

Integrate

READING & WRITING

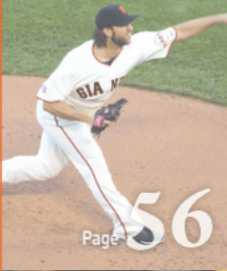



BASIC

1

Lucas Foster

TABLE OF CONTENTS

TOPIC AREA	UNIT/PAGE	DETAILS	
SOCIAL STUDIES	 (UNIT 01) Nonfiction Page 8	Title / Word Count	Farm to Store Lesson A [128W] Lesson B [105W]
		Topic	Orange juice is made through a process that includes workers in many different places.
		Academic Objective	Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions.
		Reading Format	Traditional passage
		Structure	Prepositions of Place: into, on
		Vocabulary	farmer, factory, machine, container, shelf, important Bonus: worker, driver
		Reading Skill	Sequencing Writing Skill Synthesizing
		Integrate IT	QR Code Video
	 (UNIT 02) Fiction Page 20	Title / Word Count	City Jobs Lesson A [100W] Lesson B [105W]
		Topic	Vehicles turn into robots and help do the jobs of public servants.
		Academic Objective	Understand the role of workers and public servants in society.
		Reading Format	Comic strip
		Structure	Present Simple and Conjugations: work, works
		Vocabulary	city, job, police officer, firefighter, doctor, street cleaner Bonus: injured, safe
		Reading Skill	Classifying Writing Skill Literary Elements
		Integrate IT	QR Code Video
SCIENCE	 (UNIT 03) Nonfiction Page 32	Title / Word Count	Giraffes Lesson A [114W] Lesson B [107W]
		Topic	Animals like giraffes look unique and special. The way they look is related to the way they live.
		Academic Objective	Examine the relationship between an animal's appearance and behavior.
		Reading Format	Magazine article
		Structure	Modal Verbs of Obligation & Necessity: need to
		Vocabulary	herbivore, carnivore, attack, neck, tongue, special Bonus: omnivore, difficult
		Reading Skill	Categorizing Writing Skill Cause and Effect
		Integrate IT	QR Code Video
	 (UNIT 04) Fiction Page 44	Title / Word Count	Safari Tours Lesson A [113W] Lesson B [108W]
		Topic	A boy goes on a safari tour and learns how to classify animals through a fun activity.
		Academic Objective	Understand that animals can be classified by observing the way they live.
		Reading Format	Postcard
		Structure	Future Tense: will
		Vocabulary	badge, become, national, range, describe, reward Bonus: find, around
		Reading Skill	Sequencing Writing Skill Synthesizing
		Integrate IT	AR Images

TOPIC AREA	UNIT/PAGE	DETAILS		
MATH	(UNIT 05) Nonfiction  Page 56	Title / Word Count	Pitching Power Lesson A [108W] Lesson B [106W]	
		Topic	Professional athletes like baseball pitchers use angles to create speed and power.	
		Academic Objective	Examine the measurement of angles.	
		Reading Format	Magazine article	
		Structure	Irregular Past Tense Verbs: threw, made	
		Vocabulary	angle, twist, throw, wide, speed, spring Bonus: power, history	
		Reading Skill	Sequencing	Writing Skill Cause and Effect
		Integrate IT	QR Code Video	
SPECIAL SUBJECT	(UNIT 06) Fiction  Page 68	Title / Word Count	The Home Run Lesson A [114W] Lesson B [107W]	
		Topic	A girl sends a text to her friend about a baseball game.	
		Academic Objective	Compare measurements of length and speed, and express them in meters and km/h.	
		Reading Format	Text message	
		Structure	Irregular Past Tense Verbs: flew, caught	
		Vocabulary	stadium, glove, player, amazing, crack, far Bonus: hit, catch	
		Reading Skill	Classifying	Writing Skill Sequencing
		Integrate IT	QR Code Video	
	(UNIT 07) Nonfiction  Page 80	Title / Word Count	A Special Dance Lesson A [118W] Lesson B [104W]	
		Topic	Dance can be used to express oneself to music. Break dancing is an internationally recognized dance phenomenon.	
		Academic Objective	Learn about how people dance and use diverse expressions that match music to express themselves.	
		Reading Format	Magazine article	
		Structure	Modals: Ability	
		Vocabulary	excited, international, creative, competition, communicate, popular Bonus: express, traditional	
		Reading Skill	Main Idea and Supporting Details	Writing Skill Using Examples
		Integrate IT	QR Code Video	
	(UNIT 08) Fiction  Page 92	Title / Word Count	Talent Show Lesson A [112W] Lesson B [101W]	
		Topic	A team comes up with a clever way for one member with a disability to participate in a dance competition.	
		Academic Objective	Understand that everyone has different talents that can be expressed at school events.	
		Reading Format	Story	
		Structure	Future Tense: will	
		Vocabulary	talent, member, wheelchair, spin, practice, only Bonus: copy, compete	
		Reading Skill	Sequencing	Writing Skill Story Mapping
		Integrate IT	QR Code Video	

