



Integrate

READING & WRITING



BUILDING

Lucas Foster

Integrate

READING & WRITING



BUILDING

1

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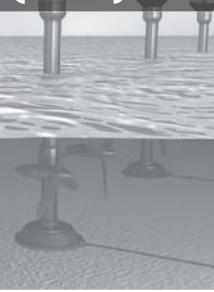
BUILDING

1

SCOPE AND SEQUENCE

SOCIAL STUDIES

SCIENCE

TOPIC AREA	UNIT/PAGE	DETAILS		
	(UNIT 01) Nonfiction	Title / Word Count	Human Rights Hero	Lesson A [175W] Lesson B [160W]
		Topic	It's important to understand how we got human rights and the laws that protect them. Learn about struggles for human rights.	
		Academic Objective	Be aware of the importance of human rights, and understand how people have fought for human rights.	
		Reading Format	Traditional Passage	
		Structure	Adverbs: clearly, peacefully	
		Vocabulary	rights, basic, fair, treatment, opposite, struggle, abuse, hope Bonus: include, continue	
		Reading Skill	Topic Sentences	Writing Skill Cause and Effect
		Integrate IT	QR Code Video	
	(UNIT 02) Fiction	Title / Word Count	Class Constitution	Lesson A [181W] Lesson B [148W]
		Topic	Students spend the first day of school with their teacher deciding what rules should be in place and make a class constitution.	
		Academic Objective	Understand the importance, meaning, and role of a constitution.	
		Reading Format	E-mail	
		Structure	Phrasal Verbs: write down, put up	
		Vocabulary	rule, conflict, debate, opinion, individual, ballot, collect, constitution Bonus: share, vote	
		Reading Skill	Sequencing	Writing Skill Topics and Details
		Integrate IT	QR Code Video	
	(UNIT 03) Nonfiction	Title / Word Count	1997 LEGO® Spill	Lesson A [180W] Lesson B [172W]
		Topic	In 1997, millions of LEGO® bricks spilled into the ocean as a cargo ship was travelling near southern England.	
		Academic Objective	Understand ocean currents and what causes them.	
		Reading Format	Blog	
		Structure	Modal Verbs of Possibility: could / couldn't	
		Vocabulary	accident, wave, drift, sink, ashore, current, rush, direction Bonus: container, flow	
		Reading Skill	Cause and Effect	Writing Skill Sequencing
		Integrate IT	QR Code Video	
	(UNIT 04) Fiction	Title / Word Count	Tidal Turbines	Lesson A [185W] Lesson B [177W]
		Topic	A student wins a science fair with an excellent idea for an alternative, clean energy source.	
		Academic Objective	Discuss and analyze data and information regarding tidal phenomena.	
		Reading Format	Traditional Passage	
		Structure	Superlative Adjectives: earliest, strongest	
		Vocabulary	tide, turbine, generate, electricity, gravity, station, source, create Bonus: orbit, axis	
		Reading Skill	Scanning	Writing Skill Adding Details
		Integrate IT	QR Code Video	

MATH

SPECIAL SUBJECT

TOPIC AREA	UNIT/PAGE	DETAILS			
	[UNIT 05] Nonfiction	Title / Word Count	Baking Cakes	Lesson A [164W] Lesson B [163W]	
		Topic	Learn how to follow a recipe, including measuring the ingredients, to make a cake.		
		Academic Objective	Understand units for measuring volume, and express some using real-life examples.		
		Reading Format	Recipe		
		Structure	Adverbial Clauses: before / after		
		Vocabulary	wash, baking powder, sauce, smooth, pour, batter, decorate, cut Bonus: enjoy, cool		
		Reading Skill	Sequencing	Writing Skill	Using Imperatives
		Integrate IT	QR Code Video		
	[UNIT 06] Fiction	Title / Word Count	Party Planning	Lesson A [188W] Lesson B [170W]	
		Topic	Read an e-mail about planning a birthday party which includes calculations of both multiplication and division.		
		Academic Objective	Understand the relationship between multiplication and division, and use examples from daily life.		
		Reading Format	E-mail		
		Structure	Infinitives: I'd like to		
		Vocabulary	plan, bring, balloon, invite, guest, order, piece, liter Bonus: busy, bakery		
		Reading Skill	Organizing Details	Writing Skill	Synthesizing
		Integrate IT	QR Code Video		
	[UNIT 07] Nonfiction	Title / Word Count	Welcome to South America	Lesson A [177W] Lesson B [158W]	
		Topic	Read a profile of South America with a focus on its geography.		
		Academic Objective	Understand how to use maps to get information about continents, oceans, and countries.		
		Reading Format	Magazine Article		
		Structure	Definite Article: the		
		Vocabulary	continent, hemisphere, landscape, diverse, grassland, wetland, desert, mountain range Bonus: flat, point		
		Reading Skill	Interpreting Visual Information	Writing Skill	Monitoring Details
		Integrate IT	AR Images		
	[UNIT 08] Fiction	Title / Word Count	Visiting Brazil	Lesson A [178W] Lesson B [167W]	
		Topic	Read an interview with a girl from a multicultural family who visits her mother's hometown in Brazil.		
		Academic Objective	Understand that social diversity is important and that we can learn things from different people and places.		
		Reading Format	Interview		
		Structure	Ability: be able to		
		Vocabulary	visit, hometown, outdoor, delicacy, positive, energetic, understand, eager Bonus: enormous, southeast		
		Reading Skill	Making Inferences	Writing Skill	Giving Reasons
		Integrate IT	QR Code Video		

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Announcement	Use information from a survey and summary to write an announcement. Give a presentation.	104
Science	Units 3-4 Review	Blog Post	Use the information from a research results chart to write a post. Give a presentation.	108
Math	Units 5-6 Review	E-mail	Imagine you are planning a party. Use information from a summary to finish an e-mail to a friend. Give a presentation.	112
Special Subject	Units 7-8 Review	Interview	Imagine you went to a place you choose. Pretend you are being interviewed about the visit and 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 gets 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.



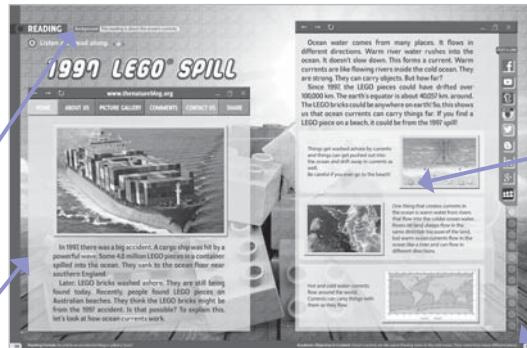
Key grammatical structures from the reading passage highlight authentic, practical use.

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.

READING COMPREHENSION			
<p>① Choose the best answers.</p> <p>1. This reading is about oceans. a. waves b. objects 2. Ocean currents are formed from a. cargo ships. b. rivers 3. The Earth's equator is a. 40 degrees. b. 40 million. 4. The cargo ship was hit by a powerful a. wave. b. accident.</p>			
<p>② Write the causes and effects.</p> <p>Cause Effect</p> <p>A. A cargo ship was hit by a powerful wave. B. Waves move water molecules inside the cold ocean. C. Warm ocean water rushes into the ocean. D. Currents can carry objects far anywhere in the world. E. Some 40 million LEGO pieces were spilled into the ocean.</p>			
<p>③ Use the Reading Skill activity. Write the effects first and the causes second.</p> <p>1. _____ because _____ 2. _____ because _____ 3. _____ because _____</p>			

Students use a graphic organizer to practice a reading skill and summarize information from the passage.

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.

ash →	ash →
shore →	seas →
current →	adult →
inacted →	directions →

STRUCTURE PRACTICE 1

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

- I do 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.

accident directions wave rocks currents drift sank shore
--

- A cargo ship was hit by a ... In 1997, resulting from this, ... around 5 million LEGO pieces spilled into the sea. They ... near southern England.
- LEGO pieces have been washing ... Since then, / However, people from around the world have been collecting them. Australian teacher ... has collected over 100,000 pieces from the 1997 accident. You can understand how this situation happened by understanding ...
- Ocean water comes from and flows in many ... Warm water ... into the oceans. Then, On the other hand, it moves like rivers inside the cold oceans. This is how currents are made. They are strong enough to carry any objects.
- The LEGO pieces from the 1997 accident could have ... over 100,000 km. They were carried by ocean currents to every thing far. If you find a LEGO piece on a beach, it could be from the 1997 accident.

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	drift	link	ashore	flow
----------	------	-------	------	--------	------

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

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.

C WRITING PLAN

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

C WRITING

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.

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.

FLUENCY READING

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

WORD BOX

accident	wave	drifted	link	ashore	flows
currents	rocks	deflated	container	shores	

1997 LEGO® Spill

In 1997, 5 million LEGO bricks spilled into the ocean near southern England. They came from a ... that left off a cargo ship. The ship was hit by a powerful ... today. LEGO pieces ... in Australia, people also found LEGO pieces that washed ashore. Could these LEGO bricks be from the 1997 ...? To find the answer, we must understand ocean ... 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 currents carry far away. Remember this if you find something on a beach.

Do check reading

Checking time _____

What is an article on an interesting topic?

Artic 1 Artic 2 Artic 3

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.

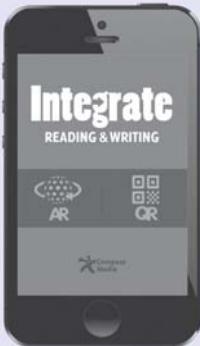
Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.



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.

(UNIT 01)

Social Studies
Nonfiction

HUMAN RIGHTS HERO

ACADEMIC
OBJECTIVE

- Be aware of the importance of human rights, and understand how people have fought for human rights.

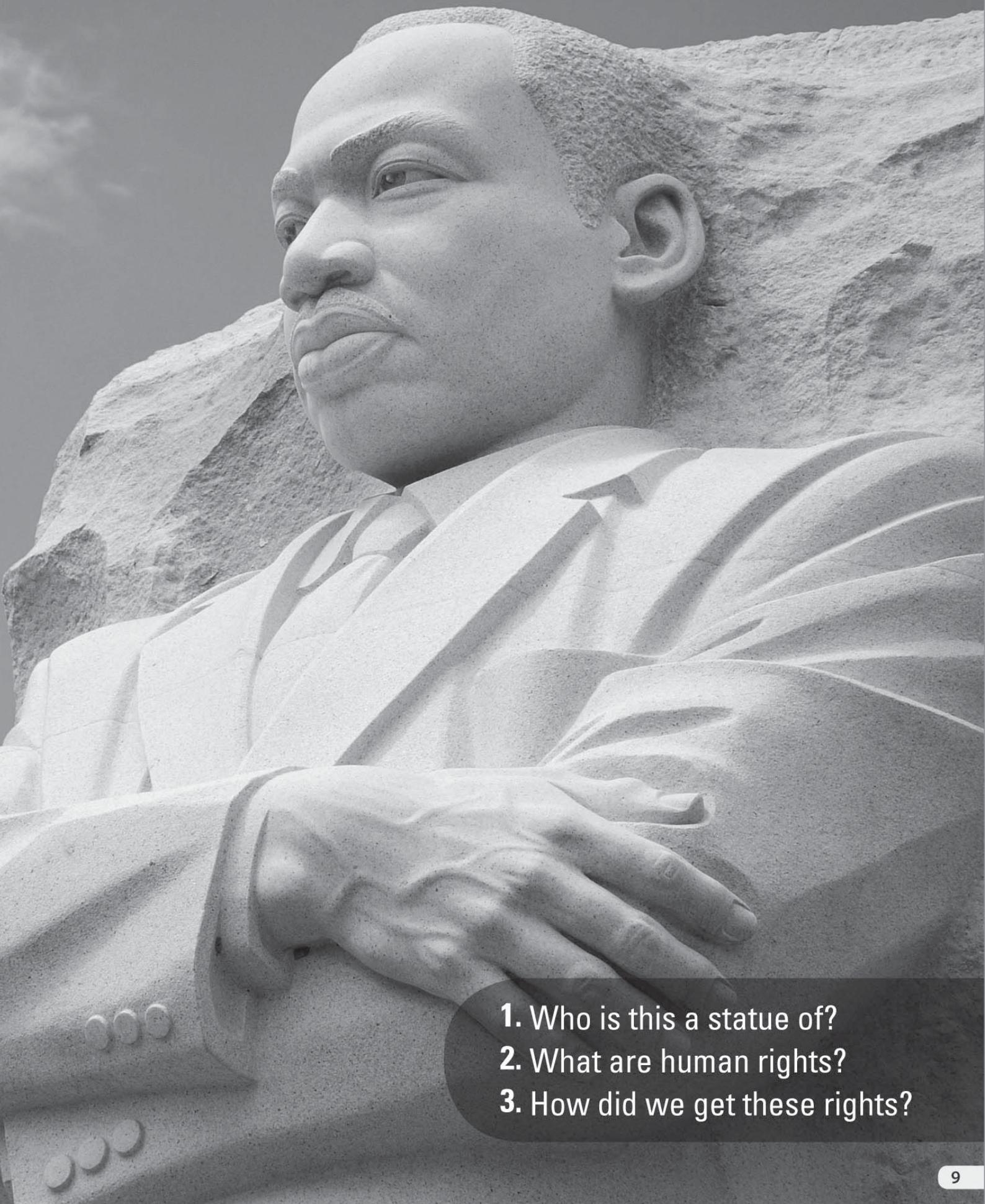
LESSON
A

- Reading Format: Traditional passage
- Comprehension
- Reading Skills: Topic Sentences

LESSON
B

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





- 1. Who is this a statue of?**
- 2. What are human rights?**
- 3. How did we get these rights?**

HUMAN RIGHTS HERO

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Topic Sentences

Warm Up

Why is there a large statue of Martin Luther King, Jr.?
 What did he do that was good?
 Who are there statues of where you live?

NEW WORDS

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

TRACK
02

1 rights

(n) a list of the laws about what a citizen is allowed to do and will be protected from

2 basic

(adj) relating to the most important part of something

3 fair

(adj) what is thought to be the right or acceptable way to do something

4 treatment

(n) the way that a person thinks about and acts toward someone or something

5 opposite

(adj) completely different

6 struggle

(v) to try very hard to do, get, or deal with something that is very difficult

7 abuse

(v) to treat someone or something in a bad or harmful way

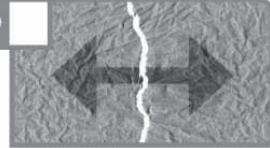
8 hope

(n) the feeling of wanting something to happen and thinking that it could happen

a



b



c



d



e



f



g



h



1A



STRUCTURE: ADVERBS

(B) Read.

1. They can *clearly understand* the law.
2. He fights *peacefully* for free speech.

(C) Unscramble and write.

1. the law eventually changed The government

2. easily lesson understood the She

3. people together live peacefully The

1. _____.

