Comprehension

The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from a variety of texts.

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Distinguish Between Different Types of Information

One stop on the road to literacy…

LEVEL 4
RC1

The Outcome

The student will distinguish between fact and opinion, fact and fiction, and relevant and irrelevant information.

Why Go There?

Explain to your student that a good reader understands that everything he reads is based on a fact or important information. Some of what he reads is opinion, fiction, or irrelevant.

How To Get There

Materials: pages 3-6

Directions:

Use the activities on the following pages to introduce your student to fact/opinion and relevant/irrelevant information.

Then have your student practice these skills when reading from a variety of texts, such as articles and novels.

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Fact or Opinion

A **fact** is something that is true about a subject and can be tested or proven. An **opinion** is what someone thinks about the subject.

Read aloud each sentence to your tutor. Tell your tutor whether the statement is a fact or an opinion and explain your choice. *Hint:* Six of the statements are facts, and four are opinions.

1. It's easy to learn to ride a bike.
2. All animals do not eat the same kind of food.
3. I don't watch any TV.
4. Life is better when you don't watch TV.
5. The Earth is closest to the sun in January.
6. Getting sunscreen in your eyes can irritate them.
7. Looking directly into the sun can impair your vision or cause blindness.
8. The best way to protect yourself from the sun is to wear a hat.
9. Tanning lamps emit ultraviolet light waves.

Tutor Turnabout

On another sheet of paper, compose five statements, making some fact and some opinion. Then invite your tutor to read them and determine which is fact and which is opinion.

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Read a newspaper article of interest to you. Then below, list a few facts and opinions stated in the article.

FACT

OPINION

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Fact or Fiction

A **fact** is something that is true about a subject and can be tested or proven. **Fiction** is not real but comes from the imagination.

For example:

FACT: One of the uses of a broom is to sweep the floor.

FICTION: The witch next door rides a broomstick to work.

Read the story below to yourself. Then read it aloud to your tutor, drawing a line under each sentence that is fiction.

Zip It!

At first, Ruby had been listening with great interest as her neighbor had gone on and on about her wonderful vacation. Ruby was delighted that Sandra had had a chance to get away and have some fun. Sandra had been investing most of her time in taking care of her grandson while his father was in what was called "the sandbox"—the Middle East. Sandra had managed to get away for a week to travel to Niagara Falls while her sister came in to take care of her grandson, Niles.

But Ruby had been standing at the fence listening to Sandra drone on and on for a long time, and frankly, she bored. Ruby rubbed her nose, and suddenly a tiny zipper appeared across Sandra's mouth and zipped itself closed! Both Sandra and Ruby's eyes grew large as saucers.

Ruby rubbed her nose again and the zipper miraculously unzipped itself. Before Sandra could say anything, Ruby rubbed her nose a third time and z-z-zip, Sandra's mouth was sealed again. Ruby couldn't help but giggle. The conversation was suddenly more interesting!

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Relevant and Irrelevant

A **relevant** detail is one that relates to the topic and is pertinent to the discussion. An **irrelevant** detail is one that is not on topic or is not necessary for the story. An irrelevant detail can be jarring to the reader.

Read the story below to yourself. Then read it aloud to your tutor, drawing a line under each detail that is irrelevant.

Rescued!

People in the small town of Dover were ecstatic when late last night they heard the news that Mrs. Grover's pet cat had been found snuggled up safe and sound in a shoe box in her basement. The shoe box had held a pair of sandals that Mrs. Grover had bought five years ago just before Mr. Grover passed on of a heart attack. When her 30-year-old cat didn't show up for dinner, Mrs. Grover sounded the alarm.

"Miss Boots never misses a meal!" Mrs. Grover had wailed inconsolably. After three days and nights of searching by concerned town folk, everyone had begun to fear the worst had happened to the aged cat who was much loved by all.

Miss Boots was found by Mrs. Grover's great granddaughter, Madison, when she went to the basement to look for dress up clothes. Madison likes to play dress up and she loves to ride her new bike with training wheels. She always wears her helmet.

Mrs. Grover welcomed Miss Boots back by feeding the feline her favorite dinner—tuna in a can. A purr-fect ending for such an ordeal!

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Identify and Interpret Poetic Devices

One stop on the road to literacy…

LEVEL 4
RC2

The Outcome

The student will identify and interpret poetic devices.

Why Go There?

Explain to your student that a good reader understands that a writer uses language in a variety of ways to add interest and flavor to his writing. A good reader interprets the devices used by the author.

