



With CD-Rom

MP3 + Student Digital Materials

# Integrate

## READING & WRITING

**BASIC**

1

Lucas Foster



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TOPIC AREA	UNIT/PAGE	DETAILS
SOCIAL STUDIES	 <b>UNIT 01</b> Nonfiction Page 8	<b>Title / Word Count</b> <b>Farm to Store</b> Lesson A [128W] Lesson B [105W]
		<b>Topic</b> Orange juice is made through a process that includes workers in many different places.
		<b>Academic Objective</b> Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions.
		<b>Reading Format</b> Traditional passage
		<b>Structure</b> Prepositions of Place: into, on
		<b>Vocabulary</b> farmer, factory, machine, container, shelf, important <b>Bonus:</b> worker, driver
		<b>Reading Skill</b> Sequencing <b>Writing Skill</b> Synthesizing
		<b>Integrate IT</b> QR Code Video
	 <b>UNIT 02</b> Fiction Page 20	<b>Title / Word Count</b> <b>City Jobs</b> Lesson A [100W] Lesson B [105W]
		<b>Topic</b> Vehicles turn into robots and help do the jobs of public servants.
		<b>Academic Objective</b> Understand the role of workers and public servants in society.
		<b>Reading Format</b> Comic strip
		<b>Structure</b> Present Simple and Conjugations: work, works
		<b>Vocabulary</b> city, job, police officer, firefighter, doctor, street cleaner <b>Bonus:</b> injured, safe
		<b>Reading Skill</b> Classifying <b>Writing Skill</b> Literary Elements
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SCIENCE	 <b>UNIT 03</b> Nonfiction Page 32	<b>Title / Word Count</b> <b>Giraffes</b> Lesson A [114W] Lesson B [107W]
		<b>Topic</b> Animals like giraffes look unique and special. The way they look is related to the way they live.
		<b>Academic Objective</b> Examine the relationship between an animal's appearance and behavior.
		<b>Reading Format</b> Magazine article
		<b>Structure</b> Modal Verbs of Obligation & Necessity: need to
		<b>Vocabulary</b> herbivore, carnivore, attack, neck, tongue, special <b>Bonus:</b> omnivore, difficult
		<b>Reading Skill</b> Categorizing <b>Writing Skill</b> Cause and Effect
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	 <b>UNIT 04</b> Fiction Page 44	<b>Title / Word Count</b> <b>Safari Tours</b> Lesson A [113W] Lesson B [108W]
		<b>Topic</b> A boy goes on a safari tour and learns how to classify animals through a fun activity.
		<b>Academic Objective</b> Understand that animals can be classified by observing the way they live.
		<b>Reading Format</b> Postcard
		<b>Structure</b> Future Tense: will
		<b>Vocabulary</b> badge, become, national, range, describe, reward <b>Bonus:</b> find, around
		<b>Reading Skill</b> Sequencing <b>Writing Skill</b> Synthesizing
		<b>Integrate IT</b> AR Images



TOPIC AREA	UNIT/PAGE	DETAILS		
MATH	 (UNIT 05) Nonfiction Page 56	Title / Word Count	Pitching Power Lesson A [108W] Lesson B [106W]	
		Topic	Professional athletes like baseball pitchers use angles to create speed and power.	
		Academic Objective	Examine the measurement of angles.	
		Reading Format	Magazine article	
		Structure	Irregular Past Tense Verbs: threw, made	
		Vocabulary	angle, twist, throw, wide, speed, spring <b>Bonus:</b> power, history	
		Reading Skill	Sequencing	Writing Skill Cause and Effect
		Integrate IT	QR Code Video	
	 (UNIT 06) Fiction Page 68	Title / Word Count	The Home Run Lesson A [114W] Lesson B [107W]	
		Topic	A girl sends a text to her friend about a baseball game.	
		Academic Objective	Compare measurements of length and speed, and express them in meters and km/h.	
		Reading Format	Text message	
		Structure	Irregular Past Tense Verbs: flew, caught	
		Vocabulary	stadium, glove, player, amazing, crack, far <b>Bonus:</b> hit, catch	
		Reading Skill	Classifying	Writing Skill Sequencing
		Integrate IT	QR Code Video	
SPECIAL SUBJECT	 (UNIT 07) Nonfiction Page 80	Title / Word Count	A Special Dance Lesson A [118W] Lesson B [104W]	
		Topic	Dance can be used to express oneself to music. Break dancing is an internationally recognized dance phenomenon.	
		Academic Objective	Learn about how people dance and use diverse expressions that match music to express themselves.	
		Reading Format	Magazine article	
		Structure	Modals: Ability	
		Vocabulary	excited, international, creative, competition, communicate, popular <b>Bonus:</b> express, traditional	
		Reading Skill	Main Idea and Supporting Details	Writing Skill Using Examples
		Integrate IT	QR Code Video	
	 (UNIT 08) Fiction Page 92	Title / Word Count	Talent Show Lesson A [112W] Lesson B [101W]	
		Topic	A team comes up with a clever way for one member with a disability to participate in a dance competition.	
		Academic Objective	Understand that everyone has different talents that can be expressed at school events.	
		Reading Format	Story	
		Structure	Future Tense: will	
		Vocabulary	talent, member, wheelchair, spin, practice, only <b>Bonus:</b> copy, compete	
		Reading Skill	Sequencing	Writing Skill Story Mapping
		Integrate IT	QR Code Video	