2. _____.

3. _____.

READING**Background** This reading is about human rights.(A) Listen and read along. 

Human Rights Hero

Do you know what human rights are? They are basic rights. They include things like the right to vote and free speech. Many

people believe that everyone should have these rights. They are important. Everyone needs fair treatment. Rights must become laws. This way, everyone can understand and clearly follow them. This keeps social order and peace.



Sometimes people think about rights in opposite ways. People have to struggle for rights when they can't agree. Human rights activists are people who struggle for rights.

One of the most well-known activists is

Martin Luther King, Jr. is known around the world as one of the greatest human rights activists who ever lived. His famous speech, "I have a dream," helped give people hope for a better future.



Martin Luther King, Jr. Why is he well-known? King died struggling for the cause of human rights. He led peaceful struggles for human rights in the US in the 1960s. People who disagreed with King abused him. They called him names and threw things at him. He peacefully continued the struggle. The government eventually changed its laws. All people got equal rights.

King's story gives people around the world hope. King's dream lives on with those people. They struggle for rights where they live.

The US government is broken up into three different groups called branches. When a law needs to be made, followed, and understood, these three branches work together. The branches are the legislative, the executive, and the judicial branches.



Politicians in the legislative branch make the laws. They let citizens know what they can and cannot do.



Police officers in the executive branch enforce the law. They represent the government and try to make sure everyone is following the law.



Judges in the judicial branch understand the laws and decide what should be done if there's a problem.





READING COMPREHENSION

A Choose the best answer.

1. What is the reading about?
a. free speech b. human rights c. governments d. voting
2. What are people who struggle for human rights called?
a. actors b. strugglers c. righters d. activists
3. What is NOT a reason why human rights must become laws?
a. so society will be peaceful b. so people can follow them
c. so people can understand them d. so people can disagree
4. How does King's dream live on?
a. People have hope to struggle for rights.
b. People have all the rights they need.
c. People don't have to struggle anymore.
d. People aren't abused anymore.

READING SKILL: TOPIC SENTENCES

B Write the letters in order in the spaces below that match the topic of each paragraph.

- a. All people deserve fair treatment.
- b. Martin Luther King, Jr.'s story gives people hope.
- c. People have different views about human rights.
- d. Martin Luther King, Jr. fought for equal rights for all people.

The first paragraph's topic sentence	1.	
The second paragraph's topic sentence	2.	
The third paragraph's topic sentence	3.	
The fourth paragraph's topic sentence	4.	

SUMMARY : TOPIC SENTENCES

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

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

HUMAN RIGHTS HERO

DR. M.
LUT
KIN 1B
R.
DAY

- Fluency Reading
- Writing Skill: Cause and Effect
- Integrate IT

Warm Up

Every year in the US, the third Monday in January is a holiday called Martin Luther King Jr. Day. Are there any holidays to remember human rights activists in your country?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

rights abuse basic treatment fair struggle hope opposite

1. Food, water, and shelter are the _____ things we need to live.
2. The team still has _____ that they can win the game.
3. It's not _____ if you go in front of everyone waiting in line.
4. Please don't _____ the puppy; be gentle and nice.
5. Sometimes we need to _____ when things aren't easy.
6. The teacher's _____ of the students was very good.
7. Everyone should have equal _____.
8. We can't agree because we think in _____ ways.

FLUENCY READING**Background** What is this reading about?**A Listen, circle, read again, and learn two bonus words.**

04

Human Rights Hero

Human (rights / treatment) are (fair / basic) rights. An example is the right to have (fair / basic) (hope / treatment). Another example is free speech. Many people think everyone should have human rights. Everyone needs fair treatment. So human rights are important. They must become laws. All people can understand and follow laws. Laws help keep society orderly and peaceful.

Sometimes people think in (opposite / fair) ways about rights. People (hope / struggle) for rights when they can't agree. Human rights activists struggle for rights.

Martin Luther King, Jr. is one of the most well-known activists. He lived in the US in the 1960s. He died fighting peacefully for human rights. He led important struggles for human rights. King was (included / abused) by people who disagreed with him. Yet he (continued / struggled) to struggle for human rights peacefully. The government changed its laws to (include / abuse) everyone because of King. All people got equal rights.

King's story gives people everywhere (treatment / hope). His dream lives on. People struggle for rights where they live.

**B Do sustained silent reading.**

Class reading time: _____ seconds

C Where are traditional passages often found?

- a.** school books
- b.** magazines
- c.** newspapers

WRITING SKILL: CAUSE AND EFFECT

A Write the letters in the correct place to complete the chart below.

- a. Laws are needed to protect human rights.
- b. People want to fight for human rights.
- c. People have different views about human rights.
- d. The government changed the laws to give all people equal rights.
- e. Martin Luther King, Jr. fought for equal rights for all people.
- f. Martin Luther King Jr.'s story gives people hope.
- g. People have to fight for equal rights.
- h. All people deserve fair treatment.

Cause	→	Effect
1.	→	2.
3.	→	4.
5.	→	6.
6.	→	8.

WRITING PLAN

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

Topic Sentences + Cause and Effect

Cause (Topic 1):

Effect:

Cause (Topic 2):

Effect:

Cause (Topic 3):

Effect:

Cause (Topic 4):

Effect:

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.

“What if people feel a law is unfair? How can they change the law?”

Think and answer the question above.

Inference _____

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

Learn more about human rights!

DISCUSSION

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

Think while you watch:

1. What are people who struggle for rights called?

2. Who makes laws?

3. Who changes laws or removes them?

SELF-ASSESSMENT

UNIT 01

A Match.

- | | | |
|--------------|---|--|
| 1. rights | • | • a. (adj) what is thought to be the right or acceptable way to do something |
| 2. basic | • | • b. (v) to keep doing something; not stop |
| 3. fair | • | • c. (adj) completely different |
| 4. treatment | • | • d. (v) to treat someone or something in a bad or harmful way |
| 5. opposite | • | • e. (n) the feeling of wanting something to happen and thinking that it could happen |
| 6. struggle | • | • f. (n) a list of the laws about what a citizen is allowed to do and will be protected from |
| 7. abuse | • | • g. (v) to be a part of a group or a whole |
| 8. hope | • | • h. (n) the way that a person thinks about and acts toward someone or something |
| 9. include | • | • i. (v) to try very hard to do, get, or deal something that is very difficult |
| 10. continue | • | • j. (adj) relating to the most important part of something |

B Unscramble and write.

fairly	should	be	treated	All	people
--------	--------	----	---------	-----	--------

C Think about yourself. Choose the best answer.

Academic Objective

People in the past struggled to help give us the human rights we have today.

True

False

Reading Skill

I can identify topic sentences in the things I read.



Writing Skill

I can write about cause and effect relationships.



Integrate IT

I can discuss and make inferences about human rights. I got _____ discussion questions correct in this unit.

1

2

3

(UNIT 02)

Social Studies
Fiction

CLASS CONSTITUTION

ACADEMIC
OBJECTIVE

- Understand the importance, meaning, and role of a constitution.

LESSON
A

- Reading Format: E-mail
- Comprehension
- Reading Skill: Sequencing

LESSON
B

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



1. What do you think this piece of paper is?
2. Who made it?
3. Why is it important?

CLASS CONSTITUTION

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

Warm Up

What are constitutions? How are they made? How do we use them?



NEW WORDS

A Listen. Match the numbers and letters, then write. 05

1 rule

(n) a written statement that lists what is or isn't allowed in a place or situation

2 conflict

(n) feelings or opinions that disagree with one another

3 debate

(v) to discuss between people when they express different ideas about something

4 opinion

(n) a belief, judgment, or way of thinking about something

5 individual

(adj) about one member of a larger group

6 collect

(v) to get things from different places and bring them together

7 ballot

(n) a ticket or piece of paper used to vote in an election

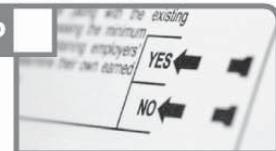
8 constitution

(n) a paper that lists a system of laws or rules that a group of people must follow

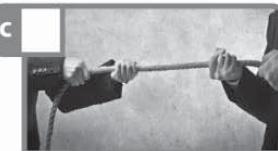
a



b



c



d



e



f

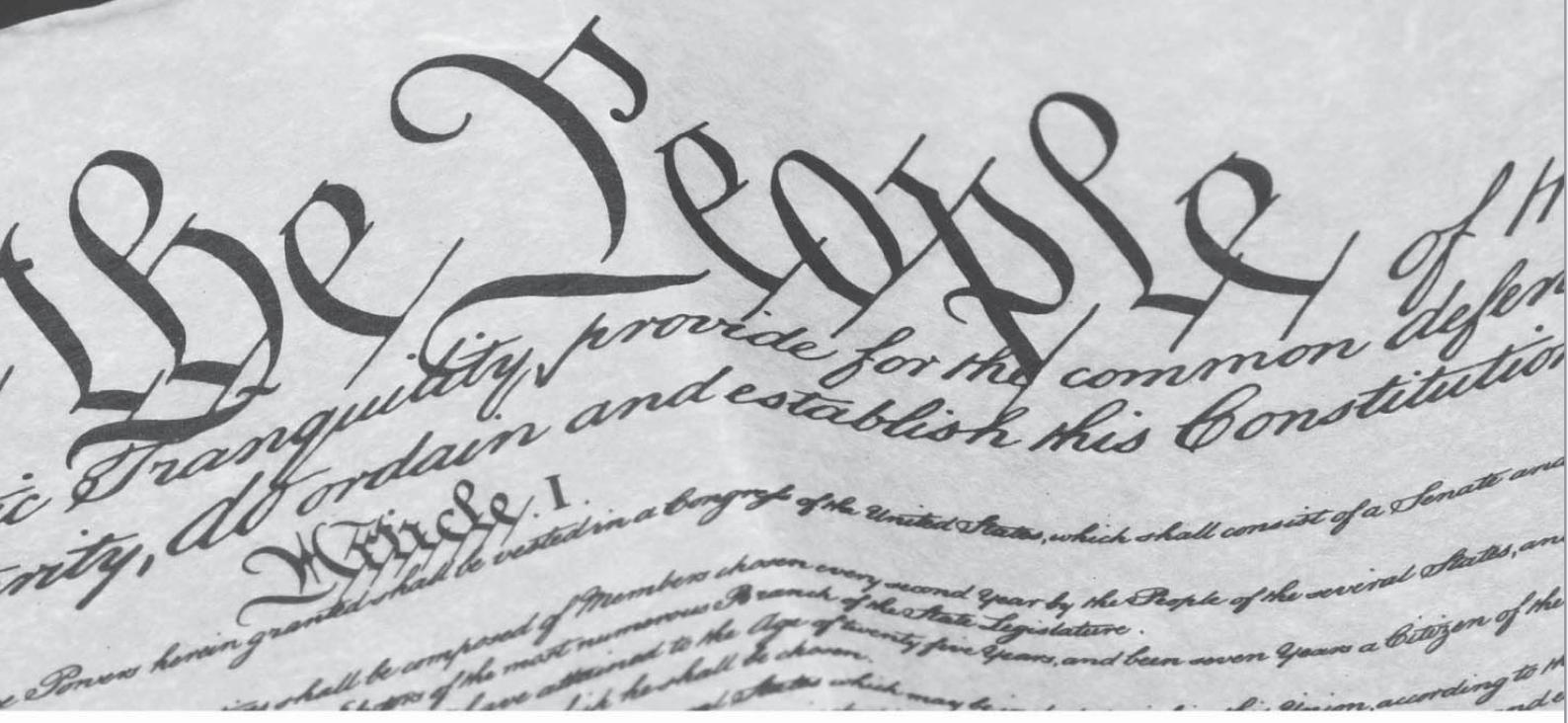


g



h





STRUCTURE: PHRASAL VERBS

B Read.

1. She **wrote down** the words on the board.
2. We **put up** the poster on the wall.

C Unscramble and write.

1. wrote down all the ideas The students

2. She the wall on the picture put up

3. votes the counted up all We

1. _____.

2. _____.

3. _____.

READING

Background This reading is about making rules.

(A) Listen and read along. 

Class Constitution

To Pete12345@supergreatmail.com

From Nate

Subject Class Constitution

Dear Pete,

Today was the first day of class. My new teacher, Ms. Diggs, told us that we should make the class rules.

First, we all shared our ideas about rules. There were lots of great ideas. Ms. Diggs wrote them on the board. Some of the ideas were similar, but others were in conflict. There were too many suggestions.

Next, Ms. Diggs put us into different teams. Each team chose ten rules. We debated our opinions. Sometimes we agreed, but other times we couldn't. Ms. Diggs erased the rules that we agreed weren't needed. There were still fifteen rules left.

We each voted for the ten best rules. Everyone went back to their individual desk. We took out a piece of paper and wrote down the fifteen rules. Ms. Diggs collected everyone's ballot. We counted up the votes.

The ten rules that got the most votes became our class constitution. Ms. Diggs printed it on a special piece of paper. She put it up on the wall. We can all see and remember it easily.

How was your first day of school?
-Nate

Send



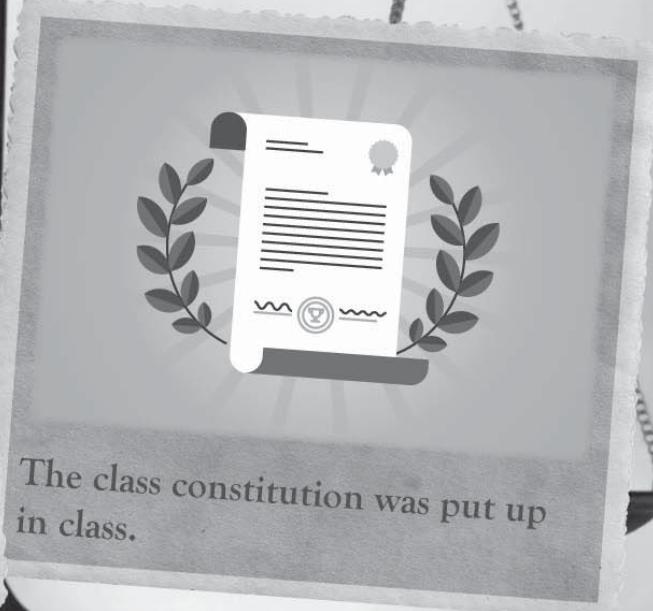
First, we shared ideas about rules. There were lots of ideas. The teacher called this “brainstorming.”



Next, we had a debate. We talked about everyone’s ideas for rules.



Then we voted for the ten best rules.



The class constitution was put up in class.



READING COMPREHENSION

(A) Choose the best answer.

