

Integrate

READING & WRITING

BASIC

4

Lucas Foster

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TABLE OF CONTENTS

TOPIC AREA	UNIT/PAGE	DETAILS
SOCIAL STUDIES	(UNIT 01) Nonfiction  Page 8	Title / Word Count Food Deserts Lesson A [159W] Lesson B [159W]
		Topic Some poor urban areas in the US do not have access to fresh food. This causes health problems for the citizens who live there. The government hasn't been able to fix the problems. Some citizens have a good solution.
		Academic Objective Understand how civilian participation can help resolve problems in society.
		Reading Format Traditional passage
		Structure Present perfect tense: have / has
		Vocabulary serious, unhealthy, poor, urban, grocery, business, cooperate Bonus: solve, desert
		Reading Skill Cause and Effect Writing Skill Problem and Solution
		Integrate IT QR Code Video
	(UNIT 02) Fiction  Page 20	Title / Word Count The Farmers' Market Lesson A [152W] Lesson B [150W]
		Topic A family grows their own vegetables and sell some of them at the local farmers' market.
		Academic Objective Search for ways to resolve regional problems through citizen participation, and gain an attitude for participation.
		Reading Format Journal
		Structure Future tense: will
		Vocabulary rest, save, own, empty, kale, account, stall, permission Bonus: computer, homework
		Reading Skill Scanning Writing Skill Sequencing
		Integrate IT QR Code Video
SCIENCE	(UNIT 03) Nonfiction  Page 32	Title / Word Count Real-life Mummies Lesson A [158W] Lesson B [152W]
		Topic Lake Natron in northern Tanzania is extremely salty and hot. Animals that get near the lake are cooked by the heat radiation near the lake's surface. The salt from the lake in the air then mummifies them.
		Academic Objective Explain heat transfer through convection and identify real-life examples.
		Reading Format Magazine article
		Structure Infinitive: enough ... to ...
		Vocabulary mummy, transfer, convection, mineral, algae, hot spring, preserve, burn Bonus: similar, dangerous
		Reading Skill Main Idea and Supporting Details Writing Skill Sequencing
		Integrate IT QR Code Video
	(UNIT 04) Fiction  Page 44	Title / Word Count Cookies Lesson A [145W] Lesson B [150W]
		Topic Read a recipe for baking cookies with an explanation of how heat bakes food in an oven.
		Academic Objective Explain heat transfer by conduction and convection and identify real-life examples of conduction and convection.
		Reading Format Recipe
		Structure Definite article: the
		Vocabulary ingredient, utensil, directions, conduction, dough, stir, bake, scoop Bonus: metal, solid
		Reading Skill Classifying Writing Skill Sequencing
		Integrate IT QR Code Video