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Job Report	Do a survey, write a summary, and give a presentation about the jobs you and your classmates are interested in.	104
Science	Units 3-4 Review	Animal Postcard	Analyze information, write a postcard, and give a presentation about the wild animal you are most interested in.	108
Math	Units 5-6 Review	Text Message	Research information about an athlete, write a text about them, and give a presentation.	112
Special Subject	Units 7-8 Review	Dance Story	Read details about other cultures, write a story about traditional dance from another country, and give a presentation.	116



UNIT 01

Social Studies
Nonfiction

FARM TO STORE

ACADEMIC OBJECTIVE

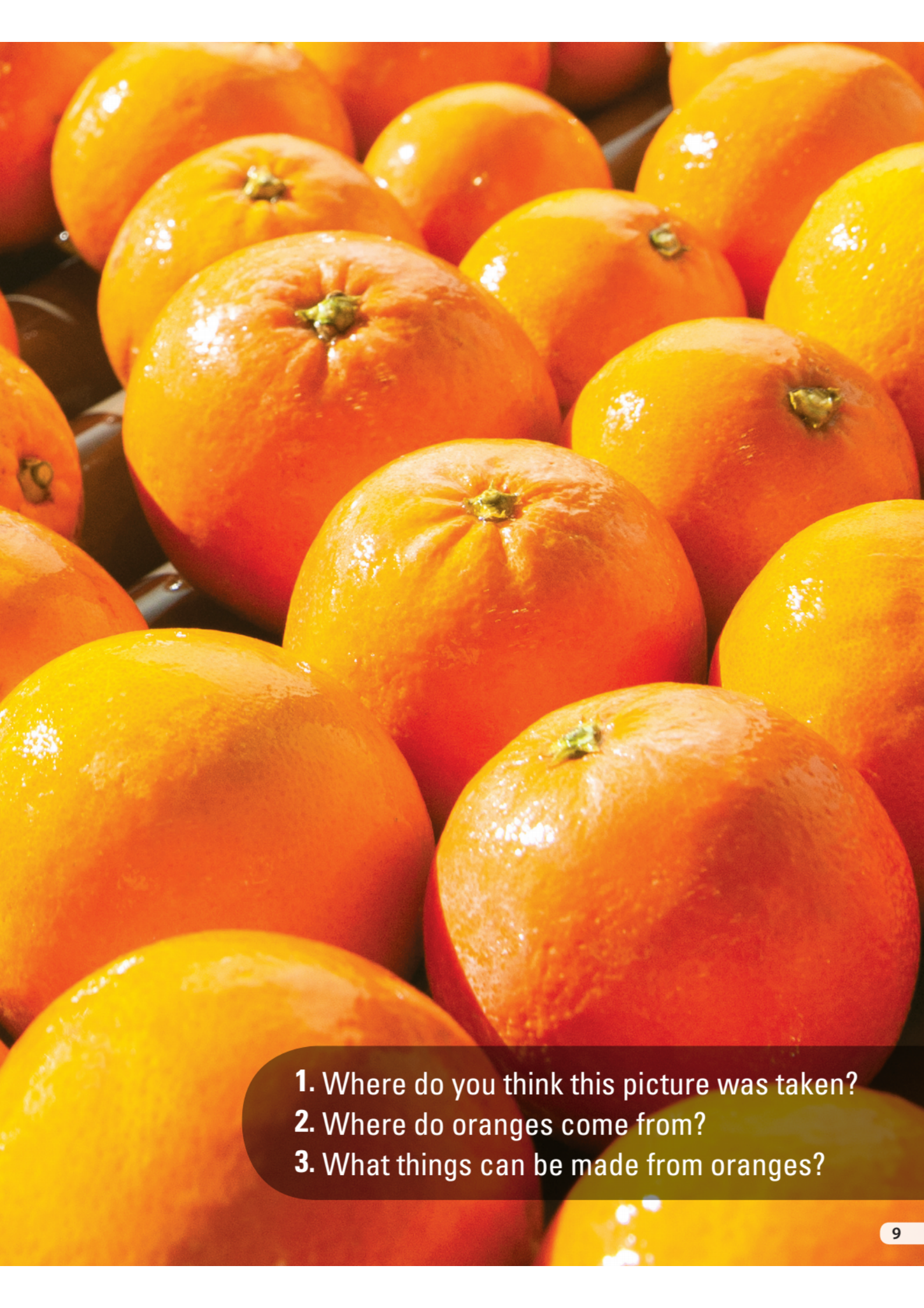
- Investigate examples of economic activities, markets, production, and consumption, and understand that there is a close economic relationship between regions.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Sequencing