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Job Report	Do a survey, write a summary, and give a presentation about the jobs you and your classmates are interested in.	104
Science	Units 3-4 Review	Animal Postcard	Analyze information, write a postcard, and give a presentation about the wild animal you are most interested in.	108
Math	Units 5-6 Review	Text Message	Research information about an athlete, write a text about them, and give a presentation.	112
Special Subject	Units 7-8 Review	Dance Story	Read details about other cultures, write a story about traditional dance from another country, and give a presentation.	116



# HOW TO USE

## UNIT STRUCTURE

Units are divided into two lessons, A and B, so that students have more time to learn, practice, and demonstrate competency.

### UNIT INTRO PAGES

A clear overview summarizes what students will do throughout the unit.

Officially recognized academic standards and objectives give a clear purpose to each unit.



A big, captivating, impactful image helps stimulate the students' minds and get them thinking about the topic of the unit.

Preview questions help guide the students' focus.

### LESSON A INTRO

Students cognize the academic objective with warm-up questions.

Learn the meaning of new vocabulary.

Teacher's notes describe the purpose of each activity and are neatly tucked away at the bottom of each page.



Key grammatical structures from the reading passage highlight authentic, practical use.

The academic question in each unit helps students to approach the reading passage in a more purposeful way.

### LESSON A PASSAGE

Background knowledge is provided to help activate the students' schemas.

Reading passages are formatted in realistic ways to provide context and meaning.

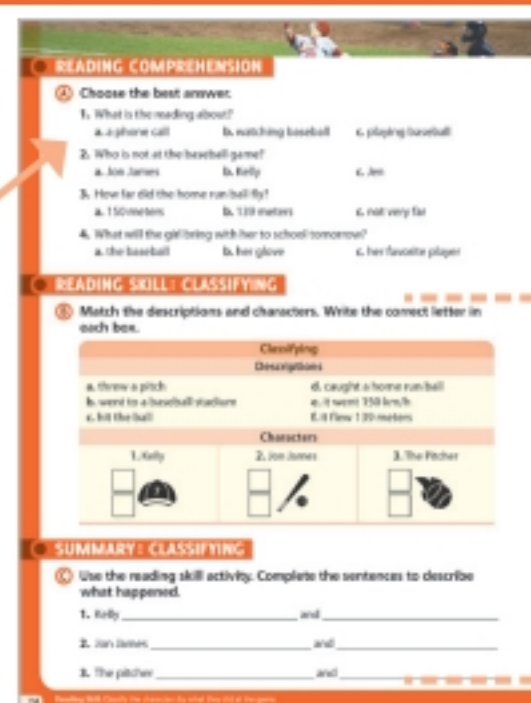


Infographics with captions provide visual support, additional information, and context.

The academic objective in context is reviewed immediately after the reading.

### LESSON A POST-READING

Comprehension questions ensure understanding.



Students use a graphic organizer to practice a reading skill and summarize information from the passage.