TOPIC AREA	UNIT/PAGE	DETAILS		
MATH	 <div> <div>UNIT 05</div> <div>Nonfiction</div> <div>Page 56</div> </div>	Title / Word Count	The Airbus A380 Lesson A [151W] Lesson B [152W]	
		Topic	The Airbus A380 is one of the largest and fastest commercial airplanes ever created.	
		Academic Objective	Understand the relationship between distance, speed, and time.	
		Reading Format	Traditional passage	
		Structure	Preposition: between	
		Vocabulary	passenger, flight, calculate, average, equal, multiply, divide, route Bonus: distance, amount	
		Reading Skill	Identifying the Purpose	Writing Skill Writing for an Audience
		Integrate IT	QR Code Video	
	 <div> <div>UNIT 06</div> <div>Fiction</div> <div>Page 68</div> </div>	Title / Word Count	High-speed Trains Lesson A [153W] Lesson B [150W]	
		Topic	A tourist in France travels on the TGV and compares it to a friend's trip by car.	
		Academic Objective	Understand the relationship between multiplication and division and the principles of decimals.	
		Reading Format	Magazine article	
		Structure	Simple past tense: went, arrived	
		Vocabulary	arrive, total, calculator, comfortable, nap, long, gas, traffic Bonus: high-speed, trip	
		Reading Skill	Making Connections	Writing Skill Explaining
		Integrate IT	AR Images	
SPECIAL SUBJECT	 <div> <div>UNIT 07</div> <div>Nonfiction</div> <div>Page 80</div> </div>	Title / Word Count	United Team of Germany Lesson A [159W] Lesson B [157W]	
		Topic	After World War II, Germany was split into two countries, but both of them were brought together during the 1956, 1960, and 1964 Winter and Summer Olympics.	
		Academic Objective	Understand the division between East and West Germany and how the Olympic Games brought them together.	
		Reading Format	Traditional passage	
		Structure	Preposition: in + year	
		Vocabulary	leader, united, flag, compete, separately, wall, cross, enter Bonus: difficult, medal	
		Reading Skill	Making Connections	Writing Skill Sequencing
		Integrate IT	QR Code Video	
	 <div> <div>UNIT 08</div> <div>Fiction</div> <div>Page 92</div> </div>	Title / Word Count	Winter Sports Lesson A [148W] Lesson B [136W]	
		Topic	A child discusses his favorite winter sports—hockey, short track, and bobsled—and the importance of teamwork and sportsmanship.	
		Academic Objective	Understand the need for cooperation in a team and in sports.	
		Reading Format	Journal	
		Structure	Modal verb of necessity: have to	
		Vocabulary	upcoming, event, goalie, net, score, race, teamwork, peace Bonus: athlete, promote	
		Reading Skill	Vocabulary in Context	Writing Skill Summarizing
		Integrate IT	QR Code Video	

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Journal Entry	Read the chart, think about social problems where you live, write a journal entry, and give a presentation.	104
Science	Units 3-4 Review	Recipe	Look at the example recipe, choose your own idea, write a recipe, and give a presentation about your recipe.	108
Math	Units 5-6 Review	Journal Entry	Use the speed, time, and distance information, write a journal entry, and give a presentation.	112
Special Subject	Units 7-8 Review	Journal Entry	Organize ideas, summarize information, write about your favorite winter sports, 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.



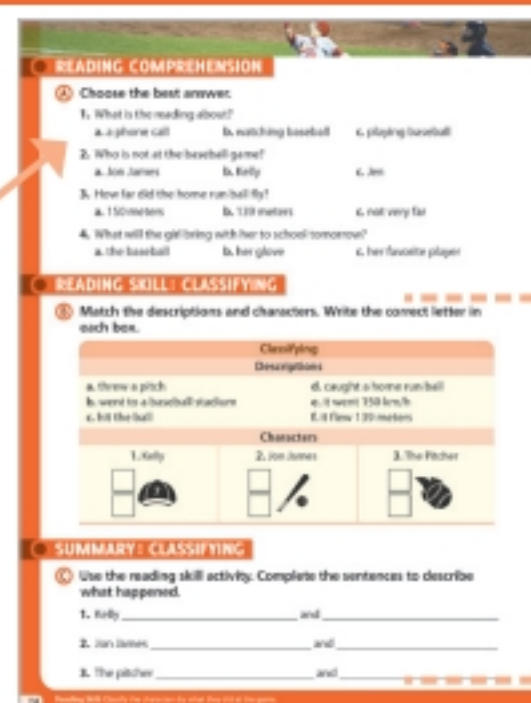
Infographics with captions provide visual support, additional information, and context.

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. a loud crack.
- It flew b. 139 meters.
- 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 130 km/h. There was a loud 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.

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.

STRUCTURE PRACTICE 2

Unscramble and write the sentences correctly.

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

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.

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.

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 2 a home run ball with my baseball glove!

Wow!

The pitch went 130 km/h, and then I heard a loud 3. My favorite 4, Jon James, 5 it. The ball flew 139 meters.

139 meters is 6. That is 7. I 8 flew straight into my 9. 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.
Then read each line.

