

Integrate

READING & WRITING



BASIC

2

Lucas Foster

TABLE OF CONTENTS

TOPIC AREA	UNIT/PAGE	DETAILS
SOCIAL STUDIES	(UNIT 01) Nonfiction  Page 8	Title / Word Count New Cities Lesson A [125W] Lesson B [116W]
		Topic New eco-cities are environmentally friendly. Learn about how eco-cities are good for the environment.
		Academic Objective Understand that humans and the environment are related and affect each other.
		Reading Format Internet blog
		Structure Be verb: is, are
		Vocabulary environment, pollution, natural, reduce, recycle, limited Bonus: destroy, produce
		Reading Skill Main Idea and Supporting Details Writing Skill Contrasting
		Integrate IT QR Code Video
SCIENCE	(UNIT 02) Fiction  Page 20	Title / Word Count My House Lesson A [135W] Lesson B [124W]
		Topic A girl who lives in the desert writes a letter to her friend describing her house, which is made entirely of recycled bottles, sand, and clay.
		Academic Objective Understand the differences between life in cities and in rural areas.
		Reading Format Letter
		Structure Comparative adjectives: stronger, colder, better
		Vocabulary bottle, sand, tight, cover, repeat, row Bonus: clay, mud
		Reading Skill Sequencing Writing Skill Main Idea and Supporting Details
		Integrate IT QR Code Video
	(UNIT 03) Nonfiction  Page 32	Title / Word Count Ecosystems Lesson A [125W] Lesson B [120W]
		Topic Producers, consumers, and decomposers are all essential parts of an ecosystem. They all need energy, and they all give one another energy.
		Academic Objective Understand the structure and function of an ecosystem.
		Reading Format Magazine article
		Structure Modals: Obligation & Necessity: need to
		Vocabulary ecosystem, producers, consumers, decomposers, waste, soil Bonus: energy, category
		Reading Skill Categorizing Writing Skill Sequencing
		Integrate IT QR Code Video
	(UNIT 04) Fiction  Page 44	Title / Word Count Hard Workers Lesson A [125W] Lesson B [118W]
		Topic Kids on a hiking trip observe termites doing their part in an ecosystem.
		Academic Objective Identify animals by observing their characteristics.
		Reading Format Comic strip
		Structure Demonstrative pronouns: this, that, these, those
		Vocabulary termites, nutrients, hike, busy, glad, grow Bonus: clean, hard
		Reading Skill Main Idea and Supporting Details Writing Skill Categorizing
		Integrate IT QR Code Video

TOPIC AREA	UNIT/PAGE	DETAILS		
MATH	 UNIT 05 Nonfiction Page 56	Title / Word Count	F1 Speed Lesson A [132W] Lesson B [128W]	
		Topic	Light weight and aerodynamics help F1 cars and other vehicles go fast.	
		Academic Objective	Understand units of weight in kilograms and express them using real-life examples.	
		Reading Format	Magazine article	
		Structure	Comparatives: faster, lighter	
		Vocabulary	light, weigh, aerodynamic, spend, turn left/right, crash Bonus: reason, normal	
		Reading Skill	Compare and Contrast	Writing Skill Introduction and Conclusion
		Integrate IT	AR Images	
	 UNIT 06 Fiction Page 68	Title / Word Count	The Car Race Lesson A [129W] Lesson B [117W]	
		Topic	A boy sends an e-mail to a friend to describe an auto race and describes the different parts of a race car.	
		Academic Objective	Express and compare units of speed in kilometers per hour.	
		Reading Format	E-mail	
		Structure	Adjectives: soft, big	
		Vocabulary	tires, brakes, engine, parts, body, driver Bonus: excited, weekend	
		Reading Skill	Identifying Details	Writing Skill Main Idea
		Integrate IT	QR Code Video	
SPECIAL SUBJECT	 UNIT 07 Nonfiction Page 80	Title / Word Count	Multicultural Countries Lesson A [127W] Lesson B [111W]	
		Topic	Multicultural countries have many different kinds of people, unlike countries that have only one culture, language, and people.	
		Academic Objective	Understand that a multicultural country has different people, cultures, and traditions.	
		Reading Format	Traditional passage	
		Structure	Frequency adverbs: sometimes, often, occasionally	
		Vocabulary	country, culture, tradition, mix, move, accept Bonus: make, happen	
		Reading Skill	Compare and Contrast	Writing Skill Synthesizing
		Integrate IT	QR Code Video	
	 UNIT 08 Fiction Page 92	Title / Word Count	The Birthday Party Lesson A [127W] Lesson B [113W]	
		Topic	A boy goes to a birthday party at his neighbor's house and enjoys experiencing their cultural traditions.	
		Academic Objective	Learn to accept and appreciate other cultures.	
		Reading Format	Journal entry	
		Structure	Irregular past tense verbs: ate, hit, broke, went	
		Vocabulary	turn, delicious, chance, keep, break, band Bonus: stick, fall	
		Reading Skill	Classifying	Writing Skill Cause and Effect
		Integrate IT	QR Code Video	