## PRACTICE BOOK

The practice book provides students ample opportunity to use vocabulary and grammar structures from the unit.

The vocabulary practice activities strengthen students' vocabulary acquisition, comprehension, and fluency.

**6A THE HOME RUN**

**VOCABULARY PRACTICE 1**

Write the correct words in the blanks. Then complete the crossword puzzle.

**WORD BOX**  
stadium glove player amazing crack far

**STRUCTURE PRACTICE 1**

Match and write.

- She caught . . . a loud crack.
- It flew . . . 139 meters.
- We heard . . . a home run ball.

**SUMMARY**

Use the words in the word box to complete the sentences.

**WORD BOX**  
glove stadium player amazing far crack

I'm having fun here at the . . . I caught a home run ball with my baseball . . . The batter was Jon James, my favorite . . . The pitcher threw the ball 130 km/h. There was a loud . . . when Jon James hit it, and the ball flew 139 meters right into my glove. That's very . . . I'll show you the ball I caught sometime in school.

**6B THE HOME RUN**

**VOCABULARY PRACTICE 2**

Circle the correct word to complete the sentence.

- The game will be at the glove stadium.
- The team has a lot of good players cracks.
- We can walk there because it's not that amazing far.
- Catch the ball with your glove crack, not with your other hand!
- I heard a loud crack player when the tree fell.
- The game was far amazing and a lot of fun.

**WRITING PLAN**

Look at your writing plan in the student book on page 77. Rewrite it here.

When	Who / What	Classifying & Sequencing	What happened
First,	the pitcher		threw the ball.
Second,			
Third,			
Fourth,			
Fifth,			
Sixth,			

**STRUCTURE PRACTICE 2**

Unscramble and write the sentences correctly.

- hit ball the the He
- The pitcher ball the threw
- it very far went
- She ball the caught
- my glove flew into it

**WRITING**

Use the writing plan to write about what Kelly did at the baseball game.

Kelly had fun at a baseball game with her family. She caught a home run ball with her baseball glove. How did it happen?

First, the pitcher

Kelly will show Zen that baseball is school tomorrow.

The grammar activities bolster the students' knowledge and ability to use the structure.

The writing plan links the student book with the practice book and the classroom with the home. Students practice the skills they have learned throughout the unit and use them to summarize the unit contents.

## READING ACTIVITIES

Use one of the following reading activities suggested on the Lesson B passage page to reread the passage, practice reading speed, and develop fluency in a fun way.

**THE HOME RUN 6B**

Fluency Reading  
Jotting Main Sequencing  
How about?

**Warm Up**

What can you hear and see at a baseball game?

**VOCABULARY REVIEW**

Fill in the blank with the correct word.

stadium glove player amazing crack far

- Did you hear the . . . ? It was so loud.
- Let's go to the . . . to watch a game.
- Let's go by car because it's very . . .
- Catch the ball in your . . .
- He is the best baseball . . . these days.
- Wow! The video is . . .

**1 Sustained silent reading:** The teacher tells the students when to begin reading. Students read silently and individually until they have finished the passage.

**2 Popcorn reading:** The teacher or a student starts by reading between one and three sentences and then says "Popcorn to..." and calls a student's name. That student then reads between one and three sentences and then says "Popcorn to..." and calls another student's name. The process continues until each student has had a chance to read.

**3 Choral reading:** The teacher starts the activity at the same time with all the students. Students read aloud and in unison.