2 What kind of reading is this?
a. listening b. reading c. writing

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.

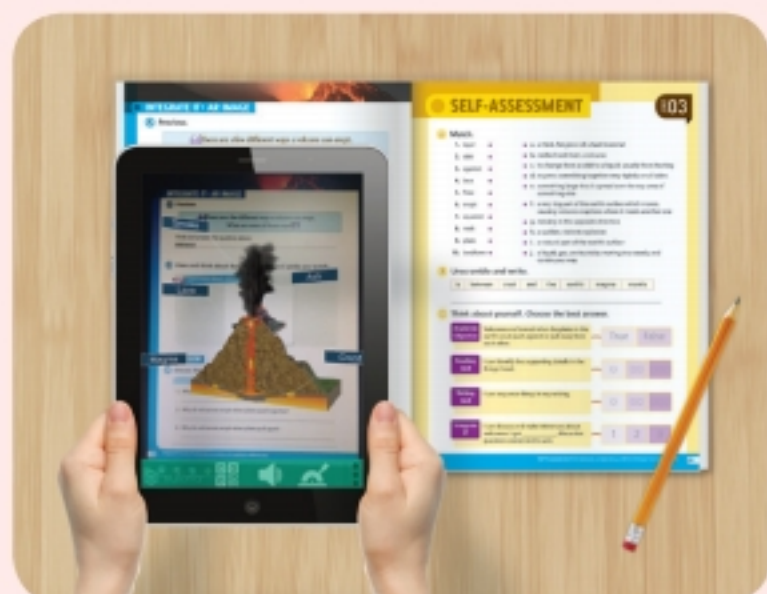
APP

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

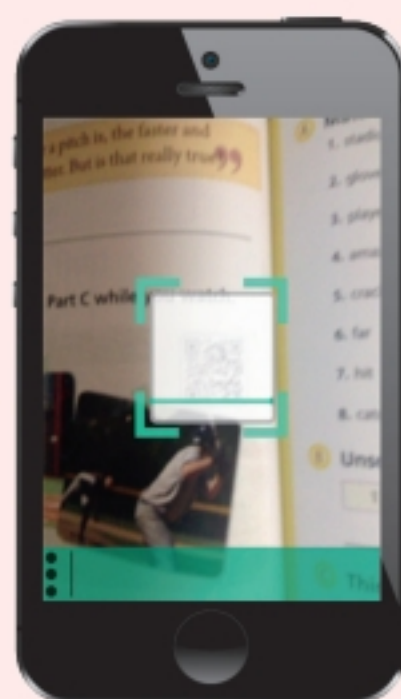
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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

FOOD DESERTS

ACADEMIC OBJECTIVE

- Understand how civilian participation can help resolve problems in society.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Cause and Effect

LESSON B

- Fluency Reading
- Writing Skill: Problem and Solution
- Integrate IT: QR Code Video



1. What is this place?
2. Is it easy or difficult to live here? Why?
3. Are places like this big or small?

FOOD DESERTS

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Cause and Effect

Warm Up

What kind of food is for sale in convenience stores and vending machines?
Is it healthy to eat such food for a long time?



NEW WORDS

A Listen, repeat, match, then write. 

WORD BOX

- | | | | |
|----------------------------------|------------------------------------|-------------------------------|------------------------------------|
| <input type="checkbox"/> serious | <input type="checkbox"/> unhealthy | <input type="checkbox"/> poor | <input type="checkbox"/> urban |
| <input type="checkbox"/> grocery | <input type="checkbox"/> business | <input type="checkbox"/> crop | <input type="checkbox"/> cooperate |

1.



2.



3.



4.



5.



6.



7.



8.



1A



STRUCTURE: PRESENT PERFECT TENSE

B Read.

- The government hasn't done anything.
- People have solved problems.

C Number in order then write.

- We (1) money (4) have (2) made (3)
- have () You () planted () crops ()
- there () worked () hasn't () She ()

- _____.
- _____.
- _____.