

Integrate

READING & WRITING

BUILDING

2

Lucas Foster

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TOPIC AREA	UNIT/PAGE	DETAILS
SOCIAL STUDIES	 UNIT 01 Nonfiction Page 8	Title / Word Count Understanding Cultures Lesson A [183W] Lesson B [182W]
		Topic Tattoos are looked down on in many cultures. But for others, they are a very important and special part of the culture. Use history to learn about, understand, and see things from a different cultural perspective.
		Academic Objective Understand that each country and region has different groups of people with their own unique cultures and traditions.
		Reading Format Website
		Structure Time expressions: today, a few hundred years ago
		Vocabulary native, population, ethnic, minority, unique, particular, detail, impressive Bonus: pattern, fact
		Reading Skill Using Synonyms Writing Skill Adding Details
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	 UNIT 02 Fiction Page 20	Title / Word Count Travel to India Lesson A [208W] Lesson B [170W]
		Topic A friend sends an e-mail to another friend about his plans to travel to India. The e-mail includes facts, including demographic comparisons to other countries like Korea and Japan.
		Academic Objective Understand that the populations of some countries are growing, while others are shrinking. Cities are often densely populated because it is easier for people to find work there.
		Reading Format E-mail
		Structure Adverbial phrases: recently, currently
		Vocabulary support, fascinating, expect, pass, born, adult, shrink, crisis Bonus: currently, actually
		Reading Skill Organizing Details Writing Skill Compare and Contrast
		Integrate IT QR Code Video
SCIENCE	 UNIT 03 Nonfiction Page 32	Title / Word Count Wandering Rocks of Death Valley Lesson A [201W] Lesson B [195W]
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		Academic Objective Understand that changes in the seasons cause both obvious and puzzling changes to the earth's surface.
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		Structure Prepositional phrases of movement: along, across, behind
		Vocabulary climate, century, trail, sheet, overnight, solve, scrape, skate Bonus: mysterious, powerful
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		Integrate IT QR Code Video
	 UNIT 04 Fiction Page 44	Title / Word Count Space Colony Lesson A [188W] Lesson B [184W]
		Topic What would be needed to sustain life somewhere else in our solar system besides Earth? Learn about a likely candidate that could possibly support life.
		Academic Objective Understand that the earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.
		Reading Format Magazine article
		Structure Modals of possibility: may, could
		Vocabulary solar system, sustain, surface, appropriate, condition, atmosphere, essential, suitable Bonus: colony, survive
		Reading Skill Compare and Contrast Writing Skill Adding Details
		Integrate IT AR Images