How To Get There

Materials: pages 8-14

Directions:

Use the activities on the following page to introduce your student to poetic devices:

Alliteration	page 8
Metaphor & Simile	page 9
Onomatopoeia	page 10
Personification	page 11
Rhyme	page 12
Pun	page 13
Hyperbole	page 14

Then have your student practice interpreting these devices when reading and encourage her to use them in her own compositions.

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Alliteration

Alliteration—the repetition of initial consonant sounds
Example: A *bubbling brook* flowed through the woods.

1. Choose a consonant. Then list words (nouns, adjectives, verbs, etc.) that begin with the same consonant or sound.

Example: Letter C

kitten
cute
catch
clean
kitchen
cuddly
counter
case

2. Create a sentence using as many of the words as possible.

Example: The *cute, cuddly kitten* jumped onto the *clean kitchen counter.*

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Metaphor & Simile

Metaphor—a comparison between two objects

Example: Her squeaky voice was a door in need of oiling.

Simile—a comparison between two objects using words such as *like, as,* or *than*

Example: Her voice squeaked like a door in need of oiling.

What To Do

Read the sentences below. Underline the simile or metaphor in each sentence. Then circle *simile* or *metaphor* and draw an arrow to the word(s) it describes.

Example: Bob is a stubborn mule. simile metaphor

1. The clouds are cotton candy in the sky. simile metaphor
2. Her smile was as bright as the sun. simile metaphor
3. The new office building is a maze. simile metaphor
4. The room is so cold it's like a refrigerator. simile metaphor
5. The chicks, who were little balls of fluff, scurried about. simile metaphor
6. My memory of that class is foggy. simile metaphor
7. My skin was on fire after I got sunburned. simile metaphor
8. The winds from the tornado sounded like a train. simile metaphor
9. The homework was a breeze after I read the book. simile metaphor

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Onomatopoeia

Onomatopoeia—the use of words which imitate sound
Example: There was a bee *buzzing* around the garden.

Read each word below. Choose 10 words and on another sheet of paper, create sentences containing onomatopoeia that are associated with the selected word.

1. cat
2. telephone
3. cow
4. train
5. bird
6. horse
7. horn
8. dog
9. fly
10. noisy shoes
11. potato chips being chewed
12. the wind
13. throat clearing
14. drinking noisily
15. the sound of a saw
16. tires on the road

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Personification

Personification—the use of words to endow animals, ideas, or inanimate objects with human traits or abilities

Example: The flowers *drank greedily* as the soft rain fell.

Drinking greedily is a human trait attributed to the flowers.

Read each sentence below. Circle the word(s) used to portray human qualities. Underline the object of the personification.

1. The cat complained it had no food.

2. The tall grass waved as we walked past.

3. The sun peeked out from behind the clouds.

Give each word below a human trait and write a sentence.

1. night _____

2. wind _____

3. trees _____

4. frog _____

5. justice_____

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Rhyme

Rhyme—the similarity of ending sounds between words

Example: Sheila is a *true blue* friend.

Using the blank spaces below, create interesting sentences that contain rhymes. Use words of your choice or use some of the words in the box below.

right	soon	toast	through	like	chief
lift	cold	hurt	blast	crisp	
hurry	tarry	slip	damp	first	

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

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Pun

Pun—a figure of speech which consists of a deliberate confusion of similar words or phrases

Example: Once you've seen one shopping center, you've seen *a mall*.

The sentence has deliberately confused words in the sentence:
Once you've seen on shopping center, you've seen *them all*.

Read each sentence below and identify its pun. Then tell your tutor where the deliberate confusion is.

1. Did you hear my mother's left side was cut off? It's okay—she's all right now.

2. The SWAT team was called in to the day care was resisting to rest.

3. I tried to get my bicycle to stand on its own but it wouldn't. It was two-tired.

4. A turkey strutting in the yard is poultry in motion.

5. Did you know there was a fire at the campgrounds? Yeah, I hear the heat was in tents.

6. His wife was the apple of his eye and he liked to sit down be cider.

7. Did you hear about the melon that isn't allowed to get married? It can't elope.

8. A peanut was walking through a rough neighborhood. It was a salted.

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Hyperbole

Hyperbole—an exaggerated comparison between two objects
Example: I had *a mountain of work* to do.

Read each sentence below. On another sheet of paper, rewrite the sentence making it more interesting through the use of a hyperbole.

1. His feet were big.

2. I laughed hard.

3. I was angry.

4. I could sleep a long time.

5. My daughter is small.

6. Being in love makes me feel good.

7. When I win a contest, I feel good.

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Identify and Interpret Idioms

One stop on the road to literacy…

LEVEL 4
RC3

The Outcome

The student will identify and interpret idioms.

