

Helping Out



MY GOALS



UNIT 1

- Listen to the story
Watch Out, Paws!
- Listen for sequence



UNIT 2

- Listen to the conversation
A Special Day in Thailand
- Listen and make an outline



SPEAK

- Give instructions

A

Look at the picture.

1. Where are the children? What are they doing?
2. Who does this chore in your house?




FUN FACT

Listen



Clean Up!

B Listen to the Fun Fact. Then answer the questions.  2

1. How much of their lives do people spend doing chores?
2. How many people enjoy doing chores?
3. What chores do you enjoy doing?



Think, Pair, Share

How much time do you spend doing chores each day?

Get Ready to Listen



Let's learn the key words.

A Read and listen to the sentences. Look up the words you don't know in your dictionary. 3

1. I **clean my shoes** every morning to get the mud off.
2. My brother **cleans the patio** so we can sit outside.
3. Let's **do the laundry**. The clothes are dirty.
4. We need to **feed the cat**. It looks hungry.
5. I **hang out the clothes** in the backyard to dry.
6. My dad **loads the dishwasher** after dinner.
7. We **take out the trash** to keep the smell outside.
8. After breakfast my mom **vacuums the floor**.



B Listen and number. 4



C Listen and complete the sentences. 5

My grandparents are coming to stay this weekend, so we need to clean the house. I'm going to (1) clean the patio because it's very muddy. My sister is going to (2) _____ and (3) _____. Finally, I'll (4) _____. Mom and Dad will be very happy.

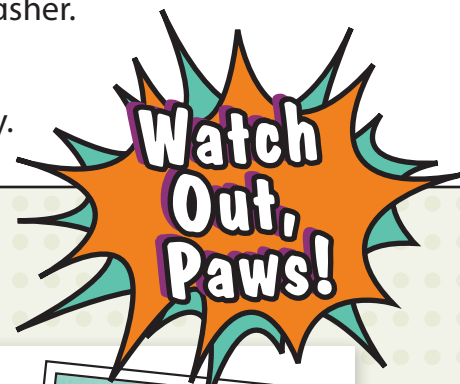
Listen

LISTENING GOAL: Listen for Sequence

The sequence is the order that things happen. Listen for words like *to begin with*, *suddenly*, *later*, and *in the end* to understand the sequence.

A Listen. What happens first? Choose the correct answer.  6

- a. Kim clears the table. b. Kim loads the dishwasher.
- a. Kim took out the trash. b. Kim fed the cat.
- a. Kim vacuums the floor. b. Kim does the laundry.



B Listen to the story *Watch Out, Paws!* What happens?

Take notes.  7

Notes



Now put the sentences in order.

- Mr. Brown turns Spark on. 1
- Spark puts Paws in the dishwasher.
- Spark starts working.

How do the **sequence** words help you understand the story?



WHAT CAN YOU DO? Color the stars.

I can listen for sequence in the story. ★★☆☆

I can understand all the key words. ★★☆☆

KEY

- ★ I need help.
- ★★ I can do this a little.
- ★★★ I can do this well.

Understand




Remember!
The **sequence** is the order that things happen.

A Think about **Watch Out, Paws!** Answer the questions and discuss with the class.

1. What are the main events of the story?
2. What is the sequence of the main events?
3. What words does the author use to show the sequence?

B Listen to **Watch Out, Paws!** again. Choose the correct answer.  8

- | | |
|---|--|
| 1. What will Spark hang out?
<input type="checkbox"/> a. the sheets
<input checked="" type="checkbox"/> b. the clothes
<input type="checkbox"/> c. the cat
<input type="checkbox"/> d. the coats | 2. What does Paul want Spark to do?
<input type="checkbox"/> a. clean his shoes
<input type="checkbox"/> b. feed the cat
<input type="checkbox"/> c. load the dishwasher
<input type="checkbox"/> d. clean the patio |
| 3. What happens when Mr. Brown starts Spark?
<input type="checkbox"/> a. Spark says "Hello."
<input type="checkbox"/> b. Spark runs away.
<input type="checkbox"/> c. Spark's lights turn on.
<input type="checkbox"/> d. Spark turns around. | 4. What does Spark put in the dishwasher?
<input type="checkbox"/> a. the cat
<input type="checkbox"/> b. the clothes
<input type="checkbox"/> c. shoes
<input type="checkbox"/> d. the plates |

C Read the sentences. Then listen to **Watch Out, Paws!** again. Choose the correct answer.  9

1. Rose wants Spark to **clean the patio** / **clean her shoes** / **clean the kitchen**.
2. The parents want Spark to **feed the cat** / **feed the dog** / **feed the children**.
3. Spark **is quiet** / **speaks** / **makes a noise**.
4. Spark picks up the **cat** / **plates** / **clothes**.

D Ask and answer the questions with a partner.

1. What do you do to help out around the house?
2. If you had a robot to help you, what would you ask it to do?
3. Why is it important for everyone to help keep the house clean?