TOPIC AREA	UNIT/PAGE	DETAILS		
MATH	 <div> <div>UNIT 05</div> <div>Nonfiction</div> <div>Page 56</div> </div>	Title / Word Count	The Rise of E-books Lesson A [207W] Lesson B [165W]	
		Topic	What is an e-book? What are the advantages? Data and a line graph present the increase in e-book sales and decrease in print books sales in the US.	
		Academic Objective	Understand that graphs give data and information in graphic form that you can use to analyze and draw conclusions.	
		Reading Format	Traditional passage	
		Structure	Gerund & Infinitive: be + adjective (for someone) to + verb	
		Vocabulary	device, carry, text, brightness, screen, increase, expert, predict Bonus: thin, rise	
		Reading Skill	Interpreting Data	Writing Skill Drawing Conclusions
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SPECIAL SUBJECT	 <div> <div>UNIT 06</div> <div>Fiction</div> <div>Page 68</div> </div>	Title / Word Count	Book Genres Lesson A [186W] Lesson B [192W]	
		Topic	A journal describes surveying classmates on their favorite book genres and favorite fantasy books, with results presented in a bar graph and pie chart.	
		Academic Objective	Understand that survey results are often displayed in a bar graph or pie chart.	
		Reading Format	Journal	
		Structure	Conjunctions: but	
		Vocabulary	survey, choice, puzzling, result, bar graph, pie chart, series, tie Bonus: fantasy, technology	
		Reading Skill	Analyzing Data	Writing Skill Evaluating Findings
		Integrate IT	QR Code Video	
SPECIAL SUBJECT	 <div> <div>UNIT 07</div> <div>Nonfiction</div> <div>Page 80</div> </div>	Title / Word Count	Excellent Exercise Lesson A [200W] Lesson B [174W]	
		Topic	Exercise has both physical and mental characteristics. We can learn about them both and plan an exercise in the right way.	
		Academic Objective	Learn how exercise is important for your physical and mental health.	
		Reading Format	Website	
		Structure	Comparative adjectives: the more... , the more...	
		Vocabulary	benefit, sick, heart, pump, blood, brain, memory, stress Bonus: alone, stairs	
		Reading Skill	Main Idea and Supporting Details	Writing Skill Using Synonyms
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SPECIAL SUBJECT	 <div> <div>UNIT 08</div> <div>Fiction</div> <div>Page 92</div> </div>	Title / Word Count	Healthy Habits Lesson A [190W] Lesson B [180W]	
		Topic	A presentation describes healthy habits and how to keep them.	
		Academic Objective	Understand that healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.	
		Reading Format	Presentation	
		Structure	Adverbs of Frequency: often, sometimes	
		Vocabulary	habit, list, occasionally, polite, floss, dentist, sneeze, elbow Bonus: junk food, break	
		Reading Skill	Organizing Details	Writing Skill Writing About Frequency
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SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	E-mail	Imagine you will travel to the country and city you choose from the summary. Use the information from the summary to write an e-mail. Give a presentation.	104
Science	Units 3-4 Review	Magazine Article	Write a magazine article to summarize the events that cause the rocks of Death Valley to move.	108
Math	Units 5-6 Review	Journal	Imagine you are writing a journal for homework. Use the information from the summary and evaluate your findings. Draw a bar graph of the results. Include an idea for a second survey you would do to find out more. Give a presentation.	112
Special Subject	Units 7-8 Review	Presentation	Use the information from the summary to prepare a presentation. Present three of your good habits and what you do to keep them. 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.



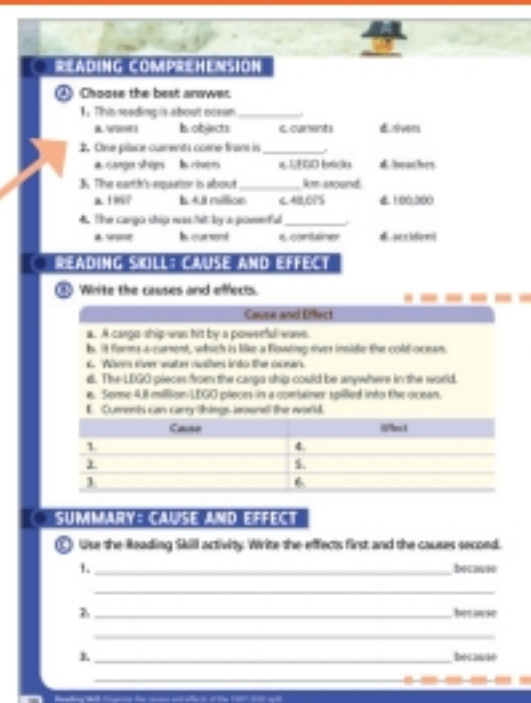
Infographics with captions provide visual support, additional information, and context.

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.



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 adobe / waves are big at the beach today.
- Don't sink / rush. 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.

