



Integrate

READING & WRITING



BUILDING

1

Lucas Foster

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TOPIC AREA	UNIT/PAGE	DETAILS		
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		Reading Format	Recipe	
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		Topic	Read an e-mail about planning a birthday party which includes calculations of both multiplication and division.	
		Academic Objective	Understand the relationship between multiplication and division, and use examples from daily life.	
		Reading Format	E-mail	
		Structure	Infinitives: I'd like to	
		Vocabulary	plan, bring, balloon, invite, guest, order, piece, liter Bonus: busy, bakery	
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		Topic	Read a profile of South America with a focus on its geography.	
		Academic Objective	Understand how to use maps to get information about continents, oceans, and countries.	
		Reading Format	Magazine Article	
		Structure	Definite Article: the	
		Vocabulary	continent, hemisphere, landscape, diverse, grassland, wetland, desert, mountain range Bonus: flat, point	
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SPECIAL SUBJECT	 <div>UNIT 08 Fiction</div> <div>Page 92</div>	Title / Word Count	Visiting Brazil Lesson A [178W] Lesson B [167W]	
		Topic	Read an interview with a girl from a multicultural family who visits her mother's hometown in Brazil.	
		Academic Objective	Understand that social diversity is important and that we can learn things from different people and places.	
		Reading Format	Interview	
		Structure	Ability: be able to	
		Vocabulary	visit, hometown, outdoor, delicacy, positive, energetic, understand, eager Bonus: enormous, southeast	
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SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Announcement	Use information from a survey and summary to write an announcement. Give a presentation.	104
Science	Units 3-4 Review	Blog Post	Use the information from a research results chart to write a post. Give a presentation.	108
Math	Units 5-6 Review	E-mail	Imagine you are planning a party. Use information from a summary to finish an e-mail to a friend. Give a presentation.	112
Special Subject	Units 7-8 Review	Interview	Imagine you went to a place you choose. Pretend you are being interviewed about the visit 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.

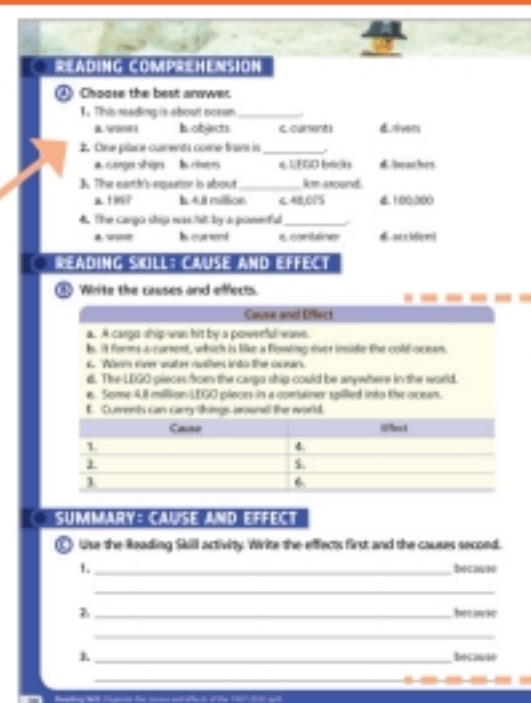


Infographics with captions provide visual support, additional information, and context.

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.

1997 LEGO SPILL 3B

WARM UP
How do things that sink to the ocean floor move around? How far can they go?

VOCABULARY REVIEW
Circle the correct word.

- The coin will sink / drift in the water.
- The ashore / ocean are big at the beach today.
- Don't sink / ashore. Take your time and think.
- Ocean currents / directions come from many different places.
- Many interesting things wash ashore / drift at the beach.
- Be careful or you will have an accident / ashore.
- The boat is going to sink / drift down the river.
- It's hard to tell which direction / drift you are going in on the ocean.

