



With CD-Rom

MP3 + Student Digital Materials



Integrate

READING & WRITING



BASIC

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Lucas Foster

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TOPIC AREA	UNIT/PAGE	DETAILS
SOCIAL STUDIES	 UNIT 01 Nonfiction Page 8	Title / Word Count New Cities Lesson A [125W] Lesson B [116W]
		Topic New eco-cities are environmentally friendly. Learn about how eco-cities are good for the environment.
		Academic Objective Understand that humans and the environment are related and affect each other.
		Reading Format Internet blog
		Structure Be verb: is, are
		Vocabulary environment, pollution, natural, reduce, recycle, limited Bonus: destroy, produce
		Reading Skill Main Idea and Supporting Details Writing Skill Contrasting
		Integrate IT QR Code Video
	 UNIT 02 Fiction Page 20	Title / Word Count My House Lesson A [135W] Lesson B [124W]
		Topic A girl who lives in the desert writes a letter to her friend describing her house, which is made entirely of recycled bottles, sand, and clay.
		Academic Objective Understand the differences between life in cities and in rural areas.
		Reading Format Letter
		Structure Comparative adjectives: stronger, colder, better
		Vocabulary bottle, sand, tight, cover, repeat, row Bonus: clay, mud
		Reading Skill Sequencing Writing Skill Main Idea and Supporting Details
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SCIENCE	 UNIT 03 Nonfiction Page 32	Title / Word Count Ecosystems Lesson A [125W] Lesson B [120W]
		Topic Producers, consumers, and decomposers are all essential parts of an ecosystem. They all need energy, and they all give one another energy.
		Academic Objective Understand the structure and function of an ecosystem.
		Reading Format Magazine article
		Structure Modals: Obligation & Necessity: need to
		Vocabulary ecosystem, producers, consumers, decomposers, waste, soil Bonus: energy, category
		Reading Skill Categorizing Writing Skill Sequencing
		Integrate IT QR Code Video
	 UNIT 04 Fiction Page 44	Title / Word Count Hard Workers Lesson A [125W] Lesson B [118W]
		Topic Kids on a hiking trip observe termites doing their part in an ecosystem.
		Academic Objective Identify animals by observing their characteristics.
		Reading Format Comic strip
		Structure Demonstrative pronouns: this, that, these, those
		Vocabulary termites, nutrients, hike, busy, glad, grow Bonus: clean, hard
		Reading Skill Main Idea and Supporting Details Writing Skill Categorizing
		Integrate IT QR Code Video

TOPIC AREA	UNIT/PAGE	DETAILS		
MATH	<div>UNIT 05 Nonfiction</div>  <div>Page 56</div>	Title / Word Count	F1 Speed Lesson A [132W] Lesson B [128W]	
		Topic	Light weight and aerodynamics help F1 cars and other vehicles go fast.	
		Academic Objective	Understand units of weight in kilograms and express them using real-life examples.	
		Reading Format	Magazine article	
		Structure	Comparatives: faster, lighter	
		Vocabulary	light, weigh, aerodynamic, spend, turn left/right, crash Bonus: reason, normal	
		Reading Skill	Compare and Contrast	Writing Skill Introduction and Conclusion
		Integrate IT	AR Images	
SPECIAL SUBJECT	<div>UNIT 06 Fiction</div>  <div>Page 68</div>	Title / Word Count	The Car Race Lesson A [129W] Lesson B [117W]	
		Topic	A boy sends an e-mail to a friend to describe an auto race and describes the different parts of a race car.	
		Academic Objective	Express and compare units of speed in kilometers per hour.	
		Reading Format	E-mail	
		Structure	Adjectives: soft, big	
		Vocabulary	tires, brakes, engine, parts, body, driver Bonus: excited, weekend	
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SPECIAL SUBJECT	<div>UNIT 07 Nonfiction</div>  <div>Page 80</div>	Title / Word Count	Multicultural Countries Lesson A [127W] Lesson B [111W]	
		Topic	Multicultural countries have many different kinds of people, unlike countries that have only one culture, language, and people.	
		Academic Objective	Understand that a multicultural country has different people, cultures, and traditions.	
		Reading Format	Traditional passage	
		Structure	Frequency adverbs: sometimes, often, occasionally	
		Vocabulary	country, culture, tradition, mix, move, accept Bonus: make, happen	
		Reading Skill	Compare and Contrast	Writing Skill Synthesizing
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SPECIAL SUBJECT	<div>UNIT 08 Fiction</div>  <div>Page 92</div>	Title / Word Count	The Birthday Party Lesson A [127W] Lesson B [113W]	
		Topic	A boy goes to a birthday party at his neighbor's house and enjoys experiencing their cultural traditions.	
		Academic Objective	Learn to accept and appreciate other cultures.	
		Reading Format	Journal entry	
		Structure	Irregular past tense verbs: ate, hit, broke, went	
		Vocabulary	turn, delicious, chance, keep, break, band Bonus: stick, fall	
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SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	City Plan	Map out the food, energy, and water sources of an eco-friendly city, write a plan, and give a presentation about your plan for an eco-friendly city.	104
Science	Units 3-4 Review	Ecosystem Report	Choose a plant or animal, write a report about the ecosystem it lives in and what its role is, and give a presentation about it.	108
Math	Units 5-6 Review	E-mail	Use the information from either unit 5 or unit 6, write an email about race cars, and give a presentation about it.	112
Special Subject	Units 7-8 Review	Birthday Journal	Read details about birthday celebrations in some cultures, write a story about the traditions of your own culture, and give a presentation about your most recent birthday.	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.