1. What is the reading about?
a. debate class b. class voting c. class rules d. class work
2. What did the teams do?
a. make the rules b. vote c. share ideas d. debate
3. What did Ms. Diggs print on a special piece of paper?
a. the class constitution b. all the ideas
c. the voting ballots d. the names of the students
4. Who was the e-mail sent to?
a. Ms. Diggs b. the class c. Nate d. Pete

READING SKILL: SEQUENCING

(B) Write the letters in the correct order.

a.	b.	c.	d.	e.
The class constitution was printed on a special piece of paper and posted in the classroom.	Students were put into different teams and had a debate to decide on the fifteen best rules.	Students shared many ideas about the class rules. Ms. Diggs wrote down all the ideas on the board.	Students wrote down the fifteen rules and voted for the ten best rules.	The class counted the ballots to see which rules got the most votes and would be included in the constitution.
<input type="text"/>	<input type="text"/> ➔ <input type="text"/> ➔ <input type="text"/> ➔ <input type="text"/> ➔ <input type="text"/>			

SUMMARY: SEQUENCING

(C) Use the reading skill activity. Write the events in order.

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

2B

CLASS CONSTITUTION

- Fluency Reading
- Writing Skill: Topics and Details
- Integrate IT

Warm Up

Who makes and uses constitutions?
 Can you think of some examples?
 Why do we need constitutions?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

rules debate opinion conflicts collect individual ballot constitution

1. I like to _____ coins from different countries.
2. Please follow the _____ and don't talk in the library.
3. What is your _____ about this idea? Do you like it?
4. This is your _____ seat, so you don't have to share it.
5. Let's _____ the three different ideas.
6. Write your votes on the _____.
7. The dog and cat always have _____.
8. Most countries have a(n) _____.

FLUENCY READING

Background What is this reading about?

- A Listen, circle, read again, and learn two bonus words.



Class Constitution

To Pete12345@supergreatmail.com

From Nate

Subject Class Constitution

Today was the first day of class with my new teacher. Ms. Diggs told us that we should make some class (constitution / rules). We all (shared / collected) our ideas about rules first. Many great ideas were suggested. Ms. Diggs wrote them on the board. Some of the ideas were in (collect / conflict), while others were similar.

After that, Ms. Diggs put us into teams. The teams all chose ten rules. Then, we (debated / voted) our (conflicts / opinions). We couldn't agree sometimes, but other times we did. The rules that we agreed we didn't need were erased. We had fifteen rules left.

Everyone went to their (individual / ballot) desk after the debate. We each wrote the fifteen rules on our papers. Then we (collected / voted) to choose the ten best rules. Ms. Diggs (debated / collected) everyone's (constitution / ballot). We counted up the votes and chose the ten rules that got the most votes. They became our class (opinion / constitution).

-Nate

Send

- B Do popcorn reading.

Class reading time: _____ seconds



- C What is the subject of this e-mail?

- a. Class Voting b. Class Constitution c. Pete12345

WRITING SKILL: TOPICS AND DETAILS

A Write the letters in the correct place to complete the chart below.

- Everyone counted up the top ten most popular rules and made their class constitution.
- Ms. Diggs put the students into teams and had a debate.
- The students shared all their ideas for rules.
- Students wrote down the ballot and voted.

Topics	➡	Details
1. Brainstorming	➡	
2. Debating	➡	
3. Voting	➡	
4. Counting	➡	

WRITING PLAN

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

Sequencing + Topics and Details

1. The first thing the class did was _____.
The students _____.

2.

3.

4.

WRITING SKILL EXPANSION

C Look at page 11 in the practice book. Complete the writing plan in part C.

● INTEGRATE IT: QR CODE VIDEO

A Preview.

“Groups make constitutions for themselves. The rules are for everyone in the group to follow. What kinds of groups do you think make and use constitutions?”

Think and answer the question above.

Inference _____

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



Learn more about constitutions!



● DISCUSSION

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

Think while you watch:

1. Why do we need constitutions?

2. Who makes a constitution?

3. How can people make a constitution?

SELF-ASSESSMENT

UNIT 02

A Match.

- | | | |
|-----------------|---|---|
| 1. rule | • | ● a. (n) a written statement that lists what is or isn't allowed in a place or situation |
| 2. conflict | • | ● b. (n) a belief, judgment, or way of thinking about something |
| 3. debate | • | ● c. (n) feelings or opinions that disagree with one another |
| 4. opinion | • | ● d. (v) to discuss between people when they express different ideas about something |
| 5. individual | • | ● e. (n) a ticket or piece of paper used to vote in an election |
| 6. collect | • | ● f. (v) to make a choice for or against something |
| 7. ballot | • | ● g. (v) to get things from different places and bring them together |
| 8. constitution | • | ● h. (v) to tell someone about your feelings, thoughts, etc. |
| 9. share | • | ● i. (n) a paper that lists a system of laws or rules that a group of people must follow |
| 10. vote | • | ● j. (adj) about one member of a larger group |

B Unscramble and write.

wrote | down | rules | the | of | We | all | paper | on | a | piece

C Think about yourself. Choose the best answer.

Academic Objective

Constitutions are like posters for putting up on the wall of a classroom.

True

False

Reading Skill

I can sequence things I read about.



Writing Skill

I can organize topics and details in my writing.



Integrate IT

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

1

2

3

(UNIT 03)

Science
Nonfiction

1997 LEGO® SPILL

ACADEMIC OBJECTIVE

- Understand ocean currents and what causes them.

LESSON

A

- Reading Format: Blog
- Comprehension
- Reading Skill: Cause and Effect

LESSON

B

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





- 1. What do you see in this picture?**
- 2. How do things move on the ocean?**
- 3. How do things move under water?**

1997 LEGO® SPILL

- Science / Nonfiction
- Comprehension
- Reading Skill: Cause and Effect

Warm Up

Where is this place?

What do you see in the picture?

How do you think things like this end up here?

NEW WORDS

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

 108

1 accident

(n) a sudden event that is not planned or intended and that causes harm

5 ashore

(adv) on or to the shore of an ocean, sea, lake, or river

2 wave

(n) an area of moving water that is raised above the main surface

6 rush

(v) to move or do something very quickly

3 drift

(v) to move slowly on water, wind, etc.

7 current

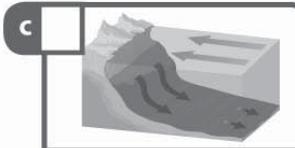
(n) a continuous movement of water or air in the same direction

4 sink

(v) to go down below the surface of water, mud, etc.

8 direction

(n) the course or path on which something is moving or pointing



3A



C STRUCTURE: MODAL VERBS OF POSSIBILITY

(B) Read.

1. They *could* be anywhere.
2. It *could* have gone far.

(C) Correct the underlined word and write.

1. She could have find it on the beach.
2. It could not had been on the ship.
3. The treasure could been on the ocean floor.

1. _____

2. _____

3. _____

READING

Background This reading is about the ocean's currents.

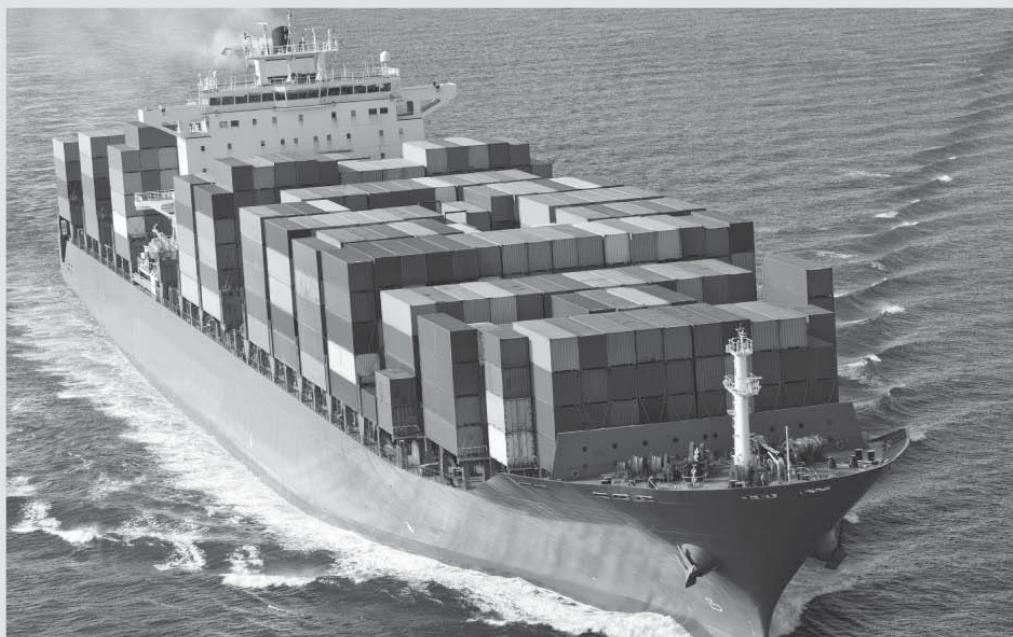
A Listen and read along.TRACK
09

1997 LEGO® SPILL

← → ⌂

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— ⌂ X

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In 1997, there was a big accident. A cargo ship was hit by a powerful wave. Some 4.8 million LEGO pieces in a container spilled into the ocean. They sank to the ocean floor near southern England.

Later, LEGO bricks washed ashore. They are still being found today. Recently, people found LEGO pieces on Australian beaches. They think the LEGO bricks might be from the 1997 accident. Is that possible? To explain this, let's look at how ocean currents work.

←
→
↻
-
□
×

POST A LINK



Ocean water comes from many places. It flows in different directions. Warm river water rushes into the ocean. It doesn't slow down. This forms a current. Warm currents are like flowing rivers inside the cold ocean. They are strong. They can carry objects. But how far?

Since 1997, the LEGO pieces could have drifted over 100,000 km. The earth's equator is about 40,075 km around. The LEGO bricks could be anywhere on earth! So, this shows us that ocean currents can carry things far. If you find a LEGO piece on a beach, it could be from the 1997 spill!

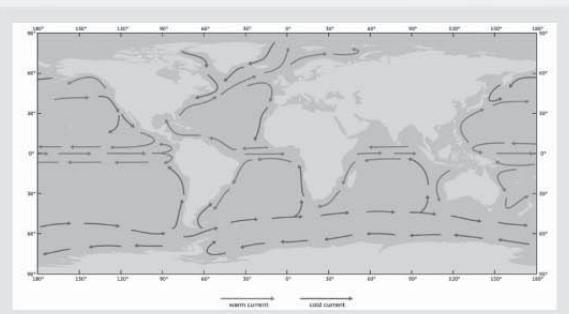
Things get washed ashore by currents and things can get pushed out into the ocean and drift away in currents as well.

Be careful if you ever go to the beach!



One thing that creates currents in the ocean is warm water from rivers that flow into the colder ocean water. Rivers on land always flow in the same direction because of the land, but warm ocean currents flow in the ocean like a river and can flow in different directions.

Hot and cold water currents flow around the world. Currents can carry things with them as they flow.





READING COMPREHENSION

(A) Choose the best answer.

1. This reading is about ocean _____.
a. waves b. objects c. currents d. rivers
2. One place currents come from is _____.
a. cargo ships b. rivers c. LEGO bricks d. beaches
3. The earth's equator is about _____ km around.
a. 1997 b. 4.8 million c. 40,075 d. 100,000
4. The cargo ship was hit by a powerful _____.
a. wave b. current c. container d. accident

READING SKILL: CAUSE AND EFFECT

(B) Write the letters in the correct place to complete the chart.

- a. A cargo ship was hit by a powerful wave.
- b. A current forms which is like a flowing river inside the cold ocean.
- c. Warm river water rushes into the ocean.
- d. The LEGO pieces from the cargo ship could be anywhere in the world.
- e. Some 4.8 million LEGO pieces in a container spilled into the ocean.
- f. Currents can carry things around the world.

Cause	→	Effect
1.	→	4.
2.	→	5.
3.	→	6.

SUMMARY: CAUSE AND EFFECT

(C) Use the reading skill activity. Write the effects first and the causes second.

1. _____
because _____
2. _____
because _____
3. _____
because _____

1997 LEGO® SPILL 3B

- Fluency Reading
- Writing Skill: Sequencing
- Integrate IT



Warm Up

How do things that sink to the ocean floor move around?
How far can they go?

VOCABULARY REVIEW

A Circle the correct word.

1. The coin will **sink / drift** in the water.
2. The **ashore / waves** are big at the beach today.
3. Don't **sink / rush**. Take your time and think.
4. Ocean **currents / directions** come from many different places.
5. Many interesting things wash **ashore / drift** at the beach.
6. Be careful or you will have an **accident / ashore**.
7. The boat is going to **drift / direction** down the river.
8. It's hard to tell which **direction / drift** you are going in on the ocean.

FLUENCY READING

Background What is this reading about?

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



www.thenatureblog.org

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(n) 1. _____ that fell off a cargo ship. The ship was hit by a powerful 2. _____. LEGO pieces are still washing 3. _____ today.

In Australia, people also found LEGO pieces that washed ashore. Could these LEGO bricks be from the 1997 4. _____? To find the answer, let's understand ocean 5. _____.

Ocean water flows in different 6. _____. It comes from many places. Warm river water 7. _____ into the ocean. It doesn't slow down when it 8. _____ 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 9. _____ over 100,000 km. Earth's equator is about 40,075 km around. The LEGO bricks could be anywhere! Things that 10. _____ in the ocean don't always stay there. Sometimes currents carry them far away. Remember this if you find something on a beach.

B Do choral reading.

Class reading time: _____ seconds

C What is an article on an internet blog called?

a. a post b. an attachment c. a text

40

Fluency Development: Do the activities to improve reading fluency. Track reading speed in the back of the book.

WRITING SKILL: SEQUENCING

- A** Write the letters in the correct order.

a.	b.	c.	d.	e.
People in Australia found LEGO pieces on beaches there.	Currents carried the LEGO pieces all over the world.	A cargo ship was hit by a powerful wave.	The LEGO pieces started washing up on the beaches of southern England.	4.8 million LEGO pieces spilled into the ocean.
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

WRITING PLAN

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

Cause and Effect + Sequencing	
Sequencing	
First,	
Second,	
Third,	
Fourth,	
Fifth,	

WRITING SKILL EXPANSION

- C** Look at the practice book page 15. Complete the writing plan in part C.

● 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 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?

SELF-ASSESSMENT

UNIT 03

A Match.

- | | | |
|--------------|---|--|
| 1. accident | ● | ● a. (n) the course or path on which something is moving or pointing |
| 2. wave | ● | ● b. (v) to move slowly on water, wind, etc. |
| 3. drift | ● | ● c. (v) to move or do something very quickly |
| 4. sink | ● | ● d. (n) a continuous movement of water or air in the same direction |
| 5. ashore | ● | ● e. (n) a sudden event that is not planned or intended and that causes harm |
| 6. current | ● | ● f. (n) an object that can hold something |
| 7. rush | ● | ● g. (v) to go down below the surface of water, mud, etc. |
| 8. direction | ● | ● h. (v) electricity, gas, and / or liquid moving continuously in the same direction |
| 9. container | ● | ● i. (adv) on or to the shore of an ocean, sea, lake, or river |
| 10. flow | ● | ● j. (n) an area of moving water that is raised above the main surface |

B Unscramble and write.

could	They	anywhere	earth	on	be
-------	------	----------	-------	----	----

C Think about yourself. Choose the best answer.

