words you don't understand.

The 3rd read: Read the page again. Then, Stop and Think. Answer the question at the bottom of pages.



Now, you will summarize what you read.

Summarize means: to retell the information using your own words AND using fewer words.

What should you do when you are ready to move out?

When you are ready to move out you should _____

You also should _____

Renters' Stories

Directions:

- 1) Read the Story, 2-3 times.
- 2) Stop and Talk. *What was the story about?*
- 3) Answer the Questions.

Story 1:

Sam is a man who uses a wheelchair. He found an apartment on the first floor of a building. There is already a wheel chair ramp to get into the building. Sam is happy.

There is one small problem. There are two more stairs that do not have a ramp. Sam cannot go over the stairs in his wheelchair. Sam's brother Max wants to help. Max can build a small ramp. Sam asks the landlord if Max can build a small ramp over the stairs so he can go into the apartment, but the landlord refuses.



Sam



Wheelchair ramp

Is the renter being discriminated against? Yes or No

Is the landlord breaking the law? Yes or No

How do you know? I know because it says _____ on page 9 of my book.

Leader: Read the directions. Remind everyone to speak English. Have your ECHO Booklet ready to help find answers.

Reader: Read the story to the group. 2-3 times.

Writer: Read the questions, Write down your group's answers.

Renters' Stories

Directions:

- 1) Read the Story, 2-3 times.
- 2) Stop and Talk. *What was the story about?*
- 3) Answer the Questions.



Story 2:

Yoon is a woman from Korea. She has a Korean accent. Yoon calls a landlord about an apartment for rent. She leaves four messages but the landlord never calls her back. Yoon's friend Sarah was born in the United States. She doesn't have a foreign accent. Sarah tries to call the landlord for Yoon. She asks the landlord why he didn't call Yoon back. The landlord tells Sarah that he can't rent to people who don't speak English.

Is the renter being discriminated against? Yes or No

Is the landlord breaking the law? Yes or No

How do you know? I know because it says _____ on page 9 of my book.

Story 3: Vera and Dan have 2 children. They are looking for a new apartment. They looked at a two-bedroom apartment that they really like. It is in a good neighborhood. However, when the landlord saw the children he said that the apartment was too small for them.



Is the renter being discriminated against? Yes or No

Is the landlord breaking the law? Yes or No

How do you know? I know because it says _____ on page 9 of my book.

Notes for Teacher on Renters' Stories

Story 1:

Answer: Landlords must be willing to allow "reasonable" modifications/changes/help for disabled tenants. For example, installing a small ramp for the stairs. So, it is against the law for the landlord to deny Sam housing based on his disability.

Story 2:

Answer: Since Yoon never received a call back from the landlord she has good reason to suspect discrimination because of national origin. Also, the landlord said that he doesn't rent to people who don't speak English. This is against the law. Yoon and her friend should contact Homeline for Legal Aid help to report this landlord.

Story 3

Answer: The landlord cannot discriminate against Vera and Dan for having a family. However, it is important to share with students that there are occupancy limits, or rules about the number of people who can live in one home. Occupancy limits are created for public safety, to make sure that there are not too many people in one home. The rules for occupancy limits vary from city to city. In this case, the house was probably not too small. According to the US Department of Housing and Urban Development two people per bedroom is probably reasonable. Of course, this depends on the size of the apartment, the amount of living space and the age of the occupants.

Teachers: Please write the phone numbers for HomeLine on the board and explain how this FREE resource can help student, if they have questions about housing discrimination.

HOMELine

www.homelinemn.org

What is HOMELine?

HOME Line provides free legal, organizing, educational and advocacy services so tenants throughout Minnesota can solve their own rental housing problems. HOME Line works to improve public and private policies relating to rental housing by involving affected tenants in the process. We operate a free statewide tenant hotline to advise renters of their rights: Metro Area: (612) 728-5767 ...or call us toll-free from Greater MN at: (866) 866-3546

Reference: <http://fairhousingmn.org/providers/faq/>

Conversation Template

Directions: With a partner, practice calling HOMELine for legal aid help.

You can call HOMELine at: 612-728-5767

Call For FREE Legal Help

Llame para informacíoón legal GRATUITA

Wac si aad u hesho caawin lacag la'aan ah xaga sharciyada



Practice leaving a message

Legal Aid: Thank you for calling HOMELine's tenant hotline. Please leave your name, phone number and address of the rental unit you are calling about, including your city, and a brief description of why you are calling. We will return your call in the order it was received. Thank you.

Caller: Hi, my name is _____. My phone number is _____.

My address is _____. I live in _____.

My problem is _____. Thank you.