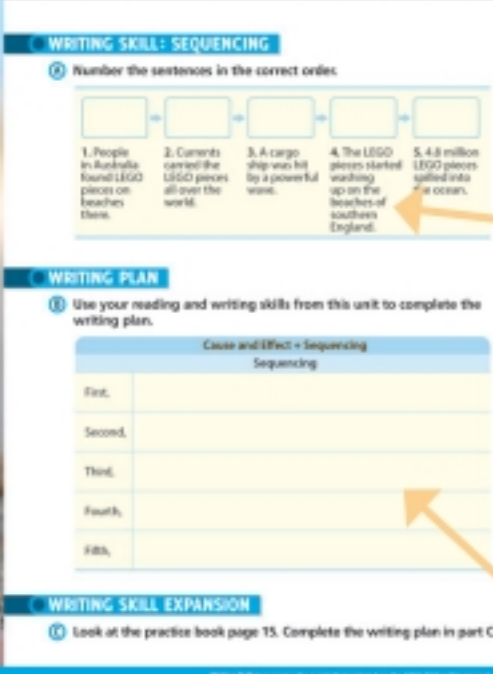
WORD BOX
accident waves drift sink ashore
currents rushes directions container flows

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 was full of a powerful... LEGO pieces are still washing...
In Australia, people also found LEGO pieces that washed ashore. Could these LEGO bricks tell you the story of...? To find the answer, let's understand ocean...
Ocean water flows in different... It comes from many places. Warm water... into the ocean. It doesn't slow down when it is... into the ocean. This is 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... over 100,000 km. Earth's equator is about 40,075 km around. The LEGO bricks could be anywhere! Things that... 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 reading...
What is an article on an internet blog called?
A...
An article...

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.

1. People in Australia found LEGO pieces on beaches there.
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.

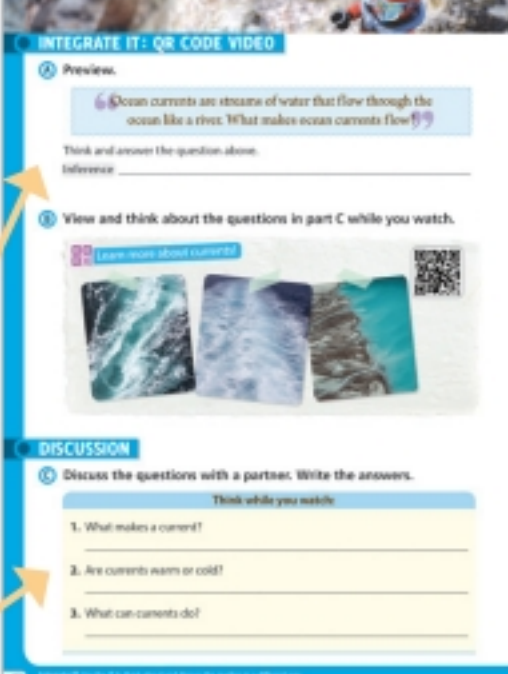
Case and Effect - Sequencing	Sequencing
First,	
Second,	
Third,	
Fourth,	
Fifth,	