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

WORD BOX
accident wave drifted sink ashore currents rushes directions container flows

1997 LEGO® Spill
In 1997, 4.8 million LEGO bricks spilled into the ocean near southern England. They came from a ship that fell off a cargo ship. The ship washed by a powerful current. LEGO pieces are still washing up on beaches. In Australia, people also found LEGO pieces that washed ashore. Could these LEGO bricks tell us about the 1997 spill? To find the answer, let's understand ocean currents. Ocean water flows in different directions. It comes from many places. Warm water flows into the ocean. It doesn't slow down when it is in a current. They are like strong, flowing rivers under the ocean. Current water is warm. Ocean water is cold. Currents carry objects. How far do they go? The LEGO pieces from 1997 could have traveled over 100,000 km. Earth's equator is about 40,075 km around. The LEGO bricks could be anywhere! Things that sink in the ocean don't always stay there. Sometimes currents carry them far away. Remember this: if you find something on a beach, do a local search. What is an article on an internet blog called? A post. In an article, you can find information.

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

WRITING SKILL: SEQUENCING
Number the sentences in the correct order.

1. People in Australia found LEGO pieces on beaches.
2. Currents carried the LEGO pieces all over the world.
3. A cargo ship was hit by a powerful wave.
4. The LEGO pieces started washing up on the beaches of southern England.
5. 4.8 million pieces of LEGO were spilled into the ocean.

WRITING PLAN
Use your reading and writing skills from this unit to complete the writing plan.

Case and Effect - Sequencing	Sequencing
First,	
Second,	
Third,	
Fourth,	
Fifth,	

WRITING SKILL EXPANSION
Look at the practice book page 73. Complete the writing plan in part C.

A graphic organizer gives students practice with a writing skill.

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.
Ocean currents are streams of water that flow through the ocean like a river. What makes ocean currents flow?

Think and answer the question above.
Inference: _____

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

Learn more about ocean currents.

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

Think while you watch.

1. What makes a current?
2. Are currents warm or cold?
3. What can currents do?

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

SELF-ASSESSMENT

SELF-ASSESSMENT

Match.

1. accident	• A. the course or path on which something is moving or pointing
2. wave	• B. to move slowly on water, wind, etc.
3. drift	• C. to move or do something very quickly
4. sink	• D. to a continuous movement of water or air in the same direction
5. ashore	• E. a sudden event that is not planned or intended and that causes harm
6. current	• F. to go down below the surface of water, mud, etc.
7. rush	• G. to go down below the surface of water, mud, etc.
8. direction	• H. electricity, gas, and / or liquid moving continuously in the same direction
9. container	• I. to go on or to the shore of an ocean, sea, lake, or river
10. flow	• J. to an area of moving water that is related to the main sea flow

Unscramble and write.
could they anywhere earth on like

Think about yourself. Choose the best answer.

Reading Objective	Ocean currents can move things around the world.	True	False
Reading Skill	I can read and identify the cause and effects of ocean currents.	00	00
Writing Skill	I can sequence the events of the 1997 LEGO spill.	00	00
Integration	I can discuss and make inferences about ocean currents right after discussion questions correct in this unit.	1	2

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

REVIEW UNITS

UNIT 3-4 REVIEW

Read the information on tides together as a class. Look at the pin. Draw the moon in the correct position.

Example Tides	The English Channel	The Gulf of Mexico
High Tide	High Tide	High Tide
Low Tide	Low Tide	Low Tide
High Tide	High Tide	High Tide
Low Tide	Low Tide	Low Tide

SUMMARY
Choose one case from the chart above and complete the sentences.

1. Where I researched the tides of _____.
2. Height of the highest tide: The highest tide of it was _____.
3. Where the moon is at highest tide: The moon is _____.
4. Height of the lowest tide: The lowest tide of it is _____.
5. Where the moon is at lowest tide: The moon is _____.

TIDES RESEARCH BLOG
Use the information from the research results chart to write a post. Give a presentation.

Include the following information in your writing: Name, details of each tide, where the moon is.