Academic Objective

Ocean currents can move things around the world.

True

False

Reading Skill

I can identify cause and effect relationships in the things I read.



Writing Skill

I can sequence things in my writing.



Integrate IT

I can discuss and make inferences about ocean currents. I got _____ discussion questions correct in this unit.

1

2

3

(UNIT 04)

Science
Fiction

TIDAL TURBINES

ACADEMIC
OBJECTIVE

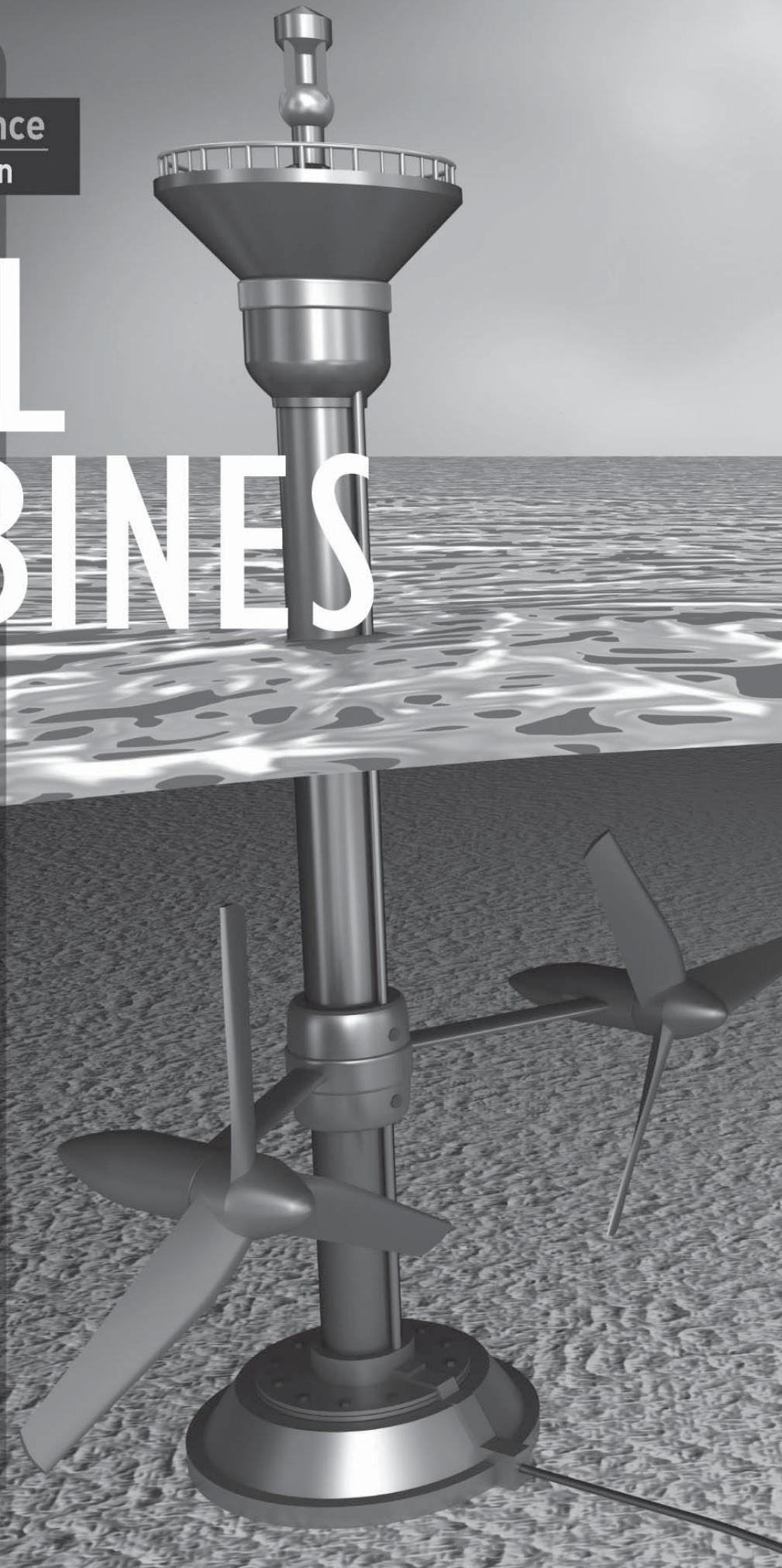
- Discuss and analyze data and information regarding tidal phenomena.

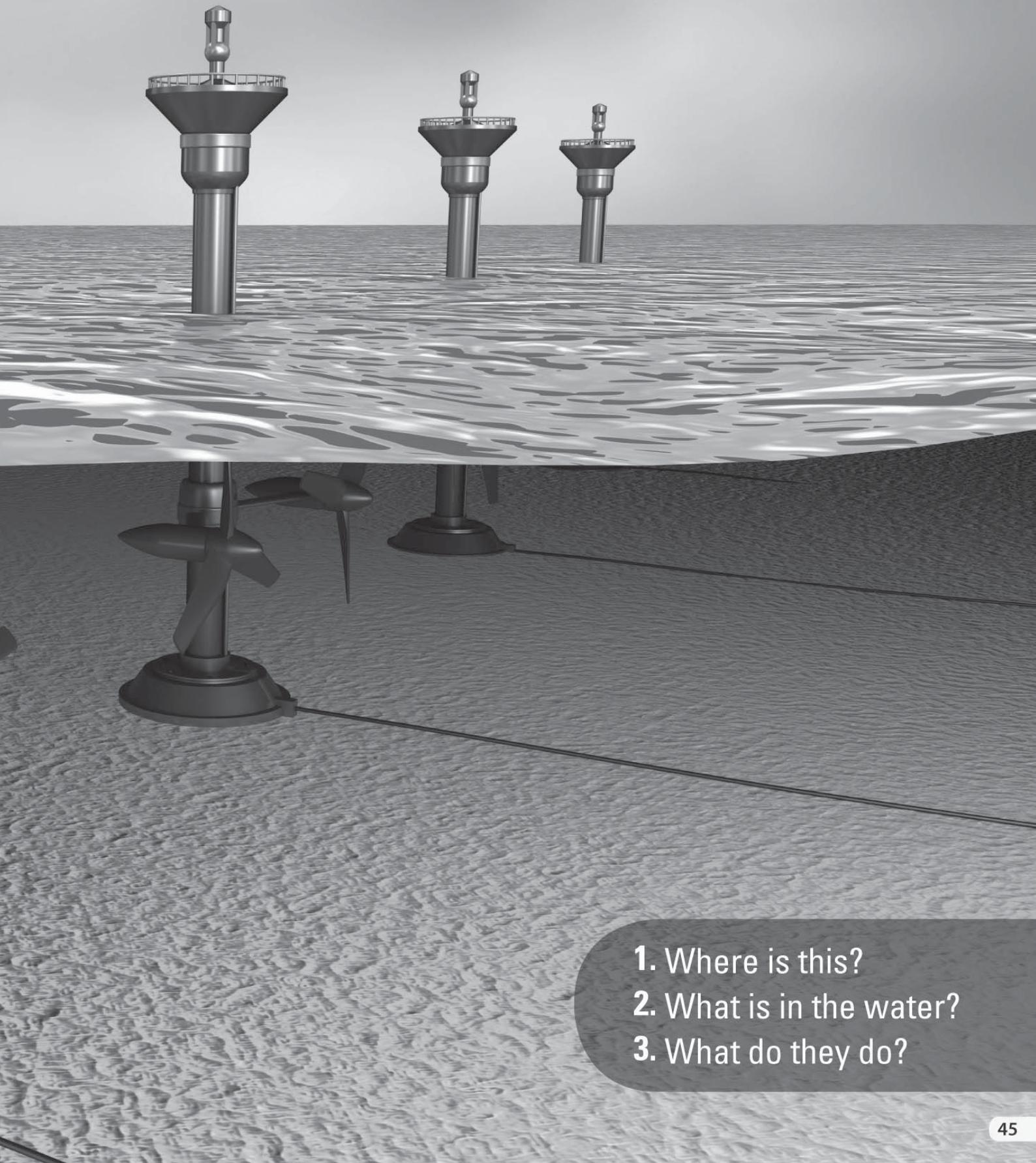
LESSON
A

- Reading Format:
Traditional Passage
- Comprehension
- Reading Skill: Scanning

LESSON
B

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





1. Where is this?
2. What is in the water?
3. What do they do?

TIDAL TURBINES

- Science / Fiction
- Comprehension
- Reading Skill: Scanning

Warm Up

What are these things called?
What do they do?
Is this good or bad for the environment?

NEW WORDS

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



1 tide

(n) the regular up and down movement of the water level of the ocean that is caused by the pull of the Sun and the Moon on the Earth

2 turbine

(n) an engine with a part similar to a fan that spins when pressure from water, steam, or air pushes it

3 generate

(v) to make something happen

4 electricity

(n) a form of energy that is carried through wires and is used to operate machines, lights, etc.

5 gravity

(n) the natural force that causes things to move towards each other

6 station

(n) a place where a special kind of work is done

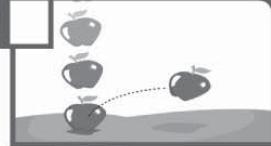
7 source

(n) someone or something that provides what is wanted or needed

8 create

(v) to make or cause something to exist

a



b



c



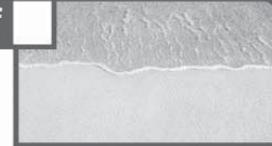
d



e



f



g



h





C STRUCTURE: SUPERLATIVE ADJECTIVES

(B) Read.

1. It's the world's *earliest* tidal power station.
2. It's the *biggest* in the world.

(C) Correct the underlined word and write.

1. It makes the more power in the world.
2. It's one of the most cleanest sources of energy.
3. This is the stronger one of all.

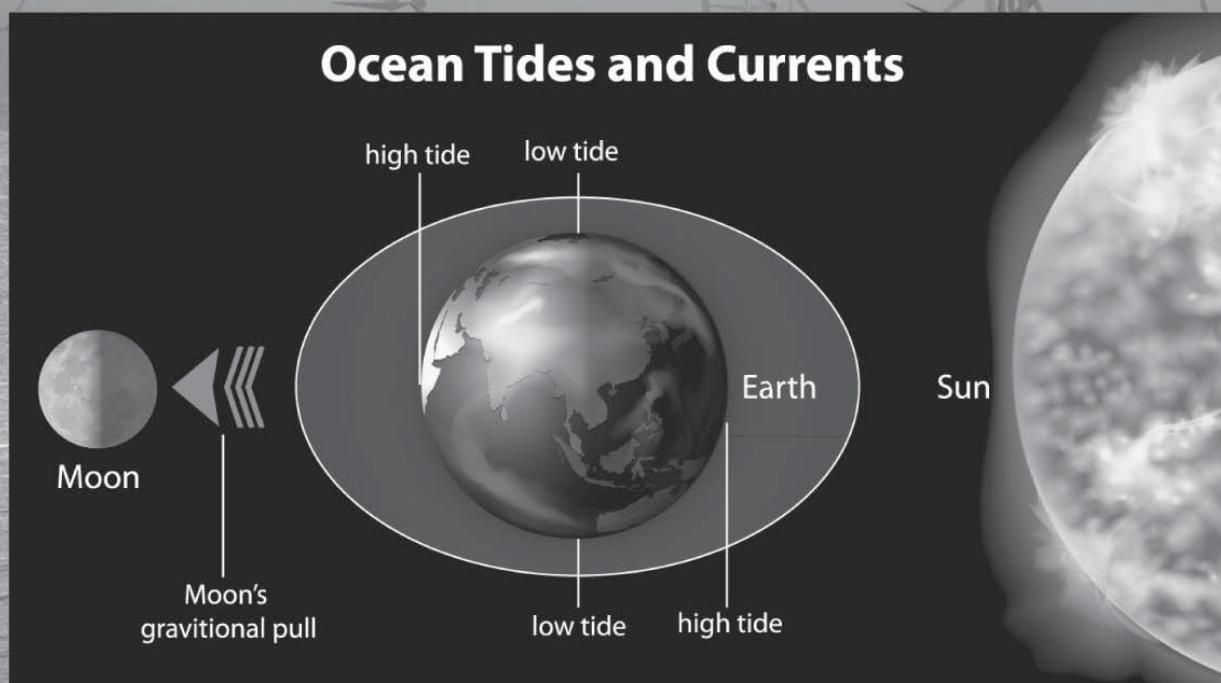
1. _____

2. _____

3. _____

READING**Background** This reading is about the ocean's movement.**A** Listen and read along. 

Tidal Turbines



Tides are the rise and fall of ocean water levels. The Sun and the Moon cause tides. The Earth spins on an axis. The Earth orbits the Sun. The Moon orbits the Earth. They both pull on the Earth. Gravity pulls everything on the Earth. This includes ocean water.

The Moon is closer to the Earth than the Sun. Since the Moon is closer, its pull is stronger. It has a stronger effect on the Earth's tides. Tides move a few times each day.



Several smaller turbines could be used as a cheaper, easier way to collect tidal energy and turn it into electricity. Big power stations cost a lot of money to build.



A turbine is being put in the ocean near a tidal power plant. The water pushes the turbine and it spins. This is how the energy is moved from the ocean to the power station.



A French postal stamp shows the Rance Tidal Power Station in the English Channel. It was built in 1966 and is the world's first tidal power station.

Tidal movement generates energy. This is a power source that people can use. Tidal power stations make electricity from tidal energy.

The world's first tidal power station is in France. It's the Rance Tidal Power Station. It was built in 1966. The biggest tidal power station in the world is in South Korea. It's the Sihwa Lake Tidal Power Station. It was built in 2011. It has ten turbines to create power. That's enough power for 500,000 people.

Tidal power is clean. It limits global warming. The power source will last almost forever. Our country should build a tidal power station.



READING COMPREHENSION

(A) Choose the best answer.

1. This reading is about ocean _____.
 a. waves b. gravity c. currents d. tides
2. _____ pulls on everything.
 a. The Moon b. The Sun c. Gravity d. The Earth
3. The biggest tidal power station in the world is _____.
 a. in France b. in South Korea c. on the Moon d. on the Sun
4. Power stations turn energy from tides into _____.
 a. electricity b. gravity c. turbines d. sources

READING SKILL: SCANNING

(B) Scan the paragraph. Underline the sentences that explain tides and tidal energy.

