



With CD-Rom

MP3 + Student Digital Materials

# Integrate

READING & WRITING

BUILDING

3

Lucas Foster



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# TABLE OF CONTENTS

TOPIC AREA	UNIT/PAGE	DETAILS
SOCIAL STUDIES	 <b>(UNIT 01)</b> Nonfiction Page 8	<b>Title / Word Count</b> <b>Lost Letters</b> Lesson A [200W] Lesson B [197W]
		<b>Topic</b> The English language has a long and interesting history that stretches all the way back to feudal times.
		<b>Academic Objective</b> Understand that social changes in feudal societies were often the result of invasions, migrations, inventions, trade and other events which led to societies mixing and interacting with one another.
		<b>Reading Format</b> Traditional passage
		<b>Structure</b> Simple Past Passive: was / were excluded
		<b>Vocabulary</b> invasion, rune, replaced, migration, modern, represent, trade, ancient <b>Bonus:</b> drop, unique
		<b>Reading Skill</b> Using Synonyms <b>Writing Skill</b> Cause and Effect
		<b>Integrate IT</b> QR Code Video
	 <b>(UNIT 02)</b> Fiction Page 20	<b>Title / Word Count</b> <b>The Roman Empire</b> Lesson A [204W] Lesson B [192W]
		<b>Topic</b> As the Roman Empire expanded, it brought changes to countries under its control and laid the foundations for modern society.
		<b>Academic Objective</b> Learn about the development and expansion of the Roman Empire.
		<b>Reading Format</b> Journal
		<b>Structure</b> Adverbs of Place, Time, and Manner: newly, around, slowly
		<b>Vocabulary</b> foundation, structure, architecture, expand, advanced, establish, territory, official <b>Bonus:</b> ally, conquer
		<b>Reading Skill</b> Monitoring Details <b>Writing Skill</b> Using Synonyms
		<b>Integrate IT</b> QR Code Video
SCIENCE	 <b>(UNIT 03)</b> Nonfiction Page 32	<b>Title / Word Count</b> <b>Bodily Systems</b> Lesson A [200W] Lesson B [191W]
		<b>Topic</b> Muscles and bones work together and serve many important functions in the body.
		<b>Academic Objective</b> Understand that bones and muscles are made up of tissues. Connected by tendons, they work together to give our bodies shape and enable us to move.
		<b>Reading Format</b> Magazine article
		<b>Structure</b> Equative Adjectives and Adverbs: as ... as
		<b>Vocabulary</b> bodily, muscle, bone, skeleton, tissue, tendon, function, protect <b>Bonus:</b> diet, extremely
		<b>Reading Skill</b> Monitoring Details <b>Writing Skill</b> Main Idea and Supporting Details
		<b>Integrate IT</b> AR Image
	 <b>(UNIT 04)</b> Fiction Page 44	<b>Title / Word Count</b> <b>Nutrients</b> Lesson A [203W] Lesson B [191W]
		<b>Topic</b> Staying healthy involves making good decisions about your nutrition, getting regular exercise, and getting enough rest.
		<b>Academic Objective</b> Learn how to maintain good health to keep bodily systems functioning properly.
		<b>Reading Format</b> Presentation
		<b>Structure</b> Adverbs of Frequency: usually, regularly, sometimes
		<b>Vocabulary</b> information, requirement, decision, consistent, balance, option, vitamin, mineral <b>Bonus:</b> sustainable, equally
		<b>Reading Skill</b> Making Inferences <b>Writing Skill</b> Organizing Information
		<b>Integrate IT</b> QR Code Video



TOPIC AREA	UNIT/PAGE	DETAILS	
MATH	 (UNIT 05) Nonfiction Page 56	Title / Word Count	<b>Shapes in Nature</b> Lesson A [185W] Lesson B [187W]
		Topic	Snowflakes have complex geometric shapes because of the way they are formed.
		Academic Objective	Understand that snowflakes are made of ice crystals that form three-sided polygons, or triangles.
		Reading Format	Magazine article
		Structure	Plural count nouns without determiners: snowflakes, animals
		Vocabulary	crystal, hexagon, transform, stuck, complex, symmetrical, equilateral, isosceles <b>Bonus:</b> microscope, design
		Reading Skill	Reading for Information <b>Writing Skill</b> Recording and Organizing Facts
		Integrate IT	QR Code Video
	 (UNIT 06) Fiction Page 68	Title / Word Count	<b>Paper Snowflakes</b> Lesson A [200W] Lesson B [189W]
		Topic	A student makes paper snowflakes as a project in her math class.
		Academic Objective	Learn about how to make various shapes with given figures.
		Reading Format	Journal
		Structure	Verb-Preposition Collocations: learn about, fold down
		Vocabulary	geometry, season, identical, discuss, tough, third, carefully, pattern <b>Bonus:</b> instruction, unfold
		Reading Skill	Organizing Details <b>Writing Skill</b> Sequencing
		Integrate IT	QR Code Video
SPECIAL SUBJECT	 (UNIT 07) Nonfiction Page 80	Title / Word Count	<b>Solar Bottle Light Bulb</b> Lesson A [190W] Lesson B [203W]
		Topic	Plastic water bottles can be used to light the homes of people who don't have access to electricity.
		Academic Objective	Learn about and understand the characteristics of daily resources. Analyze the problems of people and find ways to enhance the quality of life.
		Reading Format	Website
		Structure	Adjectives and Adverbs: dark, great
		Vocabulary	dark, available, rural, afford, install, ceiling, roof, shine <b>Bonus:</b> bulb, destroy
		Reading Skill	Vocabulary in Context <b>Writing Skill</b> Summarizing
		Integrate IT	QR Code Video
	 (UNIT 08) Fiction Page 92	Title / Word Count	<b>Career Profile</b> Lesson A [202W] Lesson B [200W]
		Topic	A UN aid worker describes her job and why she chose to work in her field.
		Academic Objective	Learn the need for career path planning, and search and design the right career path for you.
		Reading Format	Website
		Structure	Present Perfect: has lived
		Vocabulary	aid, distribute, build, take care of, abroad, village, valuable, career <b>Bonus:</b> war, volunteer
		Reading Skill	Classifying <b>Writing Skill</b> Staying on Topic
		Integrate IT	QR Code Video

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Presentation	Study and use information about the Futhark alphabet to write and give a presentation.	104
Science	Units 3-4 Review	Presentation	Learn about a food pyramid. Fill in a template with information about your daily eating habits. Give a presentation.	108
Math	Units 5-6 Review	Journal	Use the information from the summary to write a journal. Design a snowflake and label the polygons. Give a presentation.	112
Special Subject	Units 7-8 Review	Volunteer Profile	Use the information from the summary to write a volunteer profile. Imagine that you have experience volunteering and write about it. Give a presentation.	116



# HOW TO USE

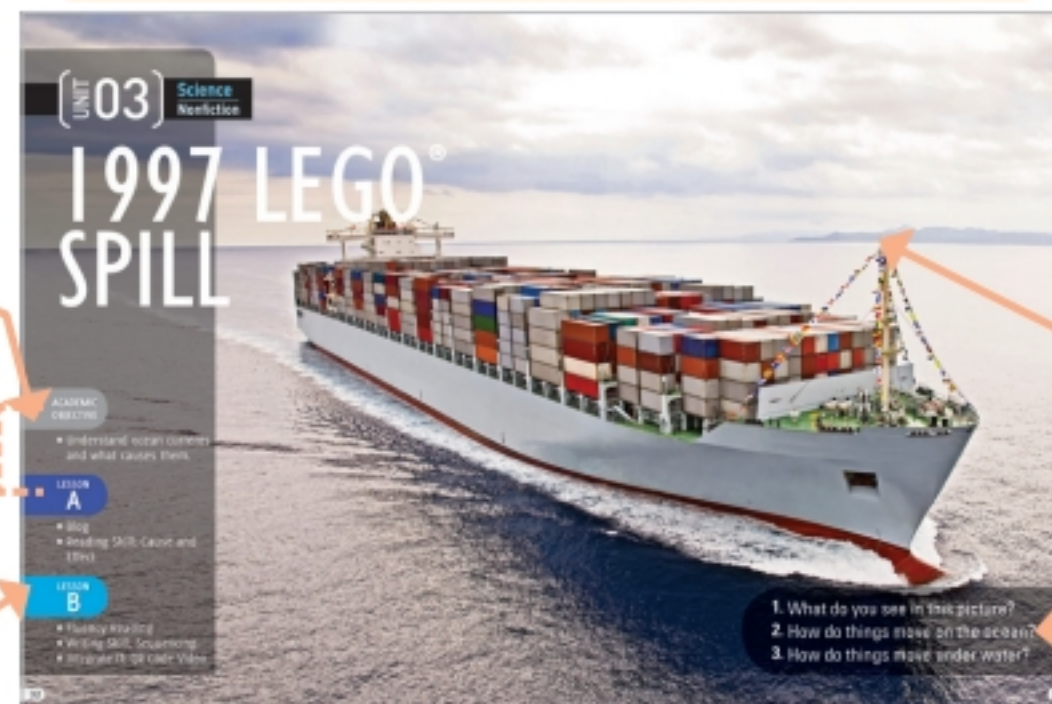
## UNIT STRUCTURE

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.



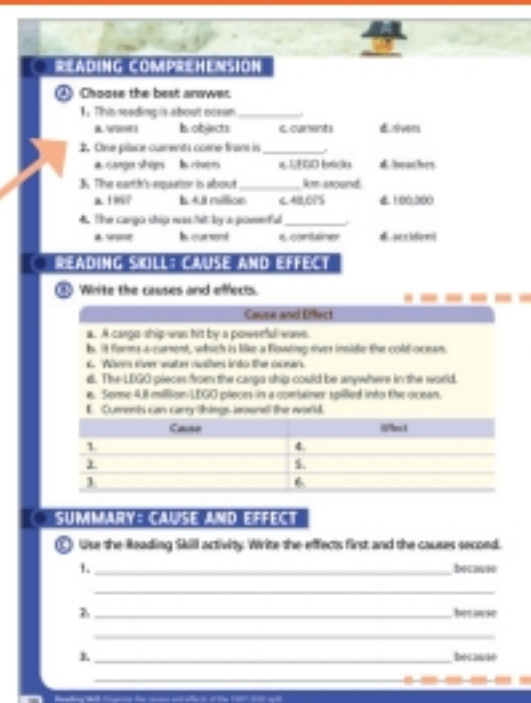
Infographics with captions provide visual support, additional information, and context.

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 in the ocean. In Australia, people also found LEGO pieces that washed ashore. Could these LEGO bricks tell us about the ocean? 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 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 things. 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! They are 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?

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.
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

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

**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. to a sudden event that is not planned or intended and that causes harm
6. current	• F. to an object that can hold something
7. rush	• G. to flow 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 flow on or to the shore of an ocean, sea, lake, or river
10. flow	• J. to an area of moving water that is raised above the main surface

**Unscramble and write.**  
could they anywhere earth on the

**Think about yourself. Choose the best answer.**

<b>Academic Objective</b>	Ocean currents can move things around the world.	True	False
<b>Reading Skill</b>	I can read and identify the cause and effects of ocean currents.	1	2
<b>Writing Skill</b>	I can sequence the events of the 1997 LEGO spill.	1	2
<b>Integration</b>	I can discuss and make inferences about ocean currents right after 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 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 tide 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 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 →  
 enunt →      rdtf →  
 neacledt →      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. To go down below the surface of water, mud, 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 \_\_\_\_\_ down the river.  
 4. The river \_\_\_\_\_ from east to west.  
 5. There has been a bad car \_\_\_\_\_ with three cars.  
 6. The rock \_\_\_\_\_ quickly to the bottom of the lake.  
 7. 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 direction 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. \_\_\_\_\_ 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.**

Classroom reading

**What is an article on an internet blog called?**

a. post      b. an attachment      c. a link

**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.



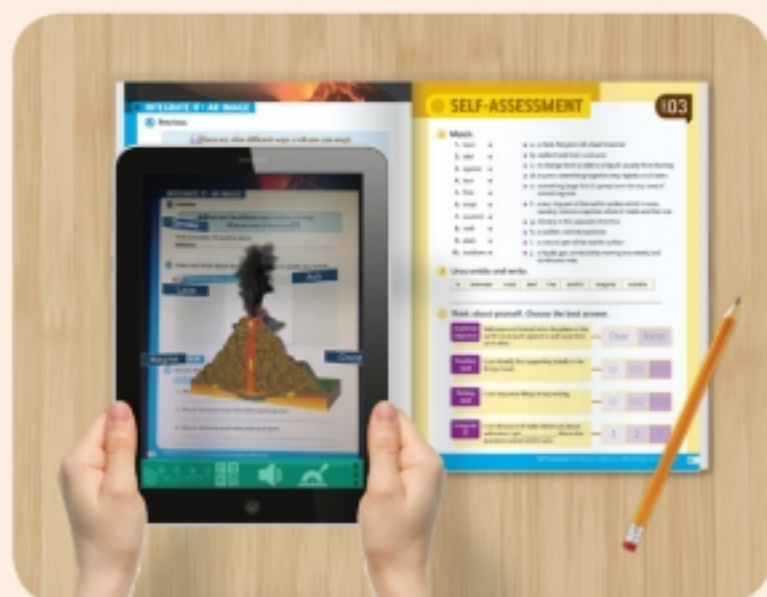
## APP

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.

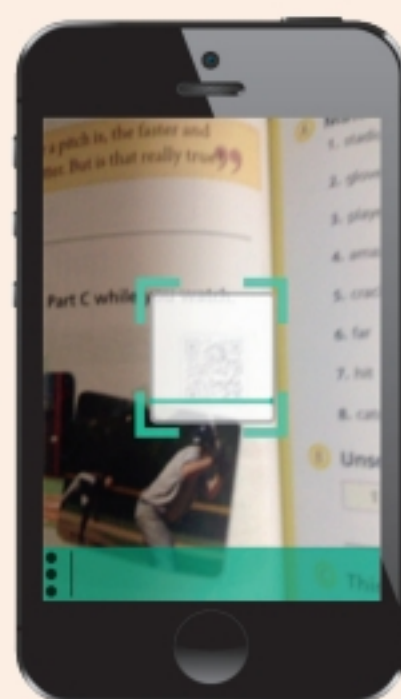
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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

# LOST LETTERS

## ACADEMIC OBJECTIVE

- Understand that social changes in feudal societies were often the result of invasions, migrations, inventions, trade and other events which led to societies mixing and interacting with one another.

## LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skills: Using Synonyms

## LESSON B

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







1. How do languages change over time?
2. Where does English come from?
3. How many letters are in the English alphabet today?



# LOST LETTERS

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

## Warm Up

How many of these countries do you know?  
What languages do they speak?

## NEW WORDS

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

**1** invasion  
(n) an attack

**2** migration  
(n) movement to another place to live

**3** replace  
(v) to switch or change to something else

**4** rune  
(n) a type of letter for reading and writing

**5** modern  
(adj) very new

**6** represent  
(v) to be a sign or symbol of something

**7** trade  
(n) the activity or process of buying, selling, or exchanging goods or services

**8** ancient  
(adj) very old







## STRUCTURE: SIMPLE PAST PASSIVE

### B Read.

1. England *was invaded* by Western Europeans.
2. It *was excluded* from the alphabet.

### C Unscramble and write.

1. attacked    England    the Vikings    was    by
  2. was    created    English alphabet    The    first
  3. were    Goods    between    traded    countries
1. \_\_\_\_\_.
  2. \_\_\_\_\_.
  3. \_\_\_\_\_.