

NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	Teacher’s Pages Pre-reading Discussion Post-reading Discussion	Activate students’ background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	Reproducible Worksheets	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	Language Experience	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	Answer Key	

BEFORE READING THE BOOK**1. Share a Personal Experience**

Have students brainstorm what people should check before renting an apartment (e.g. taps, lights). Then have the students think about a time they checked out a new home. Print the following the questions on the board:

What did you check out?

Did you find any damage?

Who fixed the damage?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their experiences with one another using the questions as prompts. Then ask if anyone would like to share their experiences with the group as a whole. This will provide more confident students with an opportunity to speak in front of a larger group.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about Ben. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the book from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

(a) ____ Ben is looking for food.

(c) ____ Something is wrong with the apartment.

(b) ____ Ben is in a house.

(d) ____ The lady is taking notes.

Direct the students to the photo on the front cover of the book. Say, "This is Ben." Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is Ben doing?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- (a) ____ Ben checks the apartment with the landlady. (c) ____ Ben turns on all the lights.
(b) ____ Ben buys a lock for the door. (d) ____ The landlady writes a damage report.

AFTER READING THE BOOK

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *How to Check an Apartment*. Then as a group, have the students share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Ben finds damage. What does the landlady do?
- (b) What does Ben check in the bathroom? The kitchen?
- (c) Why do you think Ben needs a copy of the damage report?
- (d) What key thing did you learn about checking out an apartment?

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ The landlady does not care about the damage.
- (b) ____ Ben will feel safe in his apartment.
- (c) ____ Ben needs a copy of the damage report.
- (d) ____ I learned a lot from this book.

3. Discussion: Beyond the Book

Have the students discuss the following questions as a group or in pairs:

- (a) What was the last thing you had to fix in your home? How did it get fixed? What went right? What went wrong? What did you learn?
- (b) Landlords and tenants need to treat each other fairly. What can landlords do to be fair to tenants? What can tenants do to be fair to landlords?
- (c) Imagine your dream home. What does that home look like? Think about every detail—where it is, how many rooms it has, how many windows it has, special features, etc.

1. Letter Names

Look at the sentences on pages 7 and 23 in the book.

Find words that begin with the letter **d**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **d** make?

Read the words with your teacher.

Think of three more words that begin with the sound /d/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: tap
 cap

These words belong to the **ap** word family.

(b) Read these sentences. Circle the words in the **ap** word family.

1. The tap leaks.
2. Set the box on your lap.
3. I like rap music.

(c) Print words that belong to the **ap** word family.

_____ *tap* _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Ben checks the smoke alarm.

2. The shower works.

3. Ben feels for leaks.

4. A cupboard door is broken.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Ben is moving into a new _____ .
- (b) Ben _____ the toilet.
- (c) He turns on all the _____ .
- (d) In the kitchen, Ben checks the _____ .
- (e) The _____ has a good lock.
- (f) The landlady _____ the damages.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) checks / apartment / Ben / the _____
- (b) sink / Ben / the / checks / under _____
- (c) lights/ turns on / the / He / all _____
- (d) the / Does / like / he / place _____ ?
- (e) he / apartment / rent / Does / the _____ ?
- (f) not / the / write / does / Ben / report _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) The cupboard door is broken.

The _____ is broken.

The _____ is broken.

The _____ is broken.

The _____ is broken.

(b) I put the report in a cupboard.

I put the _____ in a _____ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to think of common reasons why people move to new places.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. They need to find jobs.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *How to Check an Apartment* was **d** /d/. Have students find, circle, and copy the words that start with the letter **d**. Repeat the process for the word family **ap**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

Example:

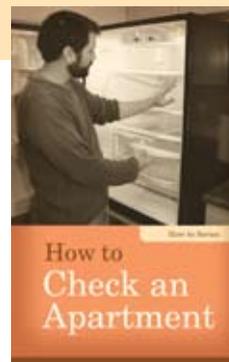
They need to find a job.

They need to find a *new place*.

They need to find a book.

They need to find a doctor.

They need to find a *different path*.



ANSWER KEY

Teacher's Pages

After Reading the Book

2. Check Comprehension:

Option A: (a) The landlady write the damage in a report. She gives Ben a copy of the report. (b) **Bathroom:** taps, sink, plumbing, shower, toilet, lights
Kitchen: burners, oven, fridge, cupboards, tiles (c) The report is proof that the damage was done before Ben rented the apartment. If the landlady does not fix the damage, Ben can use the report as proof that there is damage to be fixed.
 (d) Students will have different answers.

Option B: (a) False: The landlady writes the damage in the report. True: (If the landlady does not fix the damage.) (b) True: The door has a good lock. The door has a peephole. The smoke alarm works. All the lights work. (c) True: The report is proof that the damage was done before Ben rented the apartment. (d) Students will have different answers.

Worksheets

- Letter Names:** door, down, damage
- Letters and Sounds:** Students will have different answers.
- Word Family:** (b) 1. tap 2. lap 3. rap (c) Possible answers*: cap, lap, rap, gap, map, pap, sap, yap, zap
- Matching:** (a) A cupboard door is broken. (b) The shower works. (c) Ben feels for leaks. (d) Ben checks the smoke alarm.
- Predict Words*:** (a) apartment, place, home (b) checks, flushes, tries (c) taps, lights (d) burners, stove, oven, fridge, cupboards, tiles, lights (e) door (f) writes down, checks, notes, fixes
- Scrambled Sentences:** (a) Ben checks the apartment. (b) Ben checks under the sink. (c) He turns on all the lights. (d) Does he like the place? (e) Does he rent the apartment? (f) Ben does not write the report.
- Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.