Why Go There?

Explain to your student that a good reader understands that a writer uses language in a variety of ways to add interest and flavor for the reader. A good reader knows that our language is full of expressions whose literal meaning makes no sense, such *as it's raining cats and dogs*.

How To Get There

Materials: pages 16-22

Directions:

Explain to your student that an idiom is an expression that has two meanings, *literal* and *figurative*. Give the example:

My little niece is the ***apple of my eye****.*

Explain that the literal meaning of *apple of my eye* is "someone's eye has an apple", and the figurative meaning in this sentence is *a favorite person*.

Invite your student to share any idioms that come to mind.

Use the activities on pages 16-22 to provide practice in interpreting and using idioms.

Encourage your student to be on the look out for idioms in her reading assignments.

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Idiom Match Up

1.

1. **Cut out the pictured idioms** below and on pages 17–18.
2. **Next,** cut out the idioms on page 19 and match them with their pictures.
3. **Then cut out the figurative meanings** on page 20 and match them to their idioms and pictures.

1.

2. bought a lemon—

3. —bought something that doesn't work as it should

2.

Complete page 21.

3.

Invite your student to chart some of the idioms she comes across in her reading by filling out *Idiom Hunt* on page 22.

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Idiom Match Up—*cont.*

Cut out the idioms below. Match each idiom with the pictured idiom.

in one ear and out the other—

a chip on your shoulder—

hit the sack—

crack someone up—

keep an eye on someone—

put your foot in your mouth—

long in the tooth—

cup of Joe (cuppa Joe)—

bit off more than you can chew—

against the clock—

chew someone out—

cry over spilled milk—

bought a lemon—

lend an ear—

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Idiom Match Up—*cont.* Cut out the figurative meanings below. Match them to their literal meanings and pictures.

—listen to what is being said

—say the wrong thing

—make someone laugh

—go to bed

—cup of coffee

—try to do more than possible

—upset over something already done

—carry a grudge

—verbally scold someone

—rushed and short on time

—old

—bought something that doesn't work as it should

—not listening to what is said

—watch

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Idiom Match Up—*cont.*

On another sheet of paper, write an idiom that could replace the underlined phrase.

1. My nephew said the wrong thing when he told that stranger his hair was pretty.

2. My husband has a shirt that he keeps wearing, but it's too ragged and old to hold on to.

3. The reverend's wife is trying to do too much by being on all those committees and taking care of a new baby.

4. The boss called to the group of idle employees, "Listen up! I'd like to make an announcement!"

5. The babysitter was very good at watching the children as they played in the park.

6. It makes me uncomfortable when Teresa loudly scolds her children in public.

7. The hikers were so tired that they went to bed as soon as they got home.

8. That Thomas is so funny when he imitates his dog! He makes me laugh!

9. The new employee felt she was too rushed to get her project done.

10. The runner up in the beauty pageant carried a grudge for years because whe was not the first place winner.

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Idiom Hunt

In the space below, write idioms you've discovered in your reading or through listening to people. Then write each figurative meaning beside its idiom.

Idiom	Figurative Meaning
Someone let the cat out of the bag!	*news shared before it should've been*

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Use a Graphic Organizer

One stop on the road to literacy…

LEVEL 4
RC4

The Outcome

The student will use a graphic organizer to organize information, ideas, and words.

Why Go There?

Explain to your student that a good reader uses graphic organizers to see how information is organized.

How To Get There

Materials: examples of completed graphic organizes, pages 24-26

blank graphic organizers, pages 27-32

Directions:

Introduce your student to graphic organizers by going through completed samples with him. Note that all boxes may not be used and more boxes may be added.

Taking information from a text already read, **complete** a graphic organizer together.

Encourage your student to create maps of his own to use.

For more graphic organizers go to:

http://www.edhelper.com (Search *Graphic Organizers*.)

http://www.eduplace.com (Click on *Graphic Organizers*.)

Guide your student to be on the look out for idioms in his reading assignments.

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Samples of Completed Graphic Organizers

Venn Diagram—Page 27

Main Idea/Supporting Details—Page 28

* Information taken from www.americanwater.com49ways.htm

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Samples of Completed Graphic Organizers *cont.*

Cause and Effect—Page 29

Cycles—Page 30

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Samples of Completed Graphic Organizers *cont.*

Timeline—Page 31

My Life..So Far!