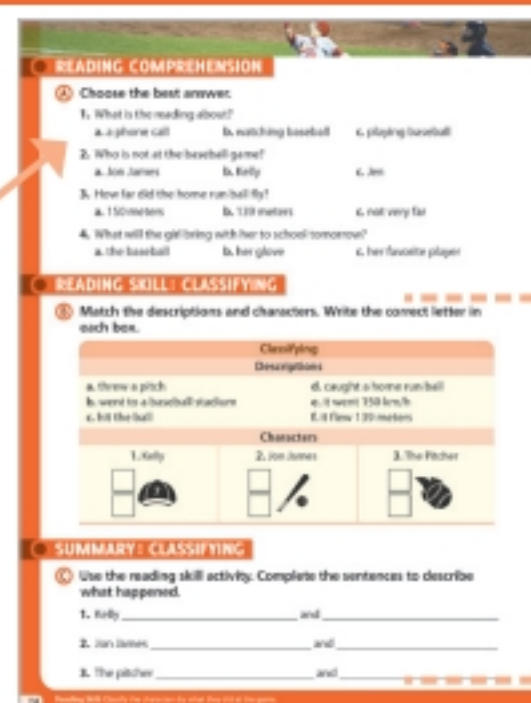
Infographics with captions provide visual support, additional information, and context.

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.



LESSON B INTRO

Warm-up questions help students recall information from Lesson A to activate prior knowledge.

THE HOME RUN 6B

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 smacking 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 _____.

The vocabulary review requires students to demonstrate their knowledge of the meaning and use of each word.

LESSON B PASSAGE

Activities get students to recall the background of the reading and specify information about the passage format. Students also learn two bonus words from context.

Fluency Reading
Read, write, read again, and learn two bonus words.

Word Bank
hit glove caught stadium smacking far player crack

The Home Run

Hi, Kelly. What are you up to?

Hi, Ben. I'm with my family at a baseball game.

Is it fun?

Yes, it's really fun here at the stadium. Starts what?

The pitcher threw the ball. The ball flew 130 meters. The ball flew 130 meters. That is 130 meters. That is 130 meters.

How straight into my glove? Did you see the picture I sent you? Oh, I have to go now. See you tomorrow in school. Oh show you the ball I got.

See you tomorrow.

Do choral reading.

What kind of reading is this?

A story. It's a story.

Lesson B passages develop reading speed and fluency through a variety of activities, and progress is tracked in the back of the book.

LESSON B SKILL TRANSFERENCE

A graphic organizer gives students practice with a writing skill.

Writing Skill: Sequencing
Number the sentences in the correct order.