E Listen and complete the sentences.  10

~~load the dishwasher~~ vacuum the floor take out the trash
clean the patio clean your shoes hang out the clothes
do the laundry feed the cat

1. Sue loads the dishwasher every evening after dinner.
2. I need to _____ because it rained heavily.
3. I think I'll _____ after lunch.
4. When will you _____ for school?
5. I'll _____ this evening. There are so many bottles.
6. I'm in a hurry. Please _____ before you go to school.
7. Mom _____ every Saturday morning.
8. It's sunny and warm. Let's _____

F Listen to Mark talk about his chores. Complete the list.  11

This Weekend

Finished chores:

_____ Cleared the table _____

Chores to do:



WHAT CAN YOU DO? Color the stars.

I can listen for sequence in a story to know the order that things happen. ★★☆☆

KEY

- ★ I need help.
- ★★ I can do this a little.
- ★★★ I can do this well.



Listening Check

Remember!

Listen for the **sequence**. In what order do things happen? Listen and make an **outline**. What are the main ideas and details?



- A** Listen to the story **A Visit in the Night**. What is it about? Make an outline and choose the correct answer. 21

Outline



- a. A fox ate Mr. Miller's seeds and plants.
 b. Mr. Miller's flowers and plants didn't grow because it was raining too much.

- B** Listen to **A Visit in the Night** again. Order the pictures. 22



- C** Think about **A Visit in the Night**. Then choose the correct answer.

- You want to know what happens after Mr. Miller sees the fox. What should you do?
 a. listen for sequence b. listen and make an outline
- You want to know the main ideas and details of the story. What should you do?
 a. listen for sequence b. listen and make an outline

- D** Answer the questions and discuss your answers with the class.

- What happens at the beginning of the story? What happens next? What happens at the end?
- What heading and bullets did you use in your outline? Why?

E Listen to **A Visit in the Night** again. Choose the correct answer.  23

- When did Mr. Miller plant the seeds?
 a. in the summer
 b. in the winter
 c. in the fall
 d. in the spring
- What did Mr. Miller do after he took out the trash?
 a. watered the seeds and plants
 b. fed the cat
 c. cleaned the patio
 d. planted some seeds
- What did Mr. Miller find on his patio one morning?
 a. newspapers
 b. a cat
 c. old food and plastic
 d. a package of seeds
- What was Mr. Miller's good idea?
 a. to feed the fox
 b. to take out the trash in the morning
 c. to put the flowers in the kitchen
 d. to call the police

F Discuss with a partner.

- Have you ever had a mystery to solve? What happened?
- Was it a good idea for Mr. Miller to feed the fox? Why or why not?
- How would you stop an animal or bird from eating your garden?

G Listen and read. Complete the sentences.  24

My children are very (1) helpful at home. They (2) _____ after meals and (3) _____. Then they (4) _____ and put them in the cupboard. They love to garden and help their dad (5) _____ and flowers. They know it's important to (6) _____, too. They don't like (7) _____ or (8) _____, so those are my chores!



WHAT CAN YOU DO? Color the stars.

I can listen for sequence.



I can listen and make an outline.



KEY



I need help.

I can do this a little.

I can do this well.



Get Ready to Speak

SPEAKING GOAL: Give Instructions

Instructions tell a person how to do or make something. It's important to include steps with detailed information when giving instructions to someone.

A Read and listen to the instructions. Underline the sequence words.  25



Speaking Tip

To introduce steps in your instructions, use simple sequence words and phrases like *first*, *after that*, and *finally*.



Growing Sunflowers

Peter: Hi, Mary. Those sunflowers are so tall. They look amazing. How do you grow them? I want to learn.

Mary: First, you plant the sunflower seeds in a small pot. Next, you put the pot in a sunny place.

Peter: OK. After that, do you need to water them every day?

Mary: Yes, that's right. Then, after a few weeks, you plant them in the garden.

Peter: Oh. I don't have a garden.

Mary: No problem. You could also put them in a big pot.

Peter: OK, great. Is that all?

Mary: Finally, you have to take care of them and remember to water them.

Peter: Sounds easy! But first I have to remember to plant the sunflower seeds and not eat them!


B Discuss the questions with a partner.

1. What do Mary's instructions teach?
2. What is the first step of her instructions?
3. What is the last step of her instructions?
4. What does Peter need to remember?



NATURAL SPEECH: Sentence Stress

You stress important words when you speak. This means you say them a little more loudly. Important words are nouns, verbs, adjectives, and adverbs.

You **plant** the **seeds** in a **small** pot.  26

Listen for stress in **A**. Then write three sentences about how to do something. Say them with stress to your partner.

Speak

C Think about something you know how to do very well. Complete the chart with your instructions.

How to _____	
Things you need _____ _____ _____	Steps _____ _____ _____

D Write your instructions. Use your words from **C**. Choose new words, too.

1. What do you want to teach someone how to do?

2. What do you need?

3. What is the first step in your instructions?

4. What are the next steps?



Work with a partner. Tell each other how to do something. Use your instructions.



WHAT CAN YOU DO? Color the stars.

I can give instructions. ★★☆☆

I can use sequence words to show the steps. ★★☆☆

KEY

- ★ I need help.
- ★★ I can do this a little.
- ★★★ I can do this well.