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

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

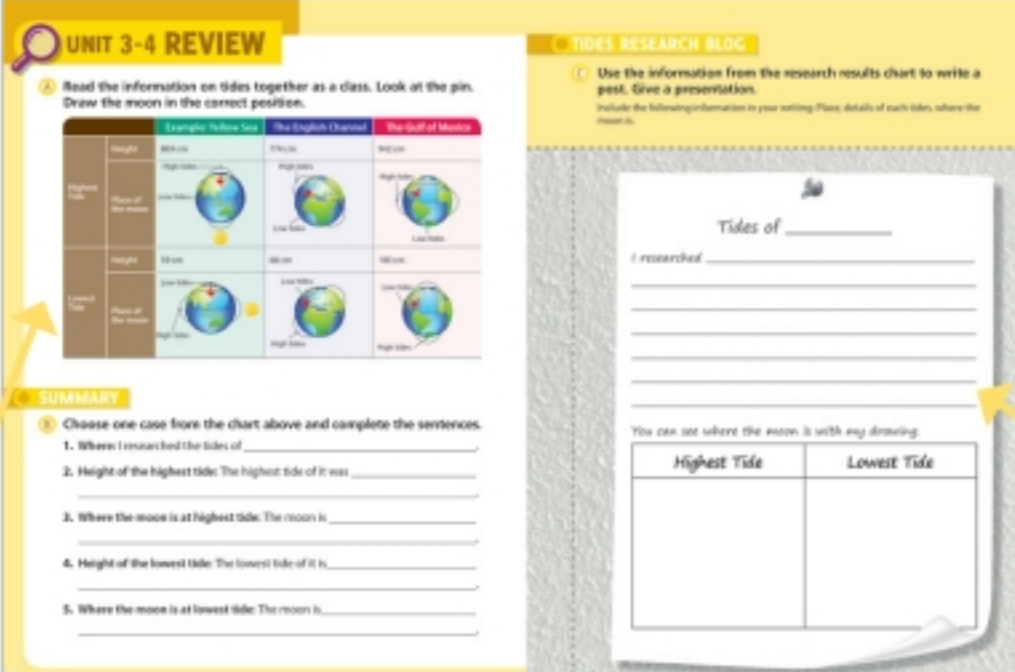


SELF-ASSESSMENT
Match.
1. accident * a. to the course or path on which something is moving or pointing
2. wave * b. to move slowly on water, wind, etc.
3. drift * c. to move or do something very quickly
4. sink * d. to a continuous movement of water or air in the same direction
5. ashore * e. a sudden 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. to 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 current
Unscramble and write.
could they anywhere earth on be
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. True False
Writing Skill: I can sequence the events of the 1997 LEGO spill. True False
Integration: I can discuss and make inferences about ocean currents right. I can discuss and make inferences about ocean currents right. I can discuss and make inferences about ocean currents right. 1 2

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

REVIEW UNITS

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



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 on the English Channel and the Gulf of Mexico.
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, date 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 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

Unscramble and write the words. Then solve the puzzle.

rhau	→	ruah	→
shrea	→	enerr	→
canunt	→	rdet	→
neacledt	→	dicetom	→

Crossword Puzzle

Across:
 1. In an area of moving water that is cold above the main surface.
 5. To go on or to the shore of an ocean, lake, or river.
 7. To go down below the surface of water, mud, etc.

Down:
 2. To move or do something very quickly.
 4. A continuous movement of water or air in the same direction.
 6. A sudden event that is not planned or intended and that causes harm.
 8. To move slowly on water, mud, etc.

STRUCTURE PRACTICE 1

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

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

SUMMARY

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 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.

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.

3B 1997 LEGO® SPILL

VOCABULARY PRACTICE 2

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

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

WRITING PLAN

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

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

STRUCTURE PRACTICE 2

Unscramble and write the sentences correctly.

- many things could I learn from you
- I clean tomorrow my room could
- have called me You could
- She work early finish could
- he could go He wanted anywhere

WRITING

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

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
 accident wave rush 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 was hit by a powerful 1. _____, 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 check reading.
 Class reading: _____
 Individual reading: _____

What is an article on an internet blog called?
 was post to an attachment a post

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.

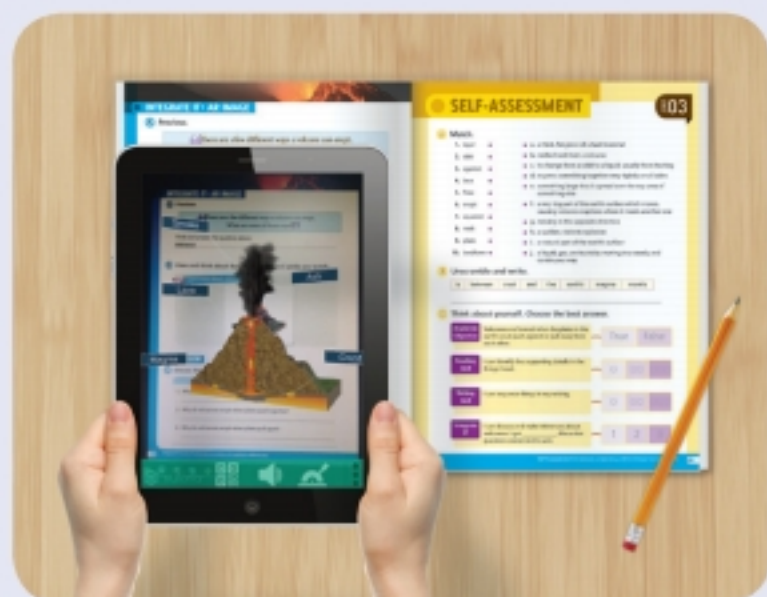
APP

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.