1970	1976	1980	1985	1990	1992	1995	2000	2006
born	started school	first job- mowing yards	quit school, went to work	got married	first child born	second child born		decided to learn to read

KWL—Page 32

The Ocean

TOPIC

K What I **know** about the topic...	W What I **want** to find out about the topic...	L What I **learned** about the topic...
The ocean is big There are all kinds of fish in it. Great ships sail across all of the oceans. People make a living on the ocean—fishing, ship's crew. People go to the beach for fun.	Why is the ocean salty? What makes waves? Which ocean is the largest? How many ships have sunk in the oceans?	It's salty because rivers pick up salt and carry it to the ocean. As the water evaporates, the salt stays behind. Waves are caused by the wind and earth's gravity. The largest ocean is the Pacific. The smallest is the Arctic Ocean. The largest ocean animal is the blue whale.

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Venn Diagram

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Main Idea/Supporting Details

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Cause and Effect

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Cause and Effect

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Timeline

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K-W-L

_____

TOPIC

K What I **know** about the topic...	W What I **want** to find out about the topic...	L What I **learned** about the topic...

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Interpret Information in Manuals and Legal Forms

One stop on the road to literacy…

LEVEL 4
RC5

The Outcome

The student will read and interpret information in common manuals and legal forms.

Why Go There?

Explain to your student that a good reader reads manuals and legal forms carefully, with the purpose of fully understanding the text. He realizes that not reading these documents carefully can lead to trouble in the future if he fails to follow a direction correctly or has signed a legal document without knowing what it says.

How To Get There

Materials: pages 34-35 or 36-38

Directions:

Introduce your student to reading and interpreting manuals and legal forms by having him complete the Driver's Manual or Lease Agreement exercises.

Then, if your student has a legal document, a manual from work, or a manual that pertains to one of his interests, such as a car manual, invite him to bring it to a tutoring session and practice interpreting information.

To download a complete North Carolina Driver's Handbook, in English or Spanish, or a Motorcyclists' Handbook, go to

www.dmv.org/nc-north-carolina/manuals.php

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Read the following excerpt from a driver's manual to yourself. Discuss the information with your tutor. Then answer the questions on page 35.

Please note: These facts have been created for this exercise. To get the facts about your state laws, contact your local Department of Motor Vehicles.

Chapter 5
Traffic Signs

Shape and color make it possible to recognize the different kinds of highway signs at a glance. There are three kinds of signs.

Regulatory Signs

The eight-sided, or octagonal, sign is the stop sign. The **octagonal shape** is used only for stop signs. The stop sign is posted anywhere from five to 45 feet from the sign. The driver is required to make a full stop. The driver is required to stop at the appropriately marked stop line when at an intersection. If there is no stop line, the driver must stop before entering the intersection.

The yield sign is **triangular in shape** with the point at the bottom. When the driver approaches the yield sign, he is required to slow down and yield to on-coming traffic. If there is on-coming traffic, the driver must stop and wait until it is safe to move into the lane.

Rectangular and square signs show speed limits and other regulations. Signs with messages such as KEEP RIGHT TO PASS and ONE WAY are rectangular.

Warning Signs

The **pennant-shaped** NO PASSING sign points to the beginning of a no-passing zone. A no-passing zone also has a solid yellow line in the driver's lane.

Diamond-shaped signs are also cautionary. Cautionary diamond-shaped signs warn of a traffic light or pedestrian crosswalk ahead. They are usually black on yellow. When they are black on orange, they warn of conditions such as construction or maintenance areas.

Cont. next page

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Chapter 5—con't

A yellow **circular** sign with a black cross and the letters RR on it warns of a railroad crossing. When a driver sees the railroad crossing sign, he should slow down and make sure the crossing is clear before proceeding across. If a flagman, signal, or gate indicates an approaching train, the driver must stop and remain stopped until it is safe to proceed.

Guide/Informational Signs

Guide/informational signs come in different shapes and give directions, routes, distances and indicate services.

The Markings of Interstates and Highways

- Odd-numbered highways usually run north and south.
- Even-numbered highways usually run east and west.
- U.S. highways signs have the shape of a shield.
- Interstate highway signs are red, white, and blue.
- Signs indicating a nearby hospital, Highway Patrol station, or telephone are blue and white.

Answer each question below on another sheet of paper. Be prepared to explain why you answered as you did.

How would carefully having read this section of the driver's manual helped you in the following situations?

1. You drive up to a stop sign at an unfamiliar intersection but aren't sure where to come to a full stop. How can you determine where to stop?
2. You are driving on a road you haven't been on before. Storms have left the roads muddy and many signs have mud splashed up on them. You approach one sign that the only thing you can tell is that it is diamond shaped and yellow. How do you know how to proceed?
3. You are traveling south to Florida on a highway. You're not sure you made the correct turn a few miles back. You pass a sign that shows you're on Highway 52. What do you know to do?