The Earth orbits the Sun while spinning on its axis. Tides are caused by the pull of the Moon's gravity. The Sun is further away from the Earth than the Moon. When one side of the Earth comes closest to the Moon in a day, high tides occur on this side. As this side moves away from the Moon, the tides go out. The movement of tides creates energy. This energy can be captured and used. France built the first tidal power station in the world. South Korea has the largest station. The advantage of this energy is tidal is clean and does not run out.

SUMMARY: SCANNING

(C) Use the reading skill activity. Write the underlined sentences.

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

TIDAL TURBINES

4B

OCEAN TIDES

- Fluency Reading
- Writing Skill: Adding Details
- Integrate IT

Tidal range

High tide

Low tide

Warm Up

What happens to the water at high tide?
What happens to the water at low tide?
What causes this to happen?

VOCABULARY REVIEW

A Circle the correct word.

1. The jet has four gravity / turbine engines.
2. The gravity / tide on the earth is the reason why things fall to the ground.
3. The light won't turn on without tides / electricity .
4. We need to create / electricity new energy sources.
5. The power tides / station gives many homes power.
6. The water is getting higher because the turbine / tide is coming in.
7. The broken fan is the source / generate of the noise.
8. The sun sources / generates a lot of energy.

FLUENCY READING

Background What is this reading about?

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

TRACK
13**WORD BOX**

generate	stations	tides	gravity	orbits
axis	turbines	electricity	source	creates

Tidal Turbines

I believe we can get cheap energy from the Earth's 1. _____ . This is because tides occur when ocean water moves closer to, or farther from, the shore. Tides are the rise and fall of the ocean's water levels.

Tides happen because the Sun and the Moon both pull on the Earth. The Earth 2. _____ the Sun. The Moon orbits the Earth. The Earth spins on a(n) 3. _____. 4. _____ pulls on everything.

These forces together make tides move in and out a few times daily. All this movement 5. _____ energy.

In some places, it's used as a clean energy 6. _____. Tidal power reduces pollution. It helps limit global warming. Tidal power 7. _____ turn energy from tides into 8. _____ .

The Rance Tidal Power Station in France is the world's first tidal power station. The Sihwa Lake Tidal Power Station in South Korea is the world's biggest. It has ten 9. _____. They can 10. _____ 553 gigawatts of electricity each year. That's enough power for 500,000 people.

Tidal energy is cheap and clean. We should build a tidal power station, too.



- B** Do sustained silent reading.

Class reading time: _____ seconds

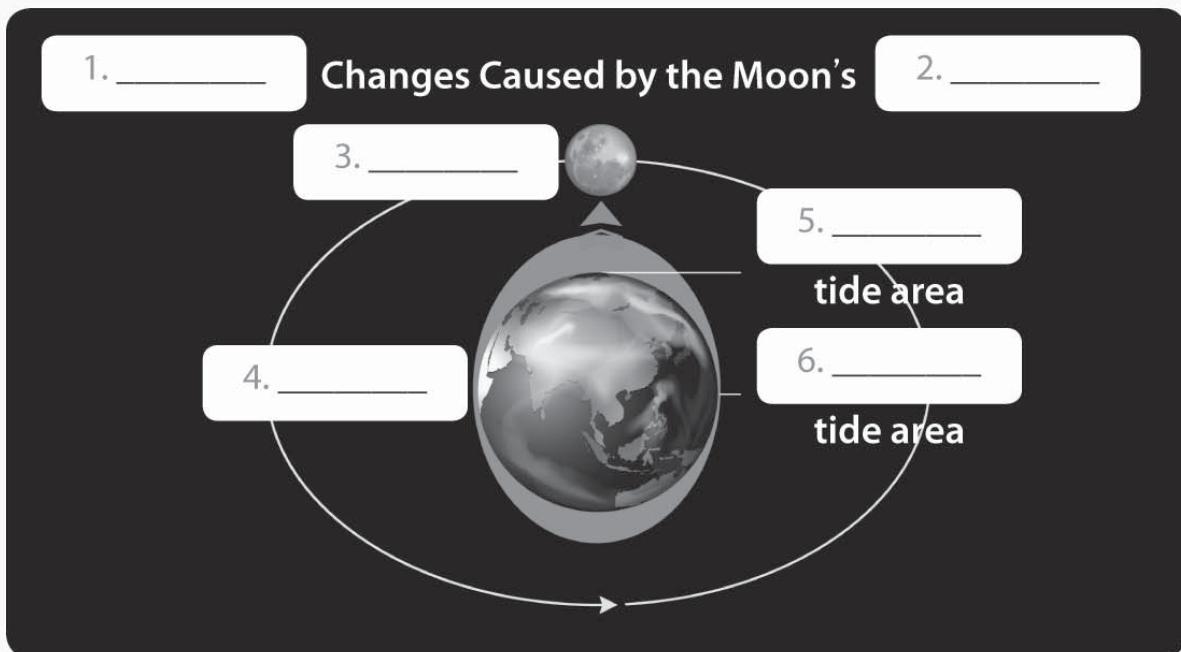
- C** What can traditional passages be used for?

- a. school books
- b. school projects
- c. school newspapers

WRITING SKILL: ADDING DETAILS

A Write the correct letters in the diagram.

- a. the Earth b. the Moon c. tide d. gravity e. high f. low



WRITING PLAN

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

Scanning + Adding Details

1. _____ changes are caused by the Moon's 2. _____.
 The 3. _____ orbits the 4. _____.
 The 5. _____ tide areas are the parts of the ocean that are closest to and farthest from the Moon. The 6. _____ tide areas are the parts of the ocean that are in between the closest and farthest parts of the Earth to the Moon.

WRITING SKILL EXPANSION

C Look at page 19 in the practice book. Complete the writing plan in part C.

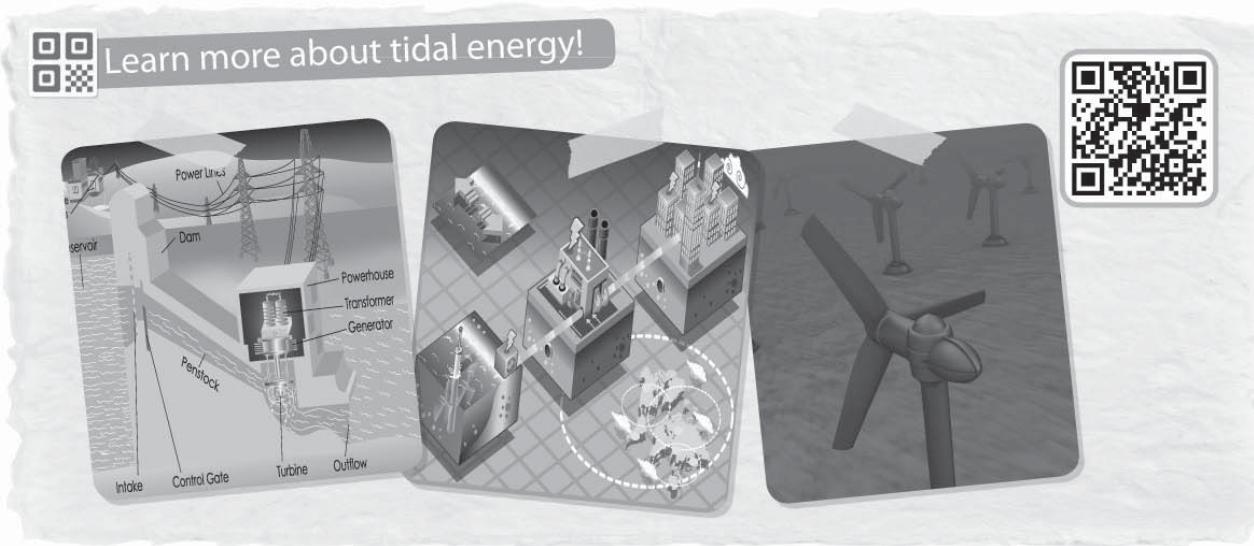
INTEGRATE IT: QR CODE VIDEO

- A** Preview the quote from the video. Answer the inference question.

“We can use the strong natural forces of the tides to generate electricity.”

Inference question What is the natural force that is the source of our energy?

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



DISCUSSION

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

Think while you watch:

1. How do we get electricity from the ocean?

2. When do the turbines spin the most?

3. How can we collect more energy from the ocean?

SELF-ASSESSMENT

UNIT 04

A Match.

- | | | |
|----------------|---|---|
| 1. tide | • | • a. (n) a form of energy that is carried through wires and is used to operate machines, lights, etc. |
| 2. turbine | • | • b. (n) a place where a special kind of work is done |
| 3. generate | • | • c. (v) to make or cause something to exist |
| 4. electricity | • | • d. (n) an engine with a part similar to a fan that spins when pressure from water, steam, or air pushes it |
| 5. gravity | • | • e. (v) to make something happen |
| 6. station | • | • f. (n) the imaginary straight line that something (such as the Earth) turns around |
| 7. source | • | • g. (n) the natural force that causes things to move towards each other |
| 8. create | • | • h. (n) the curved path that something follows as it goes around another thing |
| 9. orbit | • | • i. (n) the regular up and down movement of the water level of the ocean that is caused by the pull of the Sun and the Moon on the Earth |
| 10. axis | • | • j. (n) someone or something that provides what is wanted or needed |

B Unscramble and write.

is	the	That	in	the world	power	station	bigest
----	-----	------	----	-----------	-------	---------	--------

C Think about yourself. Choose the best answer.

Academic Objective

Ocean tides are the movement of water levels caused by the effects of the Sun's and Moon's gravity.

True

False

Reading Skill

I can scan the things I read for important information.



Writing Skill

I can add details in my writing.



Integrate IT

I can discuss and make inferences about ocean tides. I got _____ discussion questions correct in this unit.

1

2

3

(UNIT 05)

Math
Nonfiction

BAKING CAKES

ACADEMIC
OBJECTIVE

- Understand units for measuring of volume and express some using real-life examples.

LESSON
A

- Reading Format: Recipe
- Comprehension
- Reading Skill: Sequencing

LESSON
B

- Fluency Reading
- Writing Skill: Using Imperatives
- Integrate IT: QR Code Video





- 1.** What do you see in this picture?
- 2.** Why do chefs need to measure things?
- 3.** Have you ever cooked anything?

BAKING CAKES

- Math / Nonfiction
- Comprehension
- Reading Skill: Sequencing

Warm Up

What do you see in the picture?
 What special days do we eat this on?
 What do you need to make this?



NEW WORDS

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

TRACK
14

1 wash

(v) to clean with water and usually soap

2 baking powder

(n) a white powder used to make baked food light and fluffy

3 sauce

(n) a thick liquid that is eaten on food to add flavor to it

4 batter

(n) a mixture of flour and liquid before it is cooked and eaten

5 smooth

(adj) not having any lumps

6 pour

(v) to fill a container with a liquid

7 decorate

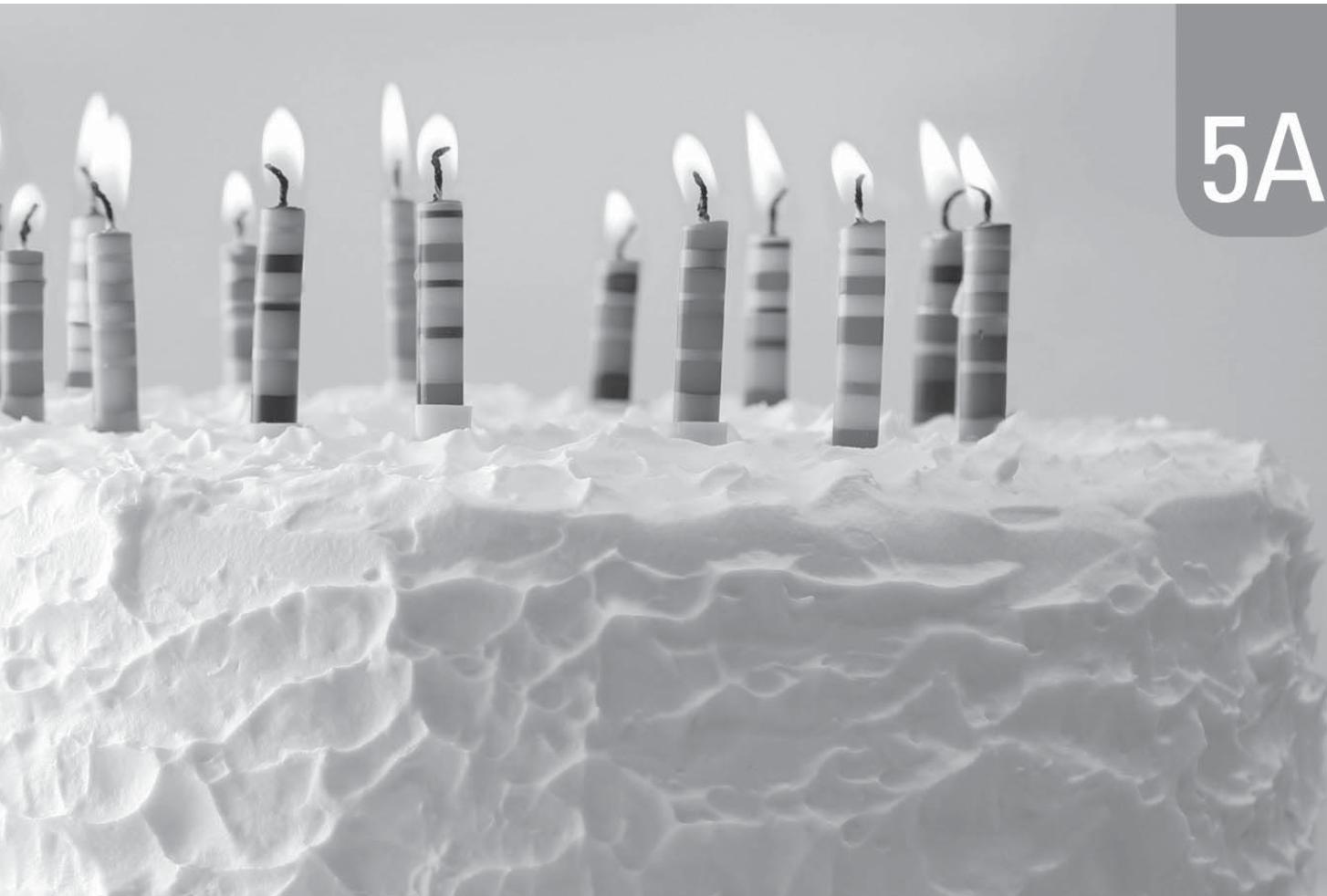
(v) to make something look nice by putting other things on it

8 cut

(v) to open or divide something with a sharp tool



5A



STRUCTURE: ADVERBIAL CLAUSES

(B) Read.

1. Eat dinner *before* you have the cake.
2. Have the cake *after* you eat dinner.

(C) Unscramble and write.