Tides of _____

I researched _____

You can see where the moon is with my drawing:

Highest Tide	Lowest Tide

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

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.

3A 1997 LEGO® SPILL

VOCABULARY PRACTICE 1

1. Unscramble and write the words. Then solve the puzzle.

rhou → nki →
 sbrna → ewrv →
 canunt → rdtf →
 maeeldt → dicitom →

Crossword Puzzle

1. In an area of moving water that is cold above the main surface.
 2. To go down below the surface of water, mud, etc.
 3. To move or do something very quickly.
 4. A continuous movement of water or air in the same direction.
 5. A sudden event that is not planned or intended and that causes harm.
 6. To move slowly on water, wind, etc.

STRUCTURE PRACTICE 1

1. Add *could* in the correct place. Then write the sentence.

1. I ☐ do ☐ it ☐ if you helped me.
 2. We ☐ be ☐ wrong, but I don't think so.
 3. He ☐ have left ☐ the school ☐ before 4:30 p.m. today.

SUMMARY

1. Review the chart below. Then complete the summary.

WORD BOX

accident directions wave rushes currents drifted sank ashore

A cargo ship was hit by a 1. _____ in 1997. Resulting from this
 2. _____, around 5 million LEGO pieces spilled into the sea. They
 3. _____ near southern England.
 LEGO pieces have been washing 4. _____ there. Before that / However,
 people recently found LEGO pieces on Australian beaches. They guess the pieces are from
 the 1997 accident. You can understand how this situation happened by understanding
 ocean 5. _____.
 Ocean water comes from and flows in many 6. _____. Warm water
 7. _____ into the ocean. Then / On the other hand, it moves like rivers inside the
 cold ocean. This is how currents are made. They are strong enough to carry any objects.
 The LEGO pieces from the 1997 accident could have 8. _____ over 100,000 km.
 They could be anywhere on earth! This shows that ocean currents can carry things far.
 If you find a LEGO piece on a beach, it could be from the 1997 accident.

3B 1997 LEGO® SPILL

VOCABULARY PRACTICE 2

1. Use the words in the word box to complete the sentences. Use the correct word form. Two words will not be used.

accident wave rush direction container flow

1. He _____ into the room quickly.
 2. Be careful of the _____ when you swim in the ocean.
 3. The sailor went _____.
 4. The boat _____ down the river.
 5. The river _____ from east to west.
 6. There has been a bad car _____ with three cars.
 7. The rock _____ quickly to the bottom of the lake.
 8. What _____ did he go in?

STRUCTURE PRACTICE 2

1. Unscramble and write the sentences correctly.

1. many things could I learn from you
 2. I clean tomorrow my room could
 3. have called me You could
 4. She work early finish could
 5. he could go He wanted anywhere

WRITING PLAN

1. Look at your writing plan in the student book on page 41. Rewrite it here.

WRITING

1. Use the Writing Plan to write about why LEGO pieces washed ashore around the world.

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

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

WORD BOX

accident wave rush directions container flow

1997 LEGO® Spill

In 1997, 4.8 million LEGO bricks spilled into the ocean near southern England. They came from a ship that fell off a cargo ship. The ship was hit by a powerful 1. _____, and LEGO pieces are still washing 2. _____ today.

In Australia, people also found LEGO pieces that washed ashore. Could these LEGO bricks be from the 1997 3. _____? To find the answer, let's understand ocean 4. _____. It comes from many places. Warm river water 5. _____ into the ocean. It doesn't slow down when it 6. _____ into the ocean. This is a current. They are like strong, flowing rivers inside the ocean. Current water is warm. Ocean water is cold.

Currents carry objects. How far do they go? The LEGO pieces from 1997 could have 7. _____ over 100,000 km. Earth's equator is about 40,075 km around. The LEGO bricks could be anywhere! Things that 8. _____ in the ocean don't always stay there. Sometimes currents carry them far away. Remember this if you find something on a beach.

Do choral reading.

Class reading: _____

What is an article on an internet blog called?

was post to an attachment a text

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.