Sequencing

- Kelly caught the ball in her glove.
- The pitcher threw the ball.
- The ball flew 130 meters.
- Ben James hit the ball.
- The ball went 100 km/h.
- Kelly heard a loud crack.

Writing Plan
Complete the writing plan. Use the reading and writing skills of this unit.

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

Writing Skill Expansion
Look at page 27 in the practice book. Complete the writing plan in part C.

The reading and writing skills practiced in each unit are transferred to develop a writing plan. This bridges the classroom and home by linking the student and practice books.

INTEGRATE IT

Engaging IT content teaches students modern literacy. Questions ask students to make inferences before viewing the IT content.

INTEGRATE IT: QR CODE VIDEO

Preview
Many people think that the faster a pitch is, the faster it will travel if it's hit by a batter. But is that really true?

Think and answer the question above.

View and think about the questions in Part C while you watch.

Discussion
Discuss the questions with a partner. Write the answers.

Think while you watch.

- How many things make a baseball go far when it is hit?
- Where does most of the power come from when a ball is hit far?
- What kinds of pitches have lots of spin?

After viewing the IT content, students discuss the questions with a partner and write their answers on the page.

SELF-ASSESSMENT

A self-assessment checklist helps students and teachers to track learning.

SELF-ASSESSMENT 06

Match.

1. stadium	a. a covering for the hand that has separate parts for each finger
2. glove	b. a person who plays a sport or game
3. player	c. a long distance in space or time
4. smacking	d. a very large building with a big open area in the middle that has many rows of seats around it
5. crack	e. to touch something in a strong way after meeting at a high speed
6. far	f. a sudden loud sound
7. hit	g. to stop and hold something that is moving through the air, usually with your hand
8. catch	

Unscramble and write.

130 m / ball / The / meters / flew

Think about yourself. Choose the best answer.

Students
I can measure distance and direction per hour measure speed.

Reading
I can clearly things I read about.

Writing
I can sequence things in my writing.

Imagine
I can discuss and make inferences about distance and speed. I got discussion questions correct in this unit.

1 2

REVIEW UNITS

The review units utilize project-based learning and allow students to produce tangible outcomes and demonstrate linguistic competency and development.

UNIT 5-6 REVIEW

Research famous baseball players. Complete the chart together in a class.

Player	Pitcher	Batter
Name		
Team		
Years		
How many home runs		
How many strikeouts		
How many hits		
How many errors		
How many stolen bases		
How many caught stealing		
How many walks		
How many strikeouts		
How many home runs		
How many errors		
How many stolen bases		
How many caught stealing		
How many walks		
How many strikeouts		

Summary
Choose one player from the chart and complete the sentences.

- What I'm watching my favorite player.
- Team name/number He/She plays for the _____ and wears number _____.
- What I can hear _____ in one game. It went _____.
- When I can it _____.
- Where I can it _____.
- How He/She reacted to her upper body at a _____ degree angle.

Text Message
Use the information from the summary to write a text message. Give a presentation.

Hi, I'm at a baseball game. I'm watching my favorite player.

The detachable project templates can be customized and used to create a portfolio.

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.

1. She caught . a. a loud crack
2. It flew . b. 139 meters
3. We heard . c. 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 1. I caught a home run ball with my baseball 2. The batter was Jon James, my favorite 3. The pitcher threw the ball 150 km/h. It was 4. when Jon James hit it, and the ball flew 139 meters right into my glove. That's very 5. I'll show you the ball I caught tomorrow in school.

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.

6B THE HOME RUN

VOCABULARY PRACTICE 2

Circle the correct word to complete the sentence.

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

STRUCTURE PRACTICE 2

Unscramble and write the sentences correctly.

1. hit ball the He
2. The pitcher ball the threw
3. It very far went
4. She ball the caught
5. my glove flew into it

1. _____
2. _____
3. _____
4. _____
5. _____

WRITING PLAN

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

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

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 in school tomorrow.

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.

FLUENCY READING

Listen, write, read again, and learn two bonus words.

WORD BOX

hit glove caught stadium
amazing far player crack

The Home Run

Hi, Kelly. What are you up to?

Hi, Jen. I'm with my family at a baseball game.

