



With CD-Rom

Student
Digital
Materials

Integrate

READING & WRITING



BASIC

3

Lucas Foster

Integrate

READING & WRITING



BASIC

3

Lucas Foster

TABLE OF CONTENTS

TOPIC AREA	UNIT/PAGE	DETAILS
SOCIAL STUDIES	 (UNIT 01) Nonfiction Page 8	Title / Word Count Litter Lesson A [145W] Lesson B [143W]
		Topic Learn about the reasons why littering is bad and hurts everyone.
		Academic Objective Citizens pay taxes to the government. The government decides how to use the taxes. Citizens' behavior and participation has an impact on the choices the government makes.
		Reading Format Website
		Structure Present tense conjugation: decide / decides, cost / costs
		Vocabulary government, society, tax, law, litter, expensive, surprise, improve Bonus: cost, decide
		Reading Skill Main Idea and Supporting Details Writing Skill Cause and Effect
		Integrate IT QR Code Video
SCIENCE	 (UNIT 02) Fiction Page 20	Title / Word Count Service Day Lesson A [145W] Lesson B [143W]
		Topic Kids have a day of service at school and work in the community.
		Academic Objective Citizens can help make their communities better places by doing volunteer work.
		Reading Format Journal
		Structure Past tense: did, didn't
		Vocabulary town, community, service, plant, wear, glove, earn, proud Bonus: outside, return
		Reading Literary Elements Writing Skill Sequencing
		Integrate IT QR Code Video
	 (UNIT 03) Nonfiction Page 32	Title / Word Count Volcanoes Lesson A [144W] Lesson B [143W]
		Topic Learn how volcanoes are formed, what they are made of, and how they erupt.
		Academic Objective Volcanoes are formed when the plates in the earth's crust push against or pull away from each other.
		Reading Format Magazine article
		Structure Prepositions of place: between, on
		Vocabulary layer, slab, against, lava, erupt, flow, squeeze, melt Bonus: plate, landform
		Reading Skill Identifying Details Writing Skill Sequencing
		Integrate IT AR Image
	 (UNIT 04) Fiction Page 44	Title / Word Count Mauna Loa Lesson A [140W] Lesson B [131W]
		Topic A girl writes an e-mail to her friend about a vacation in the Hawaiian Islands, visiting Mauna Loa, and how the islands were formed.
		Academic Objective Volcanic rocks are formed when lava cools. Volcanic rocks are called basalt rocks.
		Reading Format E-mail
		Structure Future tense: going to
		Vocabulary massive, countless, contain, several, eventually, bend, form, active Bonus: high, most
		Reading Skill Sequencing Writing Skill Using Synonyms
		Integrate IT QR Code Video

TOPIC AREA	UNIT/PAGE	DETAILS		
MATH		Title / Word Count	RC Paper Airplanes Lesson A [141W] Lesson B [134W]	
		Topic	Learn how to fold a paper airplane using triangles. See how a new invention can let you control an airplane with your smartphone.	
		Academic Objective	Understand right, acute, and obtuse triangles through various classifying activities.	
		Reading Format	Website	
		Structure	Imperatives: fold, bend, make	
		Vocabulary	invent, control, fold, half, open, corner, middle, edge Bonus: middle, half	
		Reading Skill	Scanning	Writing Skill Adding Details
		Integrate IT	QR Code Video	
		Title / Word Count	The Airplane Contest Lesson A [140W] Lesson B [132W]	
		Topic	Read a journal written about a paper airplane contest in a math class.	
		Academic Objective	Know and express the relationships between 1 cm, 1 mm, and 1 m.	
		Reading Format	Journal	
		Structure	Superlatives: farthest, shortest	
		Vocabulary	try, centimeter, millimeter, distance, meter, prize, show, follow Bonus: surprised, unhappy	
		Reading Skill	Identifying Details	Writing Skill Cause and Effect
		Integrate IT	QR Code Video	
SPECIAL		Title / Word Count	The World of Music Lesson A [141W] Lesson B [125W]	
		Topic	Learn about musical genres.	
		Academic Objective	Distinguish between types of music and learn about the feelings they create.	
		Reading Format	Traditional passage	
		Structure	Adjective & Adverb forms: loud / loudly, sad / sadly	
		Vocabulary	rock, musician, rap, classical, instrument, jazz, rhythm, lyrics Bonus: feeling, relaxed	
		Reading Skill	Classifying	Writing Skill Descriptive Writing
		Integrate IT	QR Code Video	
SUBJECT		Title / Word Count	Music Festival Lesson A [146W] Lesson B [133W]	
		Topic	Read posts on an online message board about an upcoming musical festival.	
		Academic Objective	Understand discussions about social events and how to express feelings.	
		Reading Format	Online forum	
		Structure	Gerund: playing, singing, drumming	
		Vocabulary	festival, fan, extra, ticket, performance, calm, dream Bonus: member, huge	
		Reading Skill	Using Synonyms	Writing Skill Staying on Topic
		Integrate IT	QR Code Video	