LESSON B

- Fluency Reading
- Writing Skill: Synthesizing
- Integrate IT: QR Code Video



1. Where do you think this picture was taken?
2. Where do oranges come from?
3. What things can be made from oranges?

FARM TO STORE

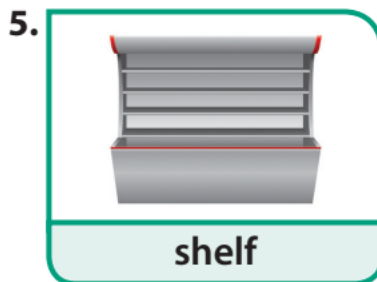
- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Sequencing

Warm Up

Where does the food we buy come from?
How does it get to the store?

NEW WORDS

A Listen, repeat, then write. 



1A



STRUCTURE: PREPOSITIONS OF PLACE

B Read.

- Machines put the juice into containers.
- A woman puts the juice on a shelf.

C Match and write.

- A machine • • are put on • • a truck.
- Store workers • • put the • • juice on shelves.
- The oranges • • puts the juice • • into containers.

1. _____

2. _____

3. _____

READING

Background This reading is about jobs.

A Listen and read along.

03

Farm to Store

Do you buy orange juice from stores? Do you know how it is made?

First, **farmers** grow the oranges. Then, they pick them. The oranges are put on a truck. A truck driver takes them away.

From the farm, they go to a **factory**. Factory workers check the oranges. They put them on a **machine**. The oranges are turned into juice. The juice goes to another machine. It is put into **containers**.



The containers of juice are put onto a truck. The truck takes them to stores.

A grocery store worker puts the juice on a **shelf**. Finally, people buy and drink it.

Many people work to give us food. They all have **important** jobs.



A farmer grows and picks oranges on a farm.



A truck driver takes the oranges from the farm to the factory.



Workers check the oranges at the factory before machines make the juice.



Orange juice is put on the shelf at the grocery store for people to buy.



READING COMPREHENSION

A Choose the best answer.

1. What is the reading about?
a. jobs b. farming c. trucks
2. Who checks the oranges before they become juice?
a. truck drivers b. factory workers c. grocery store workers
3. How many different places does the reading talk about?
a. 1 b. 2 c. 3
4. How many different workers help make orange juice in the reading?
a. 4 b. 5 c. 7

READING SKILL: SEQUENCING

B Number the sentences in the correct order.