Is it fun?

Yes, it's really fun here at the 1. Guess what? I caught a home run ball with my baseball glove!

Wow!

The pitch went 150 km/h, then I heard a loud 2. My favorite is 3. Jon James, 5. It. The ball flew 139 meters.

139 meters is 6. That is 7. I

It flew straight into my 8. Did you see the picture I sent you? OK, I have to go now. See you tomorrow in school. I'll show you the ball I got.

See you tomorrow.

1. Do choral reading.
2. Read reading time.
3. What kind of reading is this?
a. fiction b. expository c. drama

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.

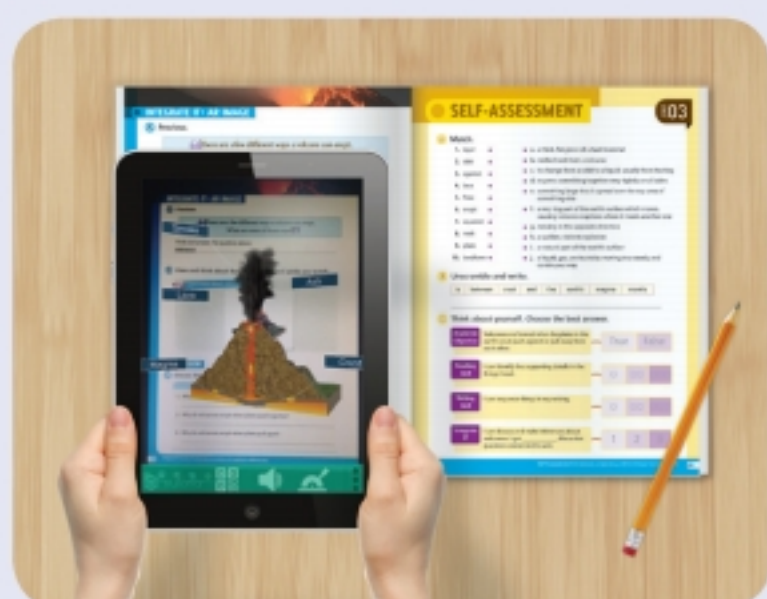
APP

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.

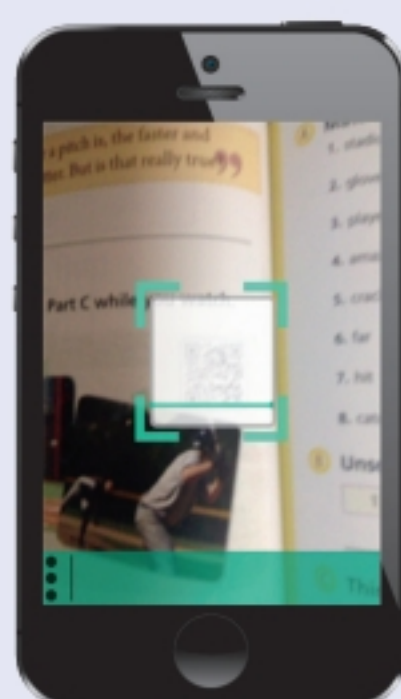
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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.



(Unit 01)

Social Studies
Nonfiction

NEW CITIES

ACADEMIC OBJECTIVE

- Understand that humans and the environment are related and affect each other.

LESSON A

- Reading Format: Internet blog
- Comprehension
- Reading Skill: Main Idea and Supporting Details

LESSON B

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



1. What do you see in this picture?
2. How do cities change nature?
3. How can we use nature to build cities?

NEW CITIES

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Main Idea and Supporting Details

Warm Up

Which things in this picture are natural?
Which things are human-made?
Is this city design good or bad for the environment?

NEW WORDS

A Listen, repeat, then write. 

1.



environment

2.



pollution

3.



natural

4.



reduce

5.



recycle

6.



limit



STRUCTURE: BE VERB

B Read.

1. There is a new way.
2. There are three major things.

C Number in order then write.

1. There (1) natural (4) is (2) a (3) way (5)
2. are () five () cities () major () There ()
3. spaces () are () green () There () few ()

1. _____.
2. _____.
3. _____.