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Web Page	Read a webpage, fill out a form, and give a presentation about the community service you are interested in.	104
Science	Units 3-4 Review	Science Magazine Article	Analyze information, write a magazine article, and give a presentation about volcanoes.	108
Math	Units 5-6 Review	Journal Entry	Follow the instructions and information in the chart. Write a journal entry and give a presentation.	112
Special Subject	Units 7-8 Review	Online Message Board	Read about musical genres, write a post on a message board, 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.

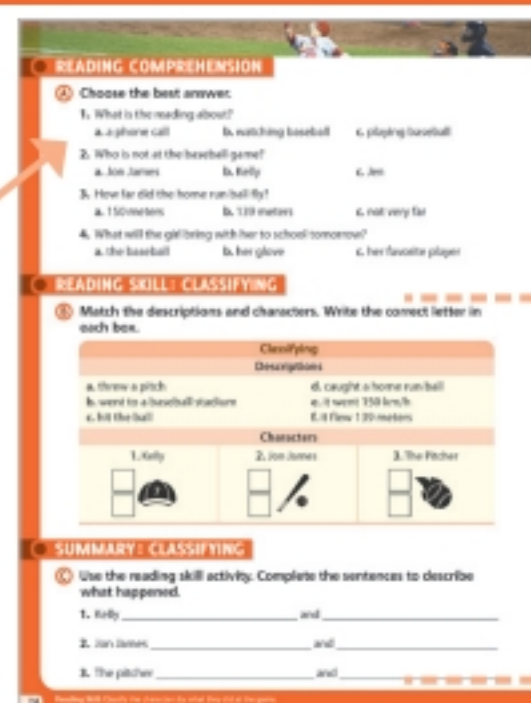


Infographics with captions provide visual support, additional information, and context.

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.

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 Box
hit glove caught stadium smacking far player crack

The Home Run

Hi, Kelly. What are you up to?

Hi, I'm watching my favorite baseball game.

Is it fun?

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

Wow!

The pitcher went 100 mph, and then I heard a loud crack. The ball flew 120 meters.

120 meters is 6 _____.

How straight into my _____? 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 a 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 120 meters.
- ☐ Jay James hit the ball.
- ☐ The ball went 100 mph.
- ☐ 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 and longer 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

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 moving 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	

Unconformable and write
120 ball The meters flew

Think about yourself. Choose the best answer.

Students
I can measure distance and I can use a ruler to measure length. True False

Reading
I can find things I read about. True False

Writing
I can sequence things in my writing. True False

Integrate
I can discuss and make inferences about distance and speed. I can discuss questions related to 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		
How far the ball flew		
How fast the ball flew		
How many times the ball flew		
How many times the ball flew		
How many times the ball flew		
How many times the ball flew		
How many times the ball flew		
How many times the ball flew		
How many times the ball flew		

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 hit the ball with 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. . It was 4. . The pitcher threw the ball 150 km/h. There was a loud 5. when Jon James hit it, and the ball flew 139 meters right into my glove. That's very 6. 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.

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,		

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

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

Is it fun?

Yes, it's really fun here at the 1. . Guess what? I 2. a home run ball with my baseball glove!

Wow!

The pitch went 150 km/h, and then I heard a loud 3. . My favorite is 4. Jon James, 5. it. The ball flew 139 meters.

139 meters is 6. . That is 7. .

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.

Do choral reading.