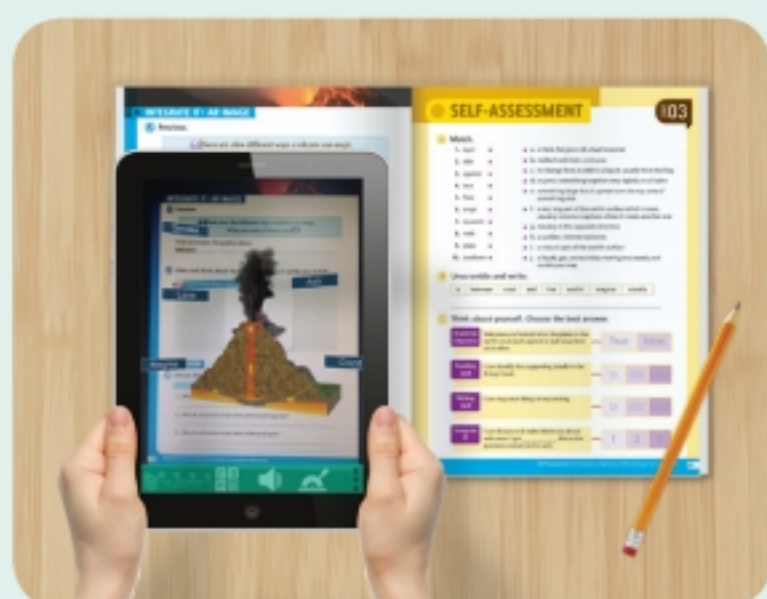
APP

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.

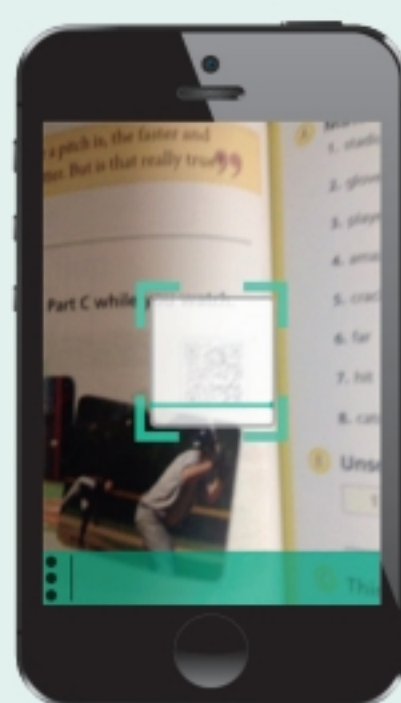
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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