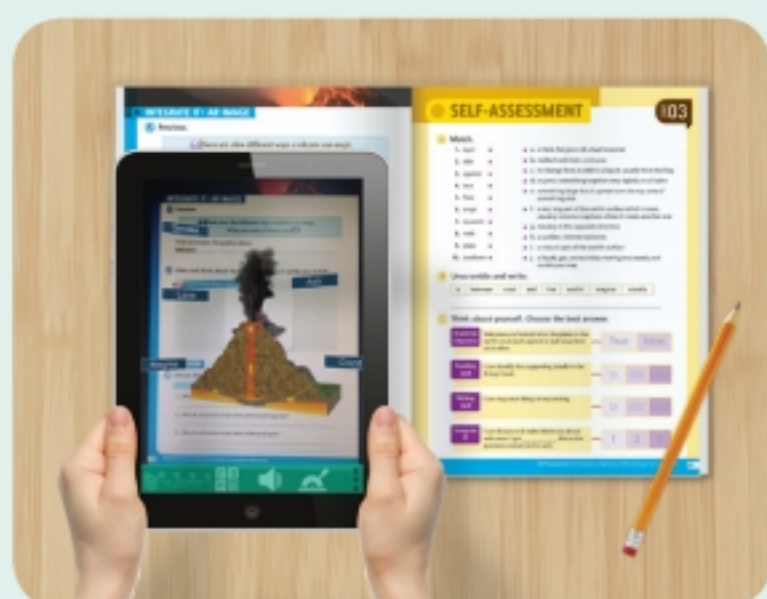
## APP

In addition to our free Classbooster app, *Integrate Reading & Writing* offers an additional free mobile app that is intended for use with the IT page in the student book.

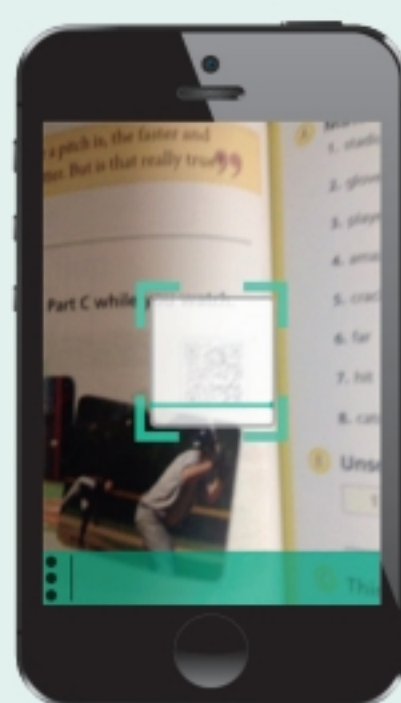
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



View the multimedia contents on the IT pages of each unit on a mobile device by downloading our free app. Search for “Integrate Viewer” in the Apple App Store or the Google Play Store.



For units with AR images, simply open the app, select the AR viewer, and point your mobile device’s camera at the target image.



For units with QR codes, simply open the app, select the QR code scanner, and point your mobile device’s camera at the target QR code.





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**Social Studies**  
Nonfiction

# FARM TO STORE

## ACADEMIC OBJECTIVE

- Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions.