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	City Plan	Map out the food, energy, and water sources of an eco-friendly city, write a plan, and give a presentation about your plan for an eco-friendly city.	104
Science	Units 3-4 Review	Ecosystem Report	Choose a plant or animal, write a report about the ecosystem it lives in and what its role is, and give a presentation about it.	108
Math	Units 5-6 Review	E-mail	Use the information from either unit 5 or unit 6, write an email about race cars, and give a presentation about it.	112
Special Subject	Units 7-8 Review	Birthday Journal	Read details about birthday celebrations in some cultures, write a story about the traditions of your own culture, and give a presentation about your most recent birthday.	116



UNIT 01

Social Studies
Nonfiction

NEW CITIES

ACADEMIC OBJECTIVE

- Understand that humans and the environment are related and affect each other.

LESSON A

- Reading Format: Internet blog
- Comprehension
- Reading Skill: Main Idea and Supporting Details

LESSON B

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



1. What do you see in this picture?
2. How do cities change nature?
3. How can we use nature to build cities?

NEW CITIES

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Main Idea and Supporting Details

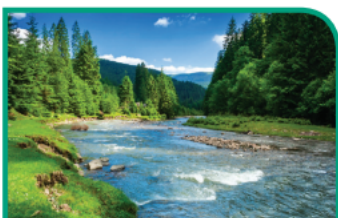
Warm Up

Which things in this picture are natural?
Which things are human-made?
Is this city design good or bad for the environment?

NEW WORDS

A Listen, repeat, then write. 

1.



environment

2.



pollution

3.



natural

4.



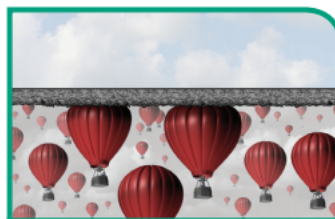
reduce

5.



recycle

6.



limit



STRUCTURE: BE VERB

B Read.


- There is a new way.
- There are three major things.

C Number in order then write.

- There (1) natural (4) is (2) a (3) way (5)
 - are () five () cities () major () There ()
 - spaces () are () green () There () few ()
- _____.
 - _____.
 - _____.

READING

Background This reading is about cities.

A Listen and read along. 



[HOME](#)

[ABOUT US](#)

[PICTURE GALLERY](#)

[COMMENTS](#)

[CONTACT US](#)

[SHARE](#)

Cities are bad for the **environment**. The homes of plants and animals are destroyed. The large amounts of energy people use causes **pollution**. Fortunately, there is a new way to build and run cities.

These new cities are called eco-cities. There are three major things that make an eco-city different. First, “eco” means “environment.” Eco-cities are built into the **natural** environment. So, the environment is not destroyed. Second, energy is made in natural ways. So are food and water. Finally, less waste is produced. Most waste is **recycled**.

Eco-cities do less harm to the environment. The natural environment stays within them. Pollution is **limited**. Waste is **reduced**. We should build eco-cities. This will help the environment. The world will be a better place for everyone.

Post a Link



Need for green spaces in cities

Heavy use of fuel and cars in cities damages the environment and causes pollution. This situation can be improved by creating green areas.

Creating a green space in an old city

The High Line is an old railway track that was turned into a park in Manhattan, New York City.



Making environment-friendly energy

Solar panels on a city building use energy from sunlight to make clean energy for the building.





READING COMPREHENSION

A Choose the best answer.

1. What is the reading about?
a. eco-cities b. pollution c. recycling
2. What is the meaning of "eco"?
a. city b. waste c. environment
3. What happens to the homes of animals when a new building is made?
a. They are limited. b. They are destroyed. c. They are moved.
4. What do eco-cities reduce?
a. waste b. recycling c. parks

READING SKILL: MAIN IDEA AND SUPPORTING DETAILS

B Choose the main idea and details from the idea box. Write the correct letters in the boxes.