Sequencing

- ☐ Orange juice is taken to the store.
- ☐ Oranges are taken from the farm to the factory.
- ☐ Oranges are grown and picked.
- ☐ Oranges are checked and made into juice.
- ☐ Containers of orange juice are put on the shelf.

SUMMARY : SEQUENCING

C Use the reading skill activity. Write the sentences in the correct order.

1. _____
2. _____
3. _____
4. _____
5. _____

FARM TO STORE

1B

- Fluency Reading
- Writing Skill: Synthesizing
- Integrate IT

Warm Up ↑

Who makes juice?
Where do they make it?

VOCABULARY REVIEW


A Fill in the blank with the correct word.

farmer factory machine important container shelf

1. Please put the books on the _____.
2. Cars are made in a(n) _____.
3. My father is a(n) _____. He grows corn.
4. My friends are _____ to me. They make me happy.
5. Put the food in a(n) _____, and put it in the fridge.
6. A _____ can do work much faster than a person.

FLUENCY READING

Background What is this reading about?

- A** Listen, underline the vocabulary words, and learn two bonus words. Then read again. 

Farm to Store

Orange juice is made in a process. It all starts on the farm. That is where farmers grow oranges. Then they pick them. A truck driver takes the fruit to a factory.

Factory workers check the oranges. They put them on machines. The oranges are made into juice. The juice is put into containers. A truck driver brings the juice to stores. Grocery store workers put it on shelves. People come and buy the juice. Finally, they drink it.

Many things are made like this. Tomato sauce and baked beans are some examples. This process involves many different people. All of them have important jobs.



- B** Do sustained silent reading.

Class reading time: seconds

- C** What kind of reading is this?

a. traditional

b. e-mail

c. blog

WRITING SKILL: SYNTHESIZING

A Match.

Who		What
1. Farmers	•	a. They take the oranges from the farm to the factory.
	•	b. They grow the oranges.
2. Truck drivers	•	c. They check the oranges.
	•	d. They pick the oranges.
3. Factory workers	•	e. They use machines to make orange juice.
	•	f. They take the orange juice from the factory to the store.

WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit. Replace "they" with the job.

Sequencing + Synthesizing		
When	Who	What
First,	farmers	grow the oranges.
Second,		
Third,		
Fourth,		
Fifth,		
Sixth,		

WRITING SKILL EXPANSION

C Look at page 7 in the practice book. Complete the writing plan in part C.

INTEGRATE IT: QR CODE VIDEO

A Preview.

“Orange juice is made through a process. What are some other foods that are made in a similar way to orange juice?”

Think and answer the question above.

Inference _____

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



Learn more about making orange juice!



DISCUSSION

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

Think while you watch:

1. How many different places are part of the process?

2. How many different workers are part of the process?

3. What turns the oranges into juice?

SELF-ASSESSMENT

UNIT 01

A Match.

- | | | |
|--------------|---|---|
| 1. factory | • | • a. a person who works on a farm |
| 2. farmer | • | • b. a building or group of buildings where products are made |
| 3. machine | • | • c. an object, like a box, that can hold things |
| 4. container | • | • d. having serious meaning or being needed |
| 5. shelf | • | • e. a flat area from the wall which you can put objects on |
| 6. important | • | • f. a piece of equipment that uses energy to do work |
| 7. worker | • | • g. a person who drives a car, truck, or other vehicle |
| 8. driver | • | • h. a person who does work to earn money |

B Unscramble and write.

into	the	juice	containers	Machines	put
------	-----	-------	------------	----------	-----

C Think about yourself. Choose the best answer.

Academic Objective

Several different places and people work to make a single product like orange juice.

True

False

Reading Skill

I can sequence things I read about.



Writing Skill

I can synthesize different kinds of information in my writing.



Integrate IT

I can discuss and make inferences about how things are made. I got _____ discussion questions correct in this unit.

1

2

3