1. your hands before Wash you start

2. after you take Dry a shower your hair

3. before Brush going your teeth to bed

1. _____.

2. _____.

3. _____.

 READING

Background This reading is about a recipe for baking a cake.

A Listen and read along.  TRACK 15

Baking Cakes

This is a recipe for a cake. Wash your hands before you start.

Get the ingredients ready.

Use fresh ingredients to make the best cake.



You will need:

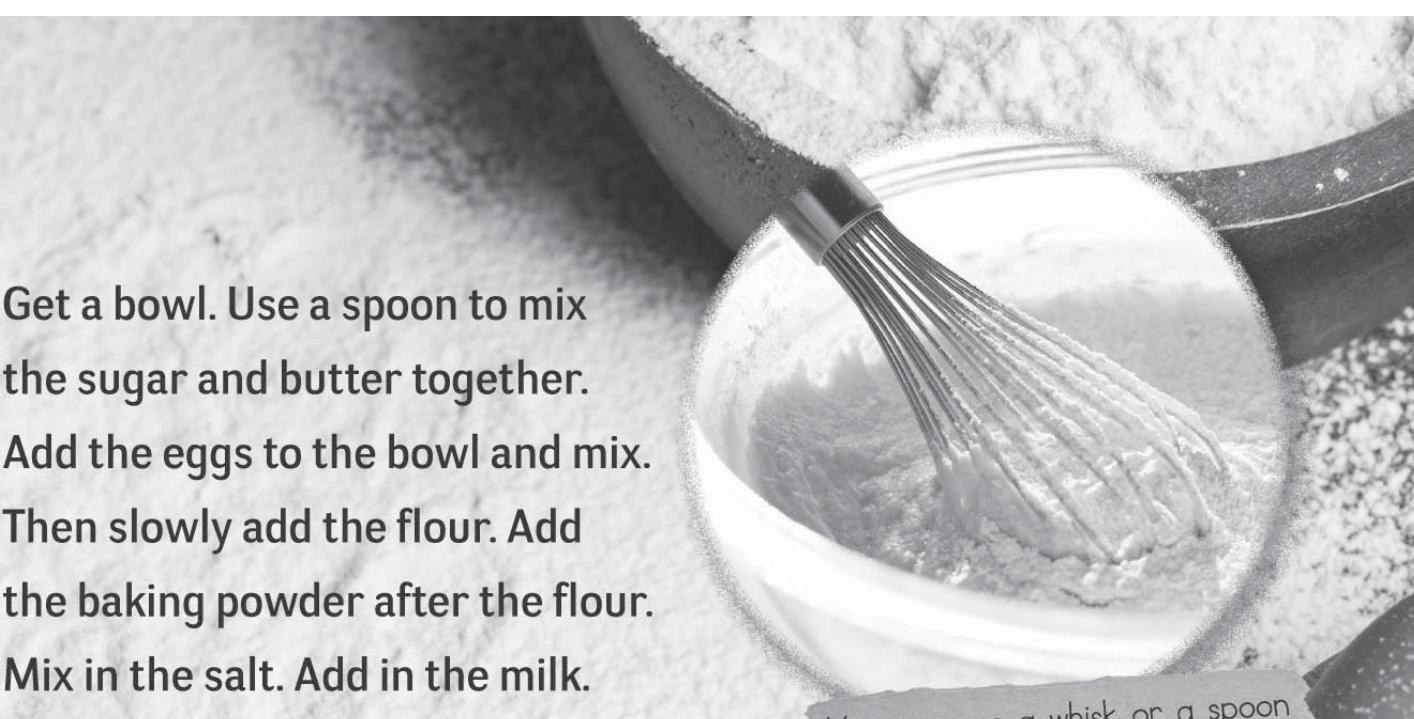
- 240 ml of sugar
- 120 g of butter
- 2 eggs
- 360 ml of flour
- 8 ml of baking powder
- 120 ml of milk
- 450 ml of chocolate sauce
- a little salt

Set the oven to 175°C.

Ask a parent to help you.



Ovens in the United States use Fahrenheit, but ovens in other countries usually use Celsius.



Get a bowl. Use a spoon to mix the sugar and butter together. Add the eggs to the bowl and mix. Then slowly add the flour. Add the baking powder after the flour. Mix in the salt. Add in the milk. Mix the batter until it is smooth.

You can use a whisk or a spoon to mix the ingredients together.



Pour everything into a cake pan. Put the cake pan into the oven. Ask a parent before you open the oven. Bake the cake for 40 minutes.

The cake pan should be half to three-quarters full.

Add candles to make a birthday cake.



Cool the cake, and then decorate it after. The chocolate sauce will make the cake look nice. It will also taste good. Cut the cake and enjoy.

READING COMPREHENSION

A Choose the best answer.

1. This reading is about how to _____.
 a. celebrate a birthday b. use an oven
 c. make a cake d. make an oven
2. You need to _____ before you start.
 a. cool the cake b. wash your hands
 c. buy a birthday present d. mix the sugar and butter
3. _____ after it is smooth.
 a. Pour the batter in the cake pan b. Turn the oven on
 c. Wash your hands d. Decorate the cake
4. Decorate the cake with _____ to make it look and taste nice.
 a. baking powder b. butter
 c. chocolate sauce d. salt

READING SKILL: SEQUENCING

B Number the instructions in order (1-7). Then match each instruction to its picture.

- ____ Bake the cake.
- ____ Mix the batter.
- ____ Wash your hands.
- ____ Decorate the cake.
- ____ Set the oven.
- ____ Pour the batter into a cake pan.
- ____ Get the ingredients ready.



SUMMARY: SEQUENCING

C Use the reading skill activity. Write the instructions in order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

BAKING CAKES

5B

- Fluency Reading
- Writing Skill: Using Imperatives
- Integrate IT

Warm Up

What is the man looking at?
What do you think the man is baking?
Why do people follow recipes?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

wash baking powder sauce batter smooth pour decorate cut

1. After the cake has cooled, I will _____ it with fruit.
2. Add 10 ml of _____ to make the bread light and fluffy.
3. You need eggs, flour, and milk to make the _____ .
4. Helen made tomato _____ to put on top of the pasta.
5. Please _____ the cake into six pieces.
6. The chocolate milkshake was thick and _____ .
7. My brother's job is to _____ the dishes after dinner.
8. _____ the milk into the bowl slowly.

FLUENCY READING

Background What is this reading about?



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

WORD BOX

pour	enjoy	cut	sauce	batter
cool	decorate	wash	smooth	baking powder

Baking Cakes

This is a recipe for a berry cake. Get the ingredients ready. You will need: 220 ml of sugar, 120 g of butter, 2 eggs, 360 ml of flour, 8 ml of baking powder, 120 ml of milk, 450 ml of strawberry sauce, 1 cup of blueberries, and a little salt. Set the oven to 180°C. Ask a parent to help you.

1. _____ the blueberries in cold water. Dry the blueberries.
- Get a bowl and a big spoon. Mix the sugar and butter together. Add the eggs to the bowl and mix. Mix in the salt and 2. _____. Add the flour and the milk. Mix the 3. _____ until it is 4. _____. Add the blueberries. Mix gently.
5. _____ the batter into a cake pan. Put the cake pan into the oven. Bake the cake for 45 minutes. Take the cake out and 6. _____. Pour the strawberry 7. _____ on top of the cake. 8. _____ the cake with blueberries.
9. _____ the cake and 10. _____.

- B Do popcorn reading.

Class reading time: _____ seconds



- C What are recipes used for?

- a. to make friends b. to learn a language c. to cook food

WRITING SKILL: USING IMPERATIVES

(A) Look back at the story. Write instructions using the pictures.

















WRITING PLAN

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

Sequencing + Using Imperatives

Match the picture to the word in the instruction then number in order (1-7).



•



•



•



•



•



•



•

a. bake

b. wash

c. mix

d. decorate

e. cut

f. pour

g. ask

Use the words to write instructions for a recipe.

1.

2.

3.

4.

5.

6.

7.

WRITING SKILL EXPANSION

(C) Look at page 23 in the practice book. Complete the writing plan in part C.



INTEGRATE IT: QR CODE VIDEO

A Preview.

“We can use measurements of volume for cooking. What are some other situations in which we need to measure volume?”

Think and answer the question above.

Inference _____

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

Learn more about volume.

DISCUSSION

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

Think while you watch:

1. Why do we need to measure things when baking?

2. What are some other things we can use to measure volume?

3. What are some units for measuring volume?

SELF-ASSESSMENT

UNIT 05

A Match.

- | | | |
|------------------|---|--|
| 1. wash | • | • a. (v) to have a good time |
| 2. baking powder | • | • b. (v) to make something look nice by putting other things on it |
| 3. sauce | • | • c. (v) to make something a little cold, not hot |
| 4. batter | • | • d. (n) a mixture of flour and liquid before it is cooked and eaten |
| 5. smooth | • | • e. (v) to open or divide something with a sharp tool |
| 6. pour | • | • f. (v) to clean with water and usually soap |
| 7. decorate | • | • g. (n) a white powder used to make baked food light and fluffy |
| 8. cut | • | • h. (adj) not having any lumps |
| 9. cool | • | • i. (n) a thick liquid that is eaten with food to add flavor to it |
| 10. enjoy | • | • j. (v) to fill a container with a liquid |

B Unscramble and write.

it	cake	the	cool	Decorate	after	is
----	------	-----	------	----------	-------	----

C Think about yourself. Choose the best answer.

Academic Objective

Measurements of volume show how heavy something is.

True

False

Reading Skill

I can sequence things I read about.



Writing Skill

I can use imperatives appropriately in my writing.



Integrate IT

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

1

2

3

(UNIT) 06 Math
Fiction

PARTY PLANNING

ACADEMIC
OBJECTIVE

- Understand the relationship between multiplication and division and use examples from daily life.

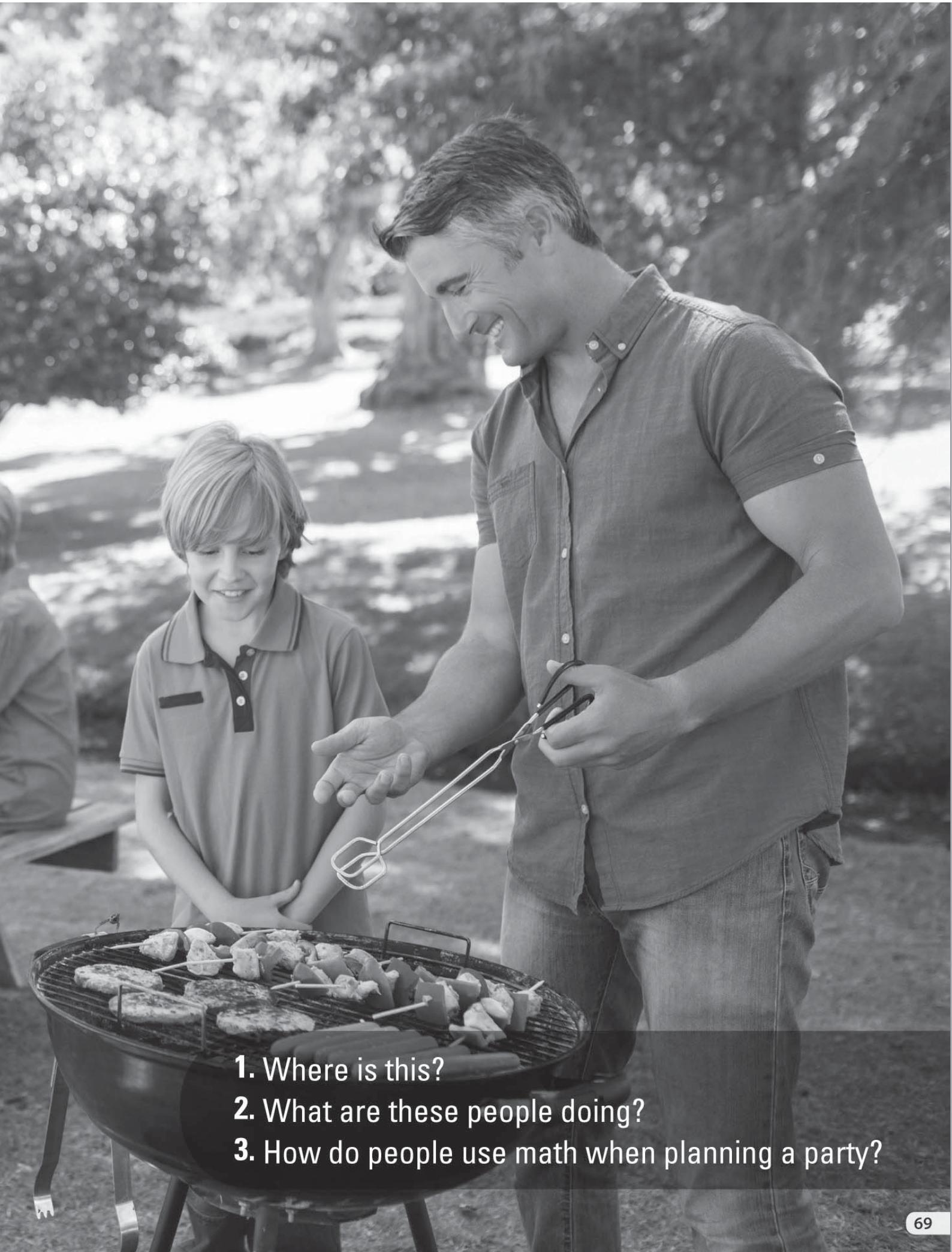
LESSON
A

- Reading Format: E-mail
- Comprehension
- Reading Skill: Organizing Details

LESSON
B

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





- 1. Where is this?**
- 2. What are these people doing?**
- 3. How do people use math when planning a party?**

PARTY PLANNING

- Math / Fiction
- Comprehension
- Reading Skill: Organizing Details

Warm Up

What do you see in the picture?
What do you need to do to plan for a party?

NEW WORDS

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

TRACK
17

1 plan

(v) to think about and organize something before it happens

2 bring

(v) to come with something or someone to a place

3 balloon

(n) a thin rubber bag that becomes larger when it is filled with air

4 invite

(v) to ask someone to go somewhere or do something

5 guest

(n) a person who is asked to visit or stay at a place or event

6 order

(v) to ask for and buy something from a restaurant or store

7 piece

(n) an amount that is cut from a larger section of something

8 liter

(v) a unit for measuring volume; 1,000 milliliters

a



b



c



d



e



f



g



h





STRUCTURE: INFINITIVE

B Read.

1. I'd like *to have* a birthday party.
2. I'd like *to order* some food.

C Unscramble and write.

1. like I'd TV to watch

2. candy like to I'd buy

3. I'd like you your teeth to brush

1. _____.

2. _____.

3. _____.

READING**Background** This reading is about a recipe for baking a cake.**A** Listen and read along. 