Practice talking to a Legal Aid Representative.

Legal Aid Representative: Hello, this is HOMELine how may I help you?

Caller: I am calling because my landlord will not fix my leaky sink.

Legal Aid Representative: What is your full name?

Caller: _____

Legal Aid Representative: What is your address?

Caller: _____.

Legal Aid Representative: What is your phone number?

Caller: _____

Legal Aid Representative: Do you need a translator? If yes, what language do you speak?

Caller: _____

Legal Aid Representative: I will have a lawyer call you back about this problem.

Caller: Thank you, good-bye

ECHO Fair Housing Unit: Pretest & Post Test

Name: _____ Date: _____ School Name: _____

Read each statement. **Circle** True or False.

1) A Minnesota landlord can decide not to rent to you if you are from another country.	True	False
2) When you rent a new home it is a good idea to walk through the apartment with the landlord. Take notes and take pictures of any problems you see.	True	False
3) There are places you can go to get FREE help if you have a bad landlord.	True	False
4) If there is a fire in your apartment, renter's insurance can help you get new things.	True	False
5) You have the right to live anywhere you want if you can pay the rent and follow the rules in the lease.	True	False

Choose one answer. **Circle** your answer.

7) What should a **responsible** tenant do?

- a) pay rent on time
- b) tell the landlord about things that need to be fixed
- c) keep the apartment clean
- d) all of the above

8) A landlord can choose **not** to rent to someone because _____.

- a) they are pregnant.
- b) they have a criminal background.
- c) they have a disability.
- d) they do not speak English.

More Questions on the Next Page



Read the sentence.

Circle

is responsible? Who does this? Landlord OR Tenant

7) Getting rid of pests like mice, cockroaches or bed bugs.	Landlord	Tenant
8) Returning a full damage deposit in 21 days if there is no damage to the apartment.	Landlord	Tenant
9) Cleaning the apartment every day.	Landlord	Tenant
10) Fixing problems like leaky faucets.	Landlord	Tenant
11) Keeping drains and sinks clean from rice, food and hair.	Landlord	Tenant
12) Keeping plumbing working. There should be both hot and cold water.	Landlord	Tenant

Read the questions. Write your answers.

13) What does it mean to be a **respectful** tenant? Give 3 examples.

14) What does it mean to be a **good neighbor**? Give 2 examples.

TEACHER COPY: ECHO Fair Housing Unit: Pretest & Post Test

Name: _____ Date: _____ School Name: _____

Read each statement. **Circle** True or False.

1) A Minnesota landlord can decide not to rent to you if you are from another country.	True	False
2) When you rent a new home it is a good idea to walk through the apartment with the landlord. Take notes and take pictures of any problems you see.	True	False
3) There are places you can go to get FREE help if you have a bad landlord.	True	False
4) If there is a fire in your apartment, renter's insurance can help you get new things.	True	False
5) You have the right to live anywhere you want if you can pay the rent and follow the rules in the lease.	True	False

Choose one answer. **Circle** your answer.

7) What should a **responsible** tenant do?

- a) pay rent on time
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- c) keep the apartment clean
- d) all of the above**

8) A landlord can choose **not** to rent to someone because _____.

- a) they are pregnant.
- b) they have a criminal background.**
- c) they have a disability.
- d) they do not speak English.

More Questions on the Next Page



Read the sentence.

Circle

is responsible? Who does this? Landlord OR Tenant

7) Getting rid of pests like mice, cockroaches or bed bugs.	Landlord	Tenant
8) Returning a full damage deposit in 21 days if there is no damage to the apartment.	Landlord	Tenant
9) Cleaning the apartment every day.	Landlord	Tenant
10) Fixing problems like leaky faucets.	Landlord	Tenant
11) Keeping drains and sinks clean from rice, food and hair.	Landlord	Tenant
12) Keeping plumbing working. There should be both hot and cold water.	Landlord	Tenant

Read the questions. Write your answers.

13) What does it mean to be a **respectful** tenant? Give 3 examples.

Answers may include: no trespassing, following the agreed upon guidelines the lease, putting cigarette butts in the proper container, smoking only in designated areas, not harvesting plants from people's yards, no incense or fires indoors, cleaning the apartment frequently, reporting repairs needed to the landlord, paying rent on time, keeping the volume of music and noise low, giving proper notice when moving out, keep the yard clean, follow rules for parking spaces, etc.

14) What does it mean to be a **good neighbor**? Give 2 examples.

Answers may include: keeping the volume of music and noise low, keeping the yard clean, following rules for parking spaces, locking doors, clean-up after yourself in shared spaces, share the washing machine and dryer, etc.