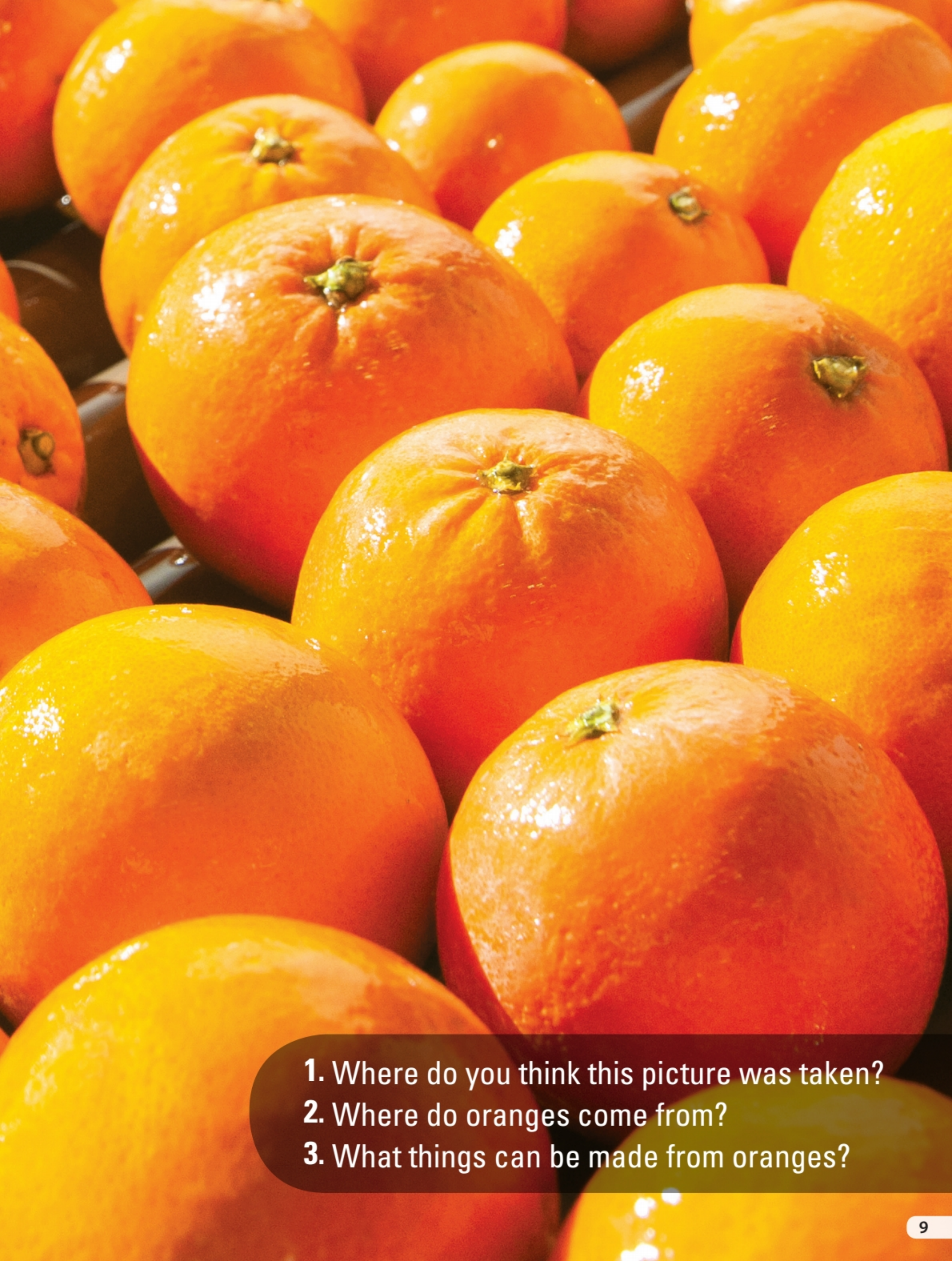
## LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Sequencing

## LESSON B

- Fluency Reading
- Writing Skill: Synthesizing
- Integrate IT: QR Code Video





1. Where do you think this picture was taken?
2. Where do oranges come from?
3. What things can be made from oranges?



# FARM TO STORE

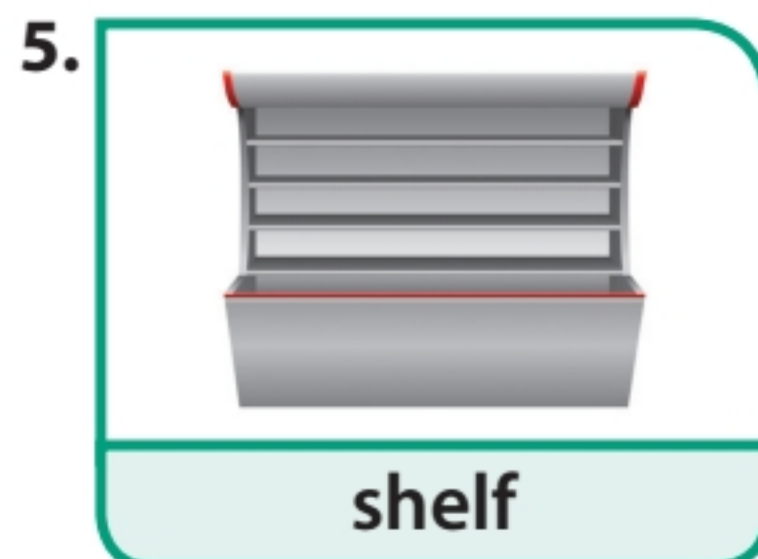
- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Sequencing

## Warm Up

Where does the food we buy come from?  
How does it get to the store?

## NEW WORDS

A Listen, repeat, then write. 







## STRUCTURE: PREPOSITIONS OF PLACE

### B Read.

- Machines put the juice into containers.
- A woman puts the juice on a shelf.

### C Match and write.

- A machine • are put on • a truck.
- Store workers • put the • juice on shelves.
- The oranges • puts the juice • into containers.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_