Party Planning

To adam_p@mmail.com

From Rita

Subject Grandpa's Birthday

Hi, Adam.

Grandpa's birthday is in two weeks. I'd like to plan a big birthday party. I'd like to make it special because he is turning 80 years old. I will be very busy planning. Do you want to help me?

We can have the party in the park. We can bring tables and chairs. We can also bring balloons to decorate the party.

I'd like to invite twenty-eight guests. I have made a list of their names. Five people can sit at one table, so we need six tables. I will order pizza. One pizza has ten pieces. Each person can have two pieces. That means we need fifty-six pieces. I will order six pizzas.

I will buy juice. One bottle is 1 liter. Each person probably drinks 250 ml. That means one bottle for four people. So, I need to buy seven bottles.

David will get our favorite bakery to bake a special birthday cake. We can cut one cake into eight pieces. How many cakes do you think we need? Four or five cakes?

Check out the attachments. These are some of my ideas. E-mail me back!

-Rita

Send |      | 



Let's have lots of colorful balloons.



Five people can sit at a table. We need six tables.



We need at least four cakes. I want to give this one to my grandpa.



My grandpa likes vegetables, but I like meat. How many different kinds of pizza should we order?

READING COMPREHENSION

A Choose the best answer.

1. The e-mail is about _____.
 a. baking a birthday cake b. planning a birthday party
 c. inviting people to a birthday party d. buying a birthday present
2. Rita is asking Adam _____.
 a. to help her plan a party b. to bake the cake
 c. to buy the balloons d. to order the pizza
3. Rita wants to have the party at _____.
 a. a pizza shop b. her home c. the park d. David's house
4. If everyone eats one piece, Rita will need to have at least _____ cakes.
 a. two b. three c. four d. five

READING SKILL: ORGANIZING DETAILS

B Scan the reading. Fill in the blanks with the correct details.

Rita's plan for Grandpa's 80th birthday party

Guests	_____ people to invite
Tables and chairs	_____ people to sit at each table
Food	Each pizza to cut into _____ pieces, each person to eat _____ piece(s)
Drink	_____ people to share one liter of juice
Cake	Each cake to cut into eight pieces

SUMMARY: ORGANIZING DETAILS

C Use the reading skill activity. Complete the sentences with information about Rita's plan.

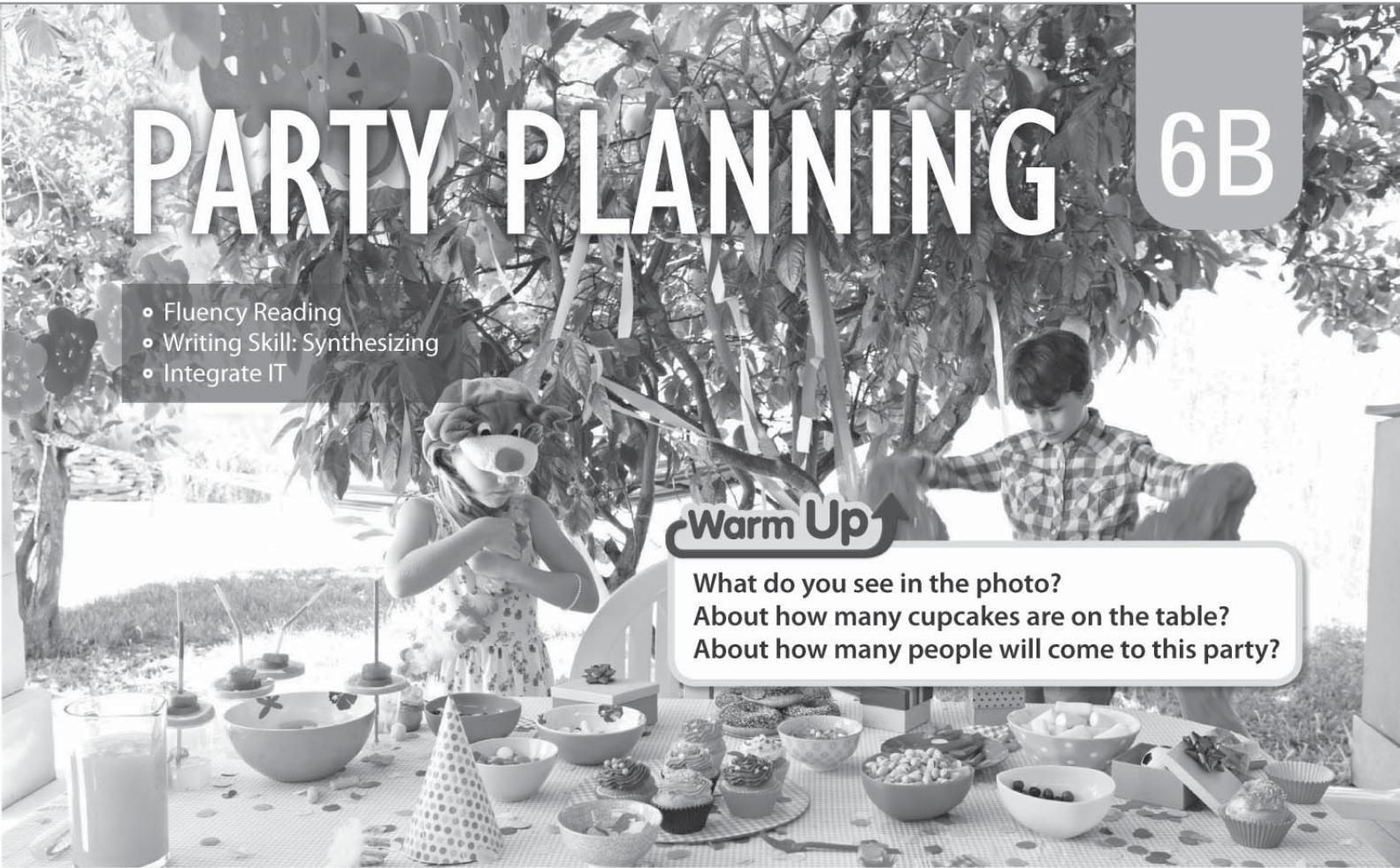
1. Rita will invite _____.
2. _____ will sit at each table.
3. Each pizza will be cut into _____ pieces, and each person will eat _____.
4. _____ people will share _____ liter(s) of juice.
5. Each cake will be cut into _____ piece(s).

PARTY PLANNING 6B

- Fluency Reading
- Writing Skill: Synthesizing
- Integrate IT

Warm Up

What do you see in the photo?
 About how many cupcakes are on the table?
 About how many people will come to this party?



VOCABULARY REVIEW

A Fill in the blank with the correct word.

plan bring balloon invited guests ordered piece liter

1. Robert _____ me to his birthday party on Saturday.
2. Mr. Sampson drank one _____ of water after exercising.
3. You must _____ your notebook, pencil, and eraser to class.
4. Julia asked her _____ what they wanted to eat at her dinner party.
5. May I have a(n) _____ of the chocolate cake, please?
6. My parents _____ a big box of cookies, chocolate, and candy for the party.
7. Derek bought a red _____ for his little sister.
8. Katherine's job is to _____ the music for school concert.

FLUENCY READINGBackground [What is this reading about?](#)**A Listen, write, read again, and learn two bonus words.**RACT
19**WORD BOX**

order	bring	liter	bakery	guests
balloons	invite	plan	pieces	busy

Party Planning

To adam_p@mmail.com

From Rita

Subject Grandpa's Birthday

Hi, Adam.

Thank you for helping me 1. _____ Grandpa's birthday party. Grandpa was very happy. Everyone had a great time. It was a sunny and warm day. It was a perfect day to have a party in the park.

Grandma's birthday is next month. Can you help me again? We can have the party at my house. There will be twenty-eight 2. _____ (the same as Grandpa's party). Can you help me 3. _____ Grandma's friends? I will give you their phone numbers. I will invite the family.

Grandma likes the color purple. I'd like to decorate the room with purple 4. _____. We can ask the guests to 5. _____ purple flowers for Grandma. If everyone brings five flowers, we will have 140 flowers! She will be very happy! David will be 6. _____, so he can't bake the birthday cake. So, I will 7. _____ cakes from the 8. _____. If I buy four cakes, I can cut each cake into seven 9. _____. We will also need seven 10. _____ of juice for everyone. What do you think?

-Rita

Send**B Do choral reading.**

Class reading time: _____ seconds

C What do we call pictures that are sent with an e-mail?

- a.** e-mails
- b.** cancels
- c.** attachments

WRITING SKILL: SYNTHESIZING

- A** Fill in the details from the story.

Rita's plan for her grandpa's 80th birthday party		Total needed
Guests to invite	28 people	
Tables and chairs to bring	____ guests ÷ ____ guest(s) per table	____ tables ____ chairs
Flowers to bring	____ guests × ____ flower(s) per person	____ flowers
Cake to order	____ guests × ____ piece(s) per person = ____ pieces ÷ ____ pieces per cake	____ cakes
Juice to buy	____ guests ÷ ____ guest(s) per bottle	____ bottles

WRITING PLAN

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

Organizing Details + Synthesizing		
What they will do	How many	Who / What
They will invite	28	guests.
They will bring	_____	tables.
They will bring	28	_____.
Guests will _____	_____	_____.
They will order	_____	_____.
They will buy	_____	bottles _____.

WRITING SKILL EXPANSION

- C** Look at page 27 in the practice book. Complete the writing plan in part C.

INTEGRATE IT: QR CODE VIDEO

A Preview.

“We use multiplication and division for many things in our everyday lives, like planning a party. What are other daily activities that we need them for?”

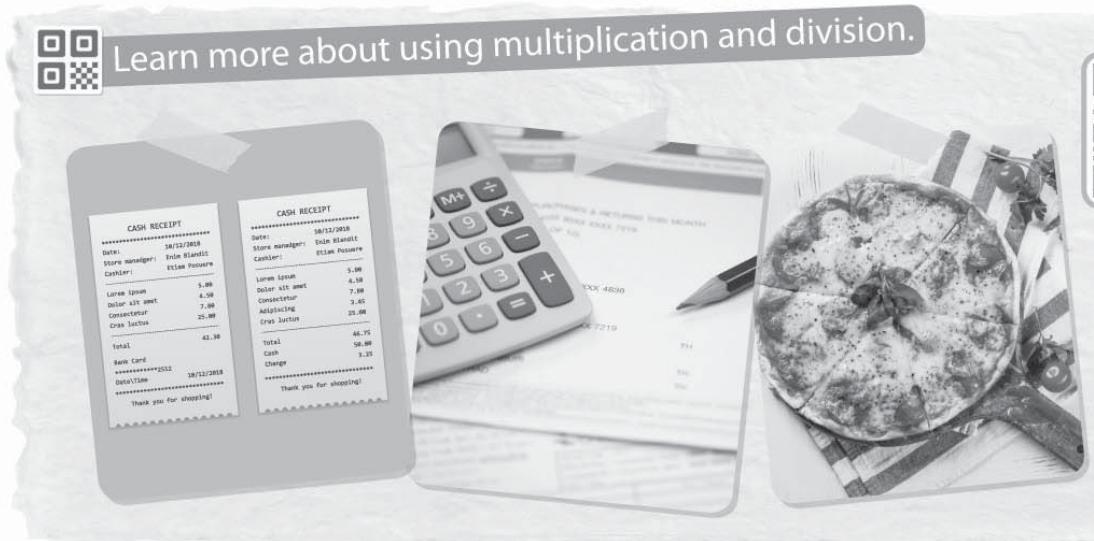
Think and answer the question above.

Inference _____

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



Learn more about using multiplication and division.



DISCUSSION

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

Think while you watch:

1. How do we use multiplication and division for planning a party?

2. What are some other things we use them for?

3. What are some things you use them for in your life?

SELF-ASSESSMENT

UNIT 06

A Match.

- | | | |
|------------|---|---|
| 1. plan | • | • a. (n) a person who is asked to visit or stay at a place or event |
| 2. bring | • | • b. (n) a unit for measuring volume; 1,000 milliliters |
| 3. balloon | • | • c. (adj) full of activity or work |
| 4. invite | • | • d. (v) to ask for and buy something from a restaurant or store |
| 5. guest | • | • e. (v) to think about and organize something before it happens |
| 6. order | • | • f. (v) to ask someone to go somewhere or to do something |
| 7. piece | • | • g. (n) place where bread, cakes, cookies, and other baked foods are made and sold |
| 8. liter | • | • h. (v) to come with something or someone to a place |
| 9. busy | • | • i. (n) a thin rubber bag that becomes larger when it is filled with air |
| 10. bakery | • | • j. (n) an amount that is cut from a larger section of something |

B Unscramble and write.

birthday	I'd	plan	the	party	to	like
----------	-----	------	-----	-------	----	------

C Think about yourself. Choose the best answer.

Academic Objective

Multiplication and division are not useful for daily life.

True

False

Reading Skill

I can organize the supporting details in the things I read.


Writing Skill

I can synthesize different kinds of information in my writing.


Integrate IT

I can discuss and make inferences about multiplication and division. I got _____ discussion questions correct in this unit.

1

2

3

(UNIT 07)

Geography
Nonfiction

WELCOME TO SOUTH AMERICA

**ACADEMIC
OBJECTIVE**

- Understand how to use maps to get information about continents, oceans, and countries.