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Read the following excerpt from a lease agreement to yourself. Discuss the information with your tutor. Then answer the questions on page 38.

BASIC RENTAL AGREEMENT

This Rental Agreement or Residential Lease shall evidence the complete terms and conditions under which the parties whose signatures appear below have agreed. Landlord/Lessor/Agent, _____, shall be referred to as "OWNER" and Tenant(s)/Lessee, _____, shall be referred to as "RESIDENT." As consideration for this agreement, OWNER agrees to rent to RESIDENT and RESIDENT agrees to rent from OWNER for use as a private residence, the premises located at _____in the city of _____.

1. **TERMS:** RESIDENT agrees to pay in advance $_____ per month on the ____ day of each month. This agreement shall commence on _____ and continue until _____. Thereafter it shall become a month -to-month tenancy. If RESIDENT should move from the premises prior to the expiration of this time period, he shall be liable for all rent due until such time that the Residence is occupied by an OWNER approved paying RESIDENT and/or expiration of said time period, whichever is shorter.

2. **PAYMENTS:** All payments are to be made by check or money order and cash shall be acceptable. OWNER acknowledges receipt of the First Month's rent of $_____, and a Security Deposit of $_____, and additional charges/fees for _____, for a total payment of $_____. All payments are to be made payable to _____.

Cont. next page

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3. **SECURITY DEPOSITS:** The above deposits shall secure compliance with the terms and of this agreement and shall be refunded to RESIDENT within _____ days after the premises have been vacated less any amount necessary to pay OWNER; a) any unpaid rent, b) cleaning costs, c) key replacement costs, d) cost for repair of damages above ordinary wear and tear, and e) any other amount legally allowable under the terms of this agreement. A written accounting of said charges shall be presented to RESIDENT within _____ days of move-out. If deposits no not cover such costs and damages, the RESIDENT shall immediately pay said additional costs for damages to OWNER.

4. **PETS:** No animal, fowl, fish, reptile, and/or pet of any kind shall be kept on or about the premises, for any amount of time, without obtaining the prior written consent of the OWNER. Such consent if granted, shall be revocable at OWNER'S option upon giving a 30 day written notice.

5. **LIQUID FILLED FURNISHINGS:** No liquid filled furniture, receptacle containing more than ten gallons of liquid is permitted without prior written consent and meeting of the OWNER.

6. **NOISE:** RESIDENT agrees not to cause or allow any noise or activity on the premises which might disturb the peace and quiet of another RESIDENT and/or neighbor. Said noise and/or activity shall be a breach of this agreement.

7. **CONDITION OF PREMISES:** RESIDENT acknowledges that he has examined the premises and that said premises, all furnishings, fixtures, furniture, plumbing, heating, electrical facilities, are all clean, and in good satisfactory condition except as may be indicated elsewhere in this Agreement. It is agreed that all dirt, holes, tears, burns, and stains of any size or amount in the carpets, drapes, walls, fixtures, and/or any other part of the premises, do not constitute reasonable wear and tear.

Cont. next page

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8. **ALTERATIONS:** RESIDENT shall not paint, wallpaper, alter or redecorate, change or install locks, install antenna or other equipment, screws, fastening devices, large nails, or adhesive materials, place signs, displays, or other exhibits, on or in any portion of the premises without the written consent of the OWNER except as may be provided by law.

9. **RECEIPT OF AGREEMENT:** The undersigned RESIDENTS have read and understand this Agreement and hereby acknowledge receipt of a copy of this Rental Agreement.
RESIDENT'S Signature_____
Date_____
RESIDENT'S Signature _____
Date_____
OWNER'S or Agent's Signature _____
Date_____

Answer each question below on another sheet of paper. Be prepared to explain why you answered as you did.

Having carefully read this legal form, you are ready to be a good tenant. What would you do in the following situations? What might have happened if you hadn't read the lease carefully and ignored these situations?

1. Your sweetheart gives you a cat for Christmas.
2. Your neighbor's dog barks all night causing you to lose sleep and be less effective at work.
3. You've got a waterbed that you can't live without.
4. You want to wallpaper one wall in the bathroom.
5. Your lease is up. You put a deposit of $600 down on the apartment. You accidentally put a hole in the wall that is going to cost $650 to repair. According to the signed lease, would you pay the difference or expect the management to cover the entire cost?

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