Then reading time.

What kind of reading is this?

a. blog b. e-mail c. text message

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.

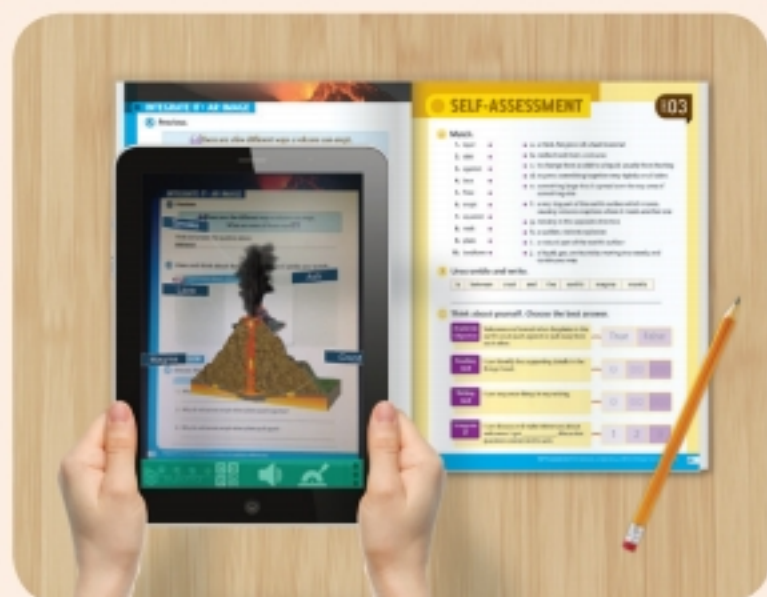
APP

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.

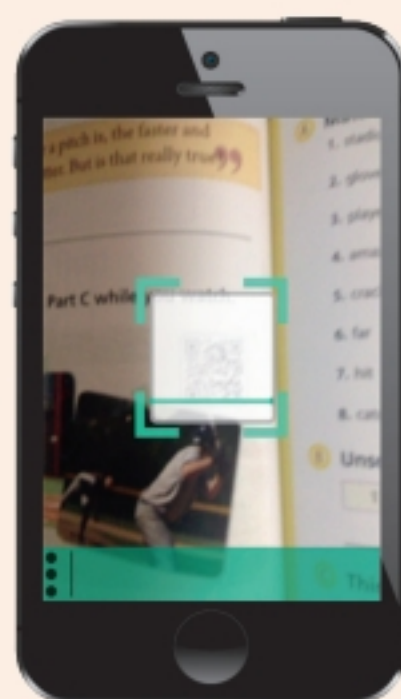
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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.



(101)

Social Studies
Nonfiction

LITTER

ACADEMIC OBJECTIVE

- Citizens pay taxes to the government. The government decides how to use the taxes. Citizens' behavior and participation has an impact on the choices the government makes.

LESSON A

- Reading Format: Website
- Comprehension
- Reading Skill: Main Idea and Supporting Details

LESSON B

- Fluency Reading
- Writing Skill: Cause and Effect
- Integrate IT: QR Code Video



1. What do you see in this picture?
2. Who pays for this to happen?
3. How might problems like pollution prevent this?

LITTER

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

Warm Up

What is the person in this picture doing?
Why is he doing it? Does he get paid to do it?
Who pays him?

NEW WORDS

A Listen, repeat, match, then write. 

WORD BOX

- | | | | |
|-------------------------------------|----------------------------------|---------------------------------|-----------------------------------|
| <input type="checkbox"/> expensive | <input type="checkbox"/> society | <input type="checkbox"/> tax | <input type="checkbox"/> improve |
| <input type="checkbox"/> government | <input type="checkbox"/> law | <input type="checkbox"/> litter | <input type="checkbox"/> surprise |

1.



2.



3.



4.



5.



6.



7.



8.





STRUCTURE: PRESENT TENSE CONJUGATION

(B) Read.

- Littering costs everyone lots of money.
- The government decides how to use taxes.

(C) Number in order then write.

- Litter (1) environment (4) pollutes (2) the (3)
- hurts () It () animals () the ()
- taxes () pays () her () She ()

- _____.
- _____.
- _____.