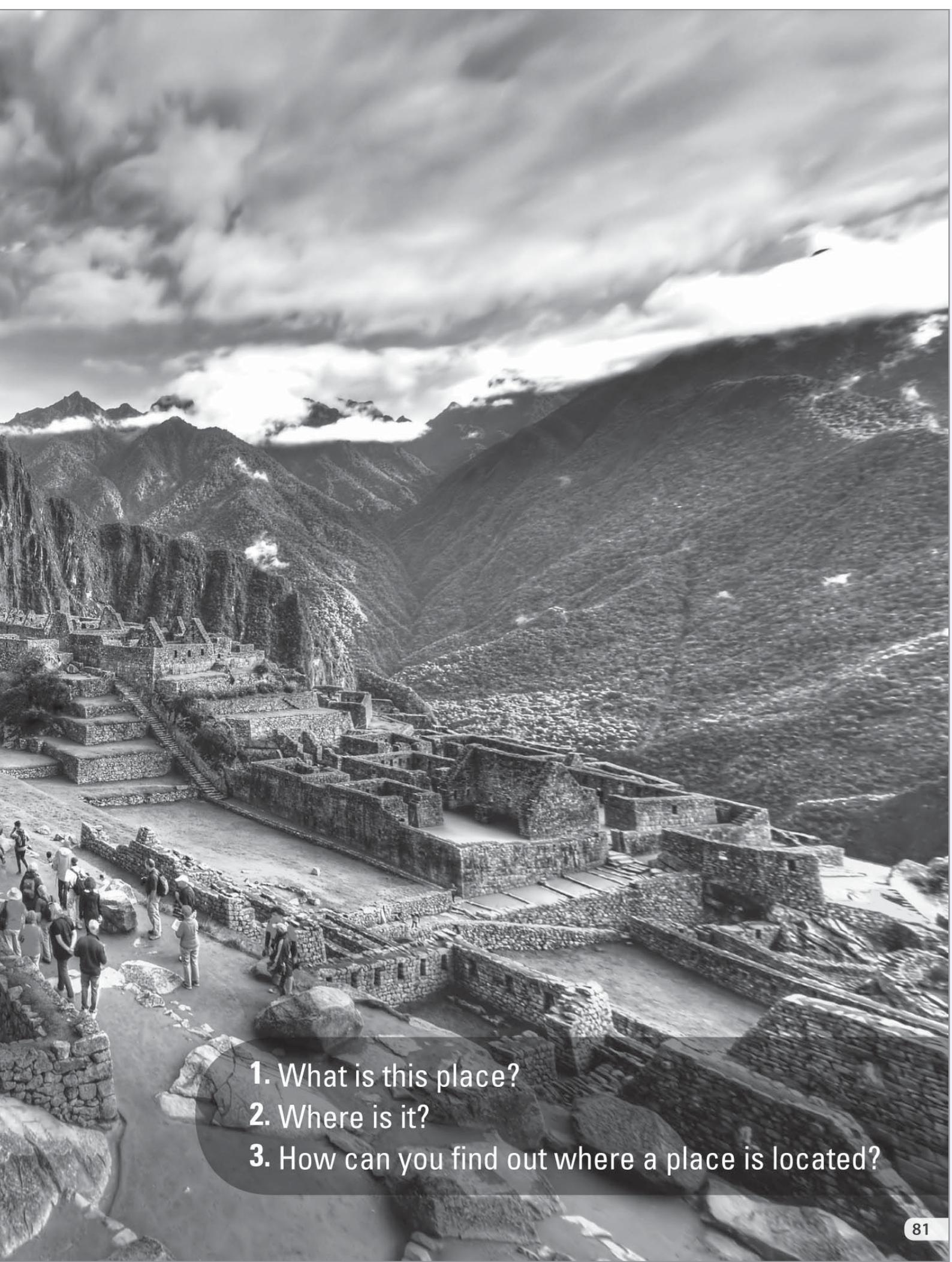
**LESSON
A**

- Reading Format: Magazine Article
- Comprehension
- Reading Skill: Interpreting Visual Information

**LESSON
B**

- Fluency Reading
- Writing Skill: Identifying Details
- Integrate IT: AR Images





- 1. What is this place?**
- 2. Where is it?**
- 3. How can you find out where a place is located?**

WELCOME TO SOUTH AMERICA

- Geography / Nonfiction
- Comprehension
- Reading Skill: Interpreting Visual Information

Warm Up

Where is South America?
 What countries are in South America?
 What do you know about South America?

NEW WORDS

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

TRACK
20

1 continent

(n) one of the large areas of land on the earth

2 hemisphere

(n) a half of the earth

3 landscape

(n) all the features of an area of land

4 diverse

(adj) made up of things or people different from each other

5 grassland

(n) land covered with grass and plants but not with bushes or trees

6 wetland

(n) an area of land that is covered with low water

7 desert

(n) an area of very dry and very hot land covered with sand

8 mountain range

(n) a group of mountains in the same area

a



b



c



d



e



f



g



h



7A



STRUCTURE: DEFINITE ARTICLE

(B) Read.

1. *The Pacific Ocean is on the west of South America.*
2. *The Amazon is a rainforest.*

(C) Correct the underlined word and write.

1. An Amazon River is the world's second-longest river.
2. That is a Atacama Desert.
3. Most of South America is in some Southern Hemisphere.

1. _____
2. _____
3. _____

READING

Background This reading is about South America.

A Listen and read along.

TRACK
21

WELCOME TO SOUTH AMERICA

South America is one of the seven continents on our planet. It is the fourth largest continent. The Atlantic Ocean is to the east of South America. And the Pacific Ocean is to the west.

Most of South America is in the Southern Hemisphere. Spring and summer are from September to February.

Fall and winter are from March to August.

The landscape of South America is diverse. Most people know about the Amazon rainforest. But there are also flat grasslands and soft wetlands. There are also many mountains and deserts.





There are millions of species living in the Amazon rainforest.



The Amazon River is the world's second-longest river. It runs through Brazil, Venezuela, Colombia, Peru, Bolivia, and Ecuador. It is 6,840 km long.

The Andes is the longest mountain range in the world. It is located on the west of South America. It stretches from north to south. The highest point is Mount Aconcagua in Argentina. It is 6,962 m high.

The Atacama Desert is the second-driest place on the planet. It only gets 1 mm

of rain each year. It is located in northern Chile.

The Andes Mountains go from Venezuela to Chile. They cross through Ecuador, Peru, and Bolivia.



Some parts of the Atacama Desert do not even get one drop of rain.

READING COMPREHENSION

A Choose the best answer.

1. What is this reading about?
a. South America b. the Amazon River c. landscapes d. culture
2. Which country does the Amazon River run through?
a. Chile b. Argentina c. Brazil d. Paraguay
3. What is special about the Andes mountain range?
a. It has the highest mountain. b. It's the longest mountain range.
c. It goes from west to east. d. It's 6,840 km long.
4. Where is the Atacama Desert located?
a. Peru b. Argentina c. Bolivia d. Chile

READING SKILL: INTERPRETING VISUAL INFORMATION

B Find the names of the places on the maps and fill in the blanks.



1. The _____ is the world's second-longest river.
2. The _____ is to the west of South America.
3. The _____ is to the east of South America.
4. The _____ is the second-driest place on Earth.
5. The _____ is the longest mountain range in the world.

SUMMARY: INTERPRETING VISUAL INFORMATION

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

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

WELCOME TO SOUTH AMERICA

7B

- Fluency Reading
- Writing Skill: Identifying Details
- Integrate IT



Warm Up

What do you see in this picture?
What kind of landscape is this?
Where in South America do you think this place is?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

1. The Himalayas are a _____ that has more than 100 mountains.
 a. grassland b. mountain range c. desert
2. Turtles, fish, and ducks are some animals that live in _____.
 a. wetlands b. landscapes c. continents
3. North America is in the Northern _____.
 a. Continent b. Hemisphere c. Desert
4. Antarctica is the coldest _____ in the world.
 a. hemisphere b. grassland c. continent
5. The animal life in the Amazon rainforest is _____.
 a. diverse b. wetland c. landscape
6. It does not rain much in the _____.
 a. wetland b. grassland c. desert
7. I like to paint pictures of _____ with mountains, trees, and lakes.
 a. hemispheres b. landscapes c. deserts
8. You can see zebras, lions, and elephants in the _____ of Africa.
 a. grasslands b. mountain ranges c. wetlands

FLUENCY READING

Background What is this reading about?

TRACK
22

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

WORD BOX

diverse Hemisphere desert flat mountain range
point continent landscape grassland wetland

South America

South America is the fourth-largest 1. _____.

The Atlantic Ocean is on the east. And the Pacific Ocean is on the west.

Most of South America is in the Southern 2. _____.

Spring and summer are from September to February. Fall and winter are from March to August.

The 3. _____ of South America is 4. _____. It is not just the Amazon rainforest.

The Pantanal is the world's largest 5. _____. It rains a lot every year. It covers Brazil, Bolivia, and Paraguay.

The Pampas is a 6. _____. It is mostly 7. _____. with no mountains. Cows and horses eat plants here.

The Andes Mountains is the longest 8. _____ in the world. It is located on the west. It stretches from north to south. The highest 9. _____ is Mount Aconcagua in Argentina. It is 6,962 m high.

The Atacama 10. _____ is the second-driest place on the planet. It only gets 1 mm of rain each year. It is located in northern Chile.

- B Do sustained silent reading.

Class reading time: _____ seconds

- C How often are magazines published?

- a. sometimes b. always c. regularly

WRITING SKILL: IDENTIFYING DETAILS

(A) Look back at the story. Add each detail into its topic box.

1. The Pantanal

2. The Pampas

3. The Andes

4. The Atacama Desert

- a. It is mostly flat.
- b. Mount Aconcagua is its highest point.
- c. Cows and horses eat plants here.
- d. It is 6,962 m high.
- e. It is found in northern Chile.

- f. There is hardly any rain here.
- g. It stretches across Brazil, Bolivia, and Paraguay.
- h. It stretches from the north to the south of the continent.
- i. It receives a lot of rain.

WRITING PLAN

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

Interpreting Visual Information + Identifying Details

Look at the map. Write sentences about what you see on the map. Give details.



1. The Pantanal _____

2. The Pampas _____

3. The Andes _____

4. The Atacama _____

WRITING SKILL EXPANSION

(C) Look at page 31 in the practice book. Complete the writing plan in part C.

INTEGRATE IT: AR IMAGES

A Preview.

“These days, people usually use digital GPS maps in their cars to help them get where they need to go. What are some other reasons people use maps?”

Think and answer the question above.

Inference _____

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

*See the last page of the practice book for larger image.



Learn more about maps!



DISCUSSION

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

Think while you watch:

1. What is the difference between a map and a GPS?

2. Why do we need different kinds of maps?

3. Who uses these different kinds of maps?

SELF-ASSESSMENT

UNIT
07

A Match.

- | | | |
|-------------------|---|--|
| 1. continent | • | ● a. (n) a group of mountains in the same area |
| 2. hemisphere | • | ● b. (n) a specific position, location, or place |
| 3. landscape | • | ● c. (n) all the features of an area of land |
| 4. diverse | • | ● d. (adj) having a smooth, even surface |
| 5. grassland | • | ● e. (n) land covered with grass and plants but not with bushes or trees |
| 6. wetland | • | ● f. (n) an area of land that is covered with low water |
| 7. desert | • | ● g. (n) an area of very dry and very hot land covered with sand |
| 8. mountain range | • | ● h. (n) one of the large areas of land on earth |
| 9. flat | • | ● i. (adj) made up of things or people different from each other |
| 10. point | • | ● j. (n) a half of the earth |

B Unscramble and write.

the	rainforest	know	people	about	Most	Amazon
-----	------------	------	--------	-------	------	--------

C Think about yourself. Choose the best answer.

Academic Objective

South America is in the Northern Hemisphere.

True

False

Reading Skill

I can understand visual information and how it is related to a reading.



Writing Skill

I can identify supporting details and use them in my writing.



Integrate IT

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

1

2

3

(UNIT 08) **Geography**
Fiction

VISITING BRAZIL

ACADEMIC
OBJECTIVE

- Understand that social diversity is important and that we can learn things from different people and places.

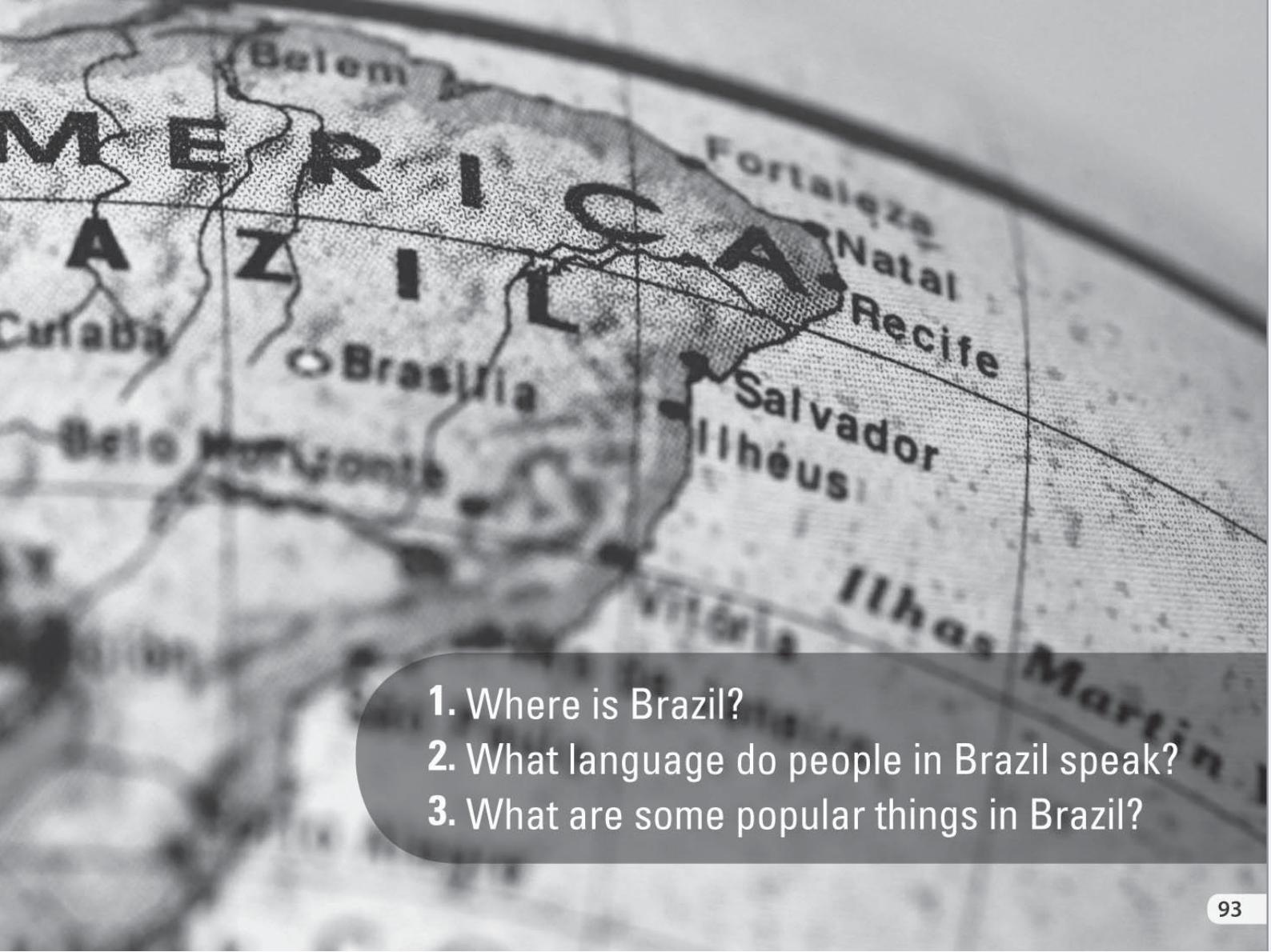
LESSON
A

- Reading Format: Interview
- Comprehension
- Reading Skill: Making Inferences

LESSON
B

- Fluency Reading
- Writing Skill: Giving Reasons
- Integrate IT: QR Code Video





VISITING BRAZIL

- Geography / Fiction
- Comprehension
- Reading Skill: Making Inferences

Warm Up

What do you see in the picