



# Integrate

READING & WRITING

BUILDING

4

Lucas Foster



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TOPIC AREA	UNIT/PAGE	DETAILS
SOCIAL STUDIES	 <b>UNIT 01</b> Nonfiction Page 8	<b>Title / Word Count</b> <b>The Socratic Method</b> Lesson A [219W] Lesson B [205W]
		<b>Topic</b> The Socratic method is one of the best ways to have discussions about social topics like mass media. Learn about the Socratic method, the person who created it, and why it's useful.
		<b>Academic Objective</b> Learn about what the Socratic method is and when to use it.
		<b>Reading Format</b> Traditional passage
		<b>Structure</b> Adjectives with Suffixes: -ful / -ble
		<b>Vocabulary</b> ban, intelligent, philosopher, challenging, certain, confirm, rigorous, definite <b>Bonus:</b> ancient, appropriate
		<b>Reading Skill</b> Main Ideas <b>Writing Skill</b> Supporting Details
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SOCIAL STUDIES	 <b>UNIT 02</b> Fiction Page 20	<b>Title / Word Count</b> <b>The Debate Team</b> Lesson A [209W] Lesson B [214W]
		<b>Topic</b> Read about a school's debate team that debates an important issue for everyone at the school.
		<b>Academic Objective</b> Understand and investigate social changes in daily life and also analyze their characteristics.
		<b>Reading Format</b> Blog
		<b>Structure</b> Modal Verbs: could, should, would
		<b>Vocabulary</b> administration, split, argument, education, definition, self-discipline, stationery, convince <b>Bonus:</b> recently, continue
		<b>Reading Skill</b> Main Idea and Supporting Details <b>Writing Skill</b> Using Examples
		<b>Integrate IT</b> QR Code Video
SCIENCE	 <b>UNIT 03</b> Nonfiction Page 32	<b>Title / Word Count</b> <b>Power of the Future: Thorium</b> Lesson A [226W] Lesson B [221W]
		<b>Topic</b> The world desperately needs clean, reliable, safe, and sustainable energy. The element thorium and a machine called the molten salt reactor could meet these energy needs.
		<b>Academic Objective</b> Learn about the new resources to generate energy, and understand different occupations work hard in the field of future nuclear energy.
		<b>Reading Format</b> Website
		<b>Structure</b> Modal Verbs of Possibility: could
		<b>Vocabulary</b> desperately, reliable, maintain, explode, nuclear, weapon, eliminate, prevent <b>Bonus:</b> abundant, malfunction
		<b>Reading Skill</b> Compare and Contrast <b>Writing Skill</b> Using Examples
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SCIENCE	 <b>UNIT 04</b> Fiction Page 44	<b>Title / Word Count</b> <b>Pegasus Motors</b> Lesson A [219W] Lesson B [202W]
		<b>Topic</b> Read an advertisement in a magazine about a special new car that never needs to be refueled.
		<b>Academic Objective</b> Know that energy is needed for living things and machines, and learn about the types of energy needed for them.
		<b>Reading Format</b> Magazine article
		<b>Structure</b> Modals of Obligation: must, have to
		<b>Vocabulary</b> depend, moment, transportation, efficiently, vehicle, announce, revolutionary, brilliant <b>Bonus:</b> communication, affordably
		<b>Reading Skill</b> Contrasting <b>Writing Skill</b> Adding Details
		<b>Integrate IT</b> QR Code Video



TOPIC AREA	UNIT/PAGE	DETAILS	
		Title / Word Count	<b>Pi Day</b> Lesson A [212W] Lesson B [217W]
		Topic	Learn interesting information about the number pi and about Pi Day.
		Academic Objective	Understand how to measure pi and the diameter of a circle, and understand what pi is.
		Reading Format	Traditional passage
		Structure	Prepositions of Time: in, on, at
		Vocabulary	forever, symbol, circumference, diameter, equation, decimal, characteristic, gather <b>Bonus:</b> march, recognize
		Reading Skill	Vocabulary in Context Writing Skill Summarizing
		Integrate IT	QR Code Video
		Title / Word Count	<b>Pies for Pi Day</b> Lesson A [223W] Lesson B [193W]
		Topic	Read text messages between two classmates discussing how many pies are needed to feed the class for Pi Day.
		Academic Objective	Understand the principles of fraction multiplication and how to calculate them.
		Reading Format	Text message
		Structure	Present Continuous: walking, bringing, doing
		Vocabulary	miss, chore, figure out, fraction, slice, whole, per, quarter <b>Bonus:</b> prepare, pick up
		Reading Skill	Scanning Writing Skill Literary Elements
		Integrate IT	QR Code Video
		Title / Word Count	<b>Claude Monet</b> Lesson A [210W] Lesson B [218W]
		Topic	Read about the life of Claude Monet and information about the art style called Impressionism which he helped create.
		Academic Objective	Understand and be able to explain various styles of art.
		Reading Format	Traditional passage
		Structure	Time Clauses and Phrases: when, while, during
		Vocabulary	considered, leading, figure, master, view, pass away, army, impression <b>Bonus:</b> style, movement
		Reading Skill	Reading for Information Writing Skill Recording and Organizing Details
		Integrate IT	QR Code Video
		Title / Word Count	<b>Optical Illusions</b> Lesson A [217W] Lesson B [203W]
		Topic	Read a student's journal about a trip to an art museum to get ideas for an art project. The student sees and learns about optical illusions and decides to do art project on them.
		Academic Objective	Understand the feelings and ideas behind different kinds of artwork and explain them.
		Reading Format	Journal
		Structure	Linking Verbs: seems, looks
		Vocabulary	explain, appear, trick, dizzy, vase, confused, horizontal, interesting <b>Bonus:</b> illusion, pamphlet
		Reading Skill	Literary Elements Writing Skill Making Connections
		Integrate IT	QR Code Video

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Debate	Brainstorm, make a pros and cons list, and use the group's ideas to prepare your team's argument and a rebuttal against the other team. Have a debate.	104
Science	Units 3-4 Review	Plan	Prepare a plan about how to use thorium as an alternative energy source. Give a presentation.	108
Math	Units 5-6 Review	Text message	Use the information from the summary to write a text message conversation about planning a party. Give a presentation.	112
Special Subject	Units 7-8 Review	Journal	Use the information from the summary to write a journal about different styles of art. 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.



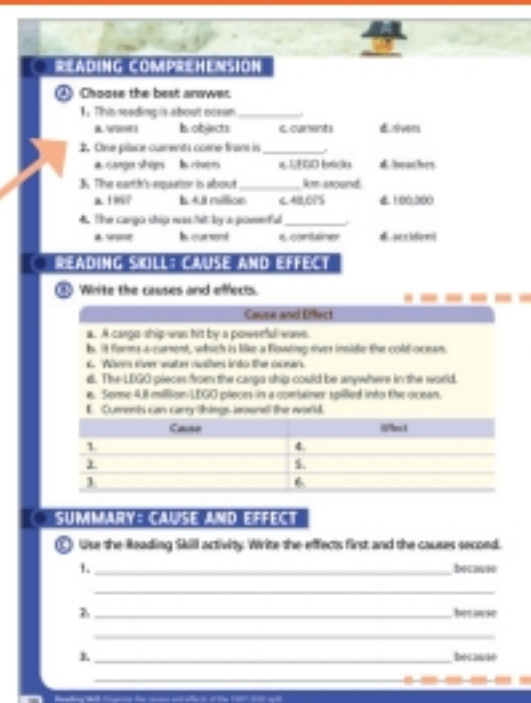
Infographics with captions provide visual support, additional information, and context.

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 advice / waves are big at the beach today.
- Don't sink / ask. 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 / advice.
- 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 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 you the story of the spill? To find the answer, let's understand ocean currents. Ocean water flows in different ways. It comes from many places. Warm water rises into the ocean. It doesn't slow down when it is in the ocean. 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! 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.

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 lost.

**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 be

**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.	00	00
<b>Writing Skill</b>	I can sequence the events of the 1997 LEGO spill.	00	00
<b>Integration</b>	I can discuss and make inferences about ocean currents right 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 →  
 neacldt →      dteom →

**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, 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. \_\_\_\_\_, and today LEGO pieces are still washing 2. \_\_\_\_\_.

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 time

**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.



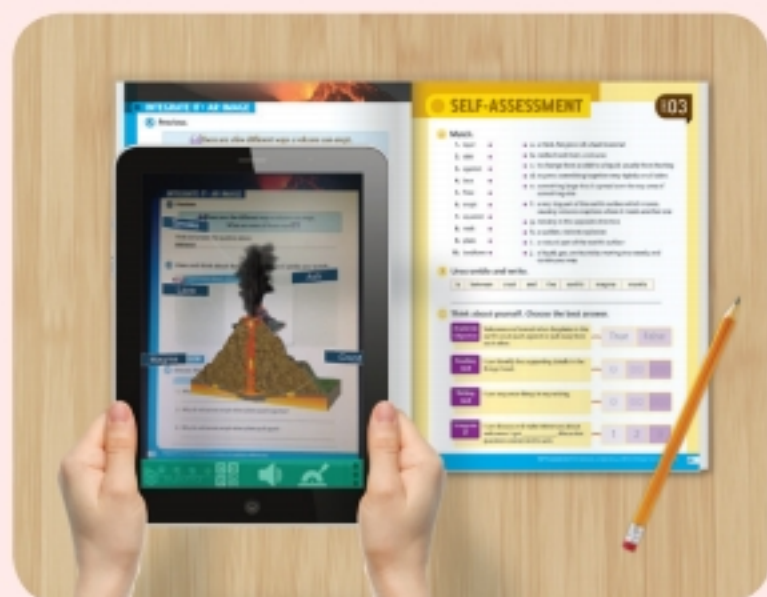
## APP

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.

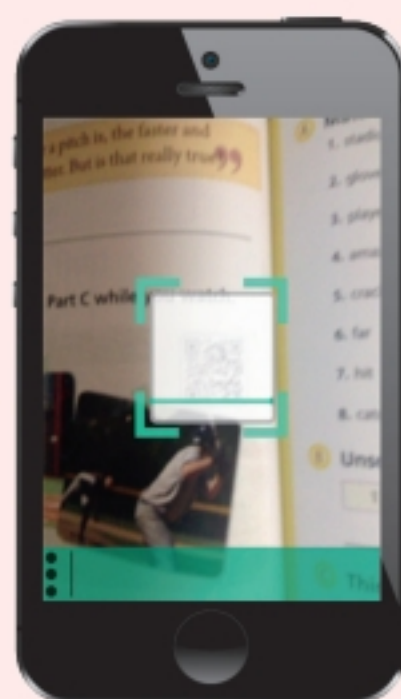
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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

# THE SOCRATIC METHOD

## ACADEMIC OBJECTIVE

- Learn about what the Socratic method is and when to use it.

## LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Main Ideas

## LESSON B

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





1. What are mass media and pop culture?
2. What is the difference between a debate and a discussion?
3. What is the best way to criticize things you don't like?



# THE SOCRATIC METHOD

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Main Ideas

## Warm Up

What kind of talk do you think these people are having?  
Do you think they agree or disagree with each other?  
What's the best way to have this kind of discussion?

## NEW WORDS

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



**1 ban**

(v) to say that something cannot be used or done

**2 intelligent**

(adj) easily able to learn and understand difficult things

**3 philosopher**

(n) a person who studies ideas about knowledge, truth, the nature and meaning of life, etc.

**4 challenging**

(adj) difficult in a way that usually makes us try harder

**5 certain**

(adj) used to refer to something or someone that is not named specifically

**6 confirm**

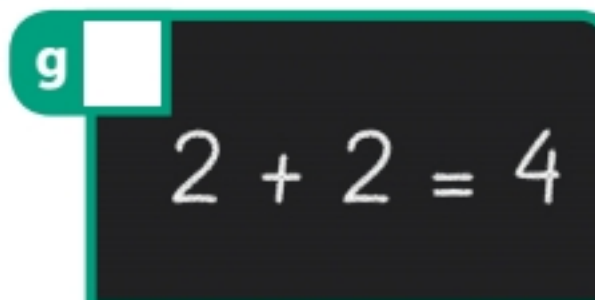
(v) to cause someone to believe something more strongly

**7 rigorous**

(adj) done carefully and with a lot of attention to detail

**8 definite**

(adj) said or done in such a way that others know exactly what you mean







## ● STRUCTURE: ADJECTIVES WITH SUFFIXES

### Ⓑ Read.

1. The method is *useful*.
2. The answer is not *debatable*.

### Ⓒ Unscramble and write.

1. puppy      The      playful      was      very

2. away      visible      is      from far      The smoke

3. were      The      useful      tools      really

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.