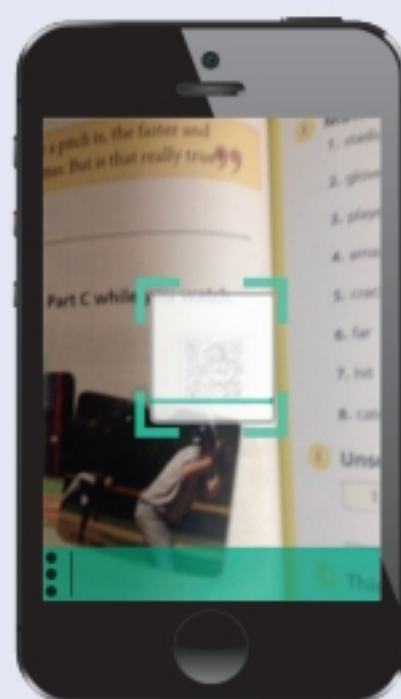
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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

UNDERSTANDING CULTURES

ACADEMIC OBJECTIVE

- Understand that each country and region has different groups of people with their own unique culture and traditions.

LESSON A

- Reading Format: Website
- Comprehension
- Reading Skills: Using Synonyms

LESSON B

- Fluency Reading
- Writing Skill: Adding Details
- Integrate IT: QR Code Video



1. What do you see in this picture?
2. Where does this come from?
3. What does it mean?

UNDERSTANDING CULTURES

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Using Synonyms

Warm Up

What kinds of cultures and traditions are there in your country?
Are the people in different parts of a country the same or different?
How are they different? How are they the same?

NEW WORDS

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



1 native

(adj) born in a certain place

2 population

(n) the number of people who live in a place

3 ethnic

(adj) about races or large groups of people who have the same customs, religion, origin, etc.

4 minority

(n) a group that is the smaller part of a larger group

5 unique

(adj) special and unlike anything or anyone else

6 particular

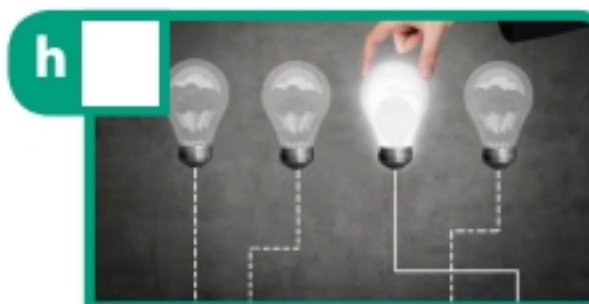
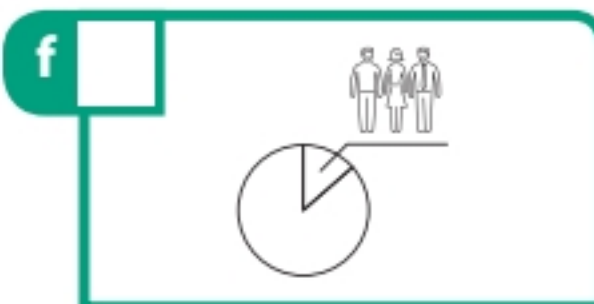
(adj) used to point to one person or thing and no others

7 detail

(n) a small part of something

8 impressive

(adj) deserving attention, admiration, or respect; making a good impression





STRUCTURE: TIME EXPRESSIONS

B Read.

1. Europeans came to North America *a few hundred years ago*.
2. *Today*, we have different ideas.

C Unscramble and write.

1.

past,	had different	people	In the	ideas
-------	---------------	--------	--------	-------
 2.

paper	She	wrote	the	last week
-------	-----	-------	-----	-----------
 3.

Today,	together	enjoy	people	different cultures
--------	----------	-------	--------	--------------------
1. _____.
 2. _____.
 3. _____.