HUMAN RIGHTS HERO

ACADEMIC OBJECTIVE

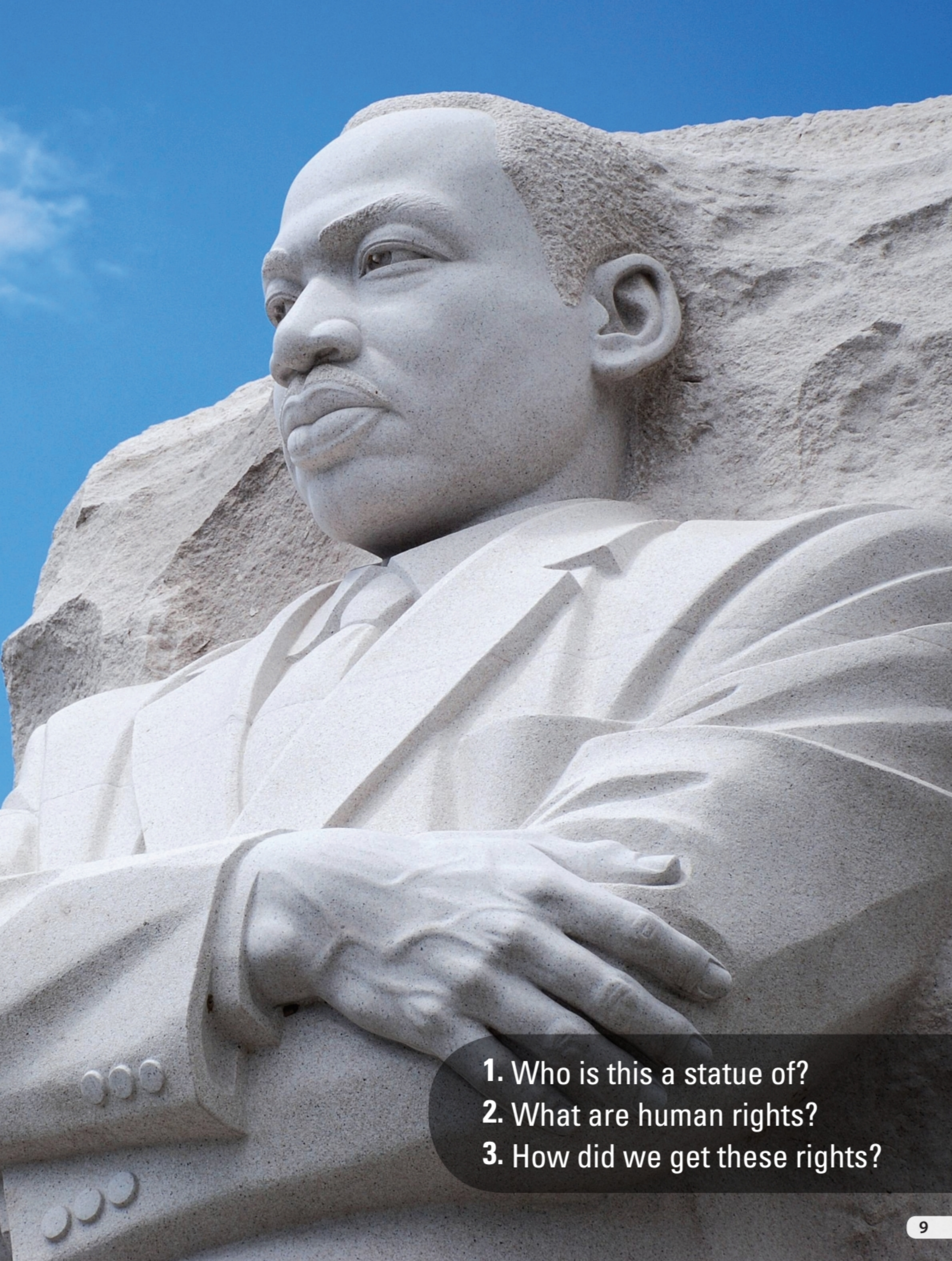
- Be aware of the importance of human rights, and understand how people have fought for human rights.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skills: Topic Sentences

LESSON B

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



1. Who is this a statue of?
2. What are human rights?
3. How did we get these rights?

HUMAN RIGHTS HERO

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Topic Sentences

Warm Up

Why is there a large statue of Martin Luther King, Jr.?
What did he do that was good?
Who are there statues of where you live?

NEW WORDS

A Listen. Match the numbers and letters, then write. 

1 rights

(n) a list of the laws about what a citizen is allowed to do and will be protected from

2 basic

(adj) relating to the most important part of something

3 fair

(adj) what is thought to be the right or acceptable way to do something

4 treatment

(n) the way that a person thinks about and acts toward someone or something

5 opposite

(adj) completely different

6 struggle

(v) to try very hard to do, get, or deal with something that is very difficult

7 abuse

(v) to treat someone or something in a bad or harmful way

8 hope

(n) the feeling of wanting something to happen and thinking that it could happen





STRUCTURE: ADVERBS

B Read.

1. They can *clearly understand* the law.
2. He fights *peacefully* for free speech.

C Unscramble and write.

1. the law eventually changed The government

2. easily lesson understood the She

3. people together live peacefully The

1. _____.

2. _____.

3. _____.