Idea Box

- a. Eco-cities are built into the natural environment.
- b. Eco-cities produce water, food, and energy in natural ways.
- c. We should build eco-cities because they are good for the environment.
- d. Eco-cities reduce waste and recycle most waste.

Main Idea: _____



Detail 1: _____

Detail 2: _____

Detail 3: _____

SUMMARY: MAIN IDEA AND SUPPORTING DETAILS

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

1. Main idea: _____
2. Detail 1: _____
3. Detail 2: _____
4. Detail 3: _____

NEW CITIES

1B

- Fluency Reading
- Writing Skill: Contrasting
- Integrate IT

Warm Up ↑

What is this building in Sydney, Australia, an example of?

VOCABULARY REVIEW

A Circle the correct word to complete the sentence.

1. Don't throw bottles in the trash. Please **reduce / recycle** them.
2. Driving cars harms the **pollution / environment**.
3. If we ride bikes more often, we will **limit / recycle** air pollution.
4. Salad is a **natural / reduced** food.
5. The factory makes a lot of **pollution / recycling**.
6. Our class will **reduce / natural** our trash.

FLUENCY READING

Background What is this reading about?

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



WORD BOX

environment
reduce

produced
recycle

pollution
limited

natural
destroys



Post a Link



More and more cities are being built. This harms the environment.

Cities use a lot of land. This 1. _____ plants' and animals' homes. City people use a lot of energy. This causes 2. _____.

But we can build eco-cities. There are three things that are special about eco-cities. First, they don't destroy the 3. _____. They make it a part of the city. Also, they use 4. _____ ways to make food, water, and energy. Lastly, they 5. _____ most things. This way, they 6. _____ waste.

In eco-cities, there is nature all around us. There is 7. _____ pollution. There is less waste 8. _____. This makes a cleaner environment. With eco-cities, the world will be a nicer place to live in.

B Do sustained silent reading.

Class reading time: _____ seconds

C What kind of reading is this?

- a. blog b. journal c. traditional



WRITING SKILL: CONTRASTING

A Complete the chart.

Contrasting	
a. Bad for the environment d. Make lots of pollution	b. Good for the environment e. Produce a lot of waste
c. Reduce waste f. Limit pollution	
Old Cities	Eco-cities
Bad for the environment	

WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit.

Main Idea and Supporting Details + Contrasting		
	a. Bad for the environment b. Destroy the environment c. Make lots of pollution d. Limit pollution	e. Good for the environment f. Reduce waste g. Produce a lot of waste h. Build into the environment
Main Idea and Details	Old Cities	Eco-cities
Main Idea	Bad for the environment	
Detail 1		
Detail 2		
Detail 3		

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.

“In an eco-city, energy, food, and water are made in natural ways. What are some of the natural ways we can make energy?”

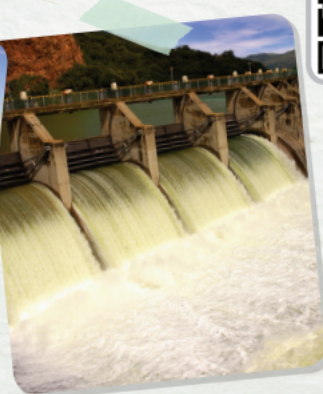
Think and answer the question above.

Inference _____

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



Learn more about clean energy!



DISCUSSION

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

Think while you watch:

1. How does natural energy reduce pollution?

2. How is the energy made in each of these ways?

3. Will these ways of making energy produce more or less waste?

SELF-ASSESSMENT

UNIT 01

A Match.

- | | | |
|----------------|---|-----------------------------------------------------------------------------------|
| 1. environment | • | • a. coming from the earth; not made or caused by humans |
| 2. natural | • | • b. to stop something from getting bigger |
| 3. pollution | • | • c. things that make air, land, and, water dirty and not safe to use |
| 4. recycle | • | • d. to make something smaller or less |
| 5. limit | • | • e. the world and its conditions in nature |
| 6. reduce | • | • f. to cause the end of something; to damage something and make it stop existing |
| 7. destroy | • | • g. to make something new from something that was used before |
| 8. produce | • | • h. to make something exist or happen; to make something new |

B Unscramble and write.

way	a	There	new	is
-----	---	-------	-----	----

C Think about yourself. Choose the best answer.

Academic Objective

People have an effect on nature and the environment.

True

False

Reading Skill

I can identify the main idea and supporting details in the things I read.



Writing Skill

I can contrast different things in my writing.



Integrate IT

I can discuss and make inferences about eco-cities. I got _____ discussion questions correct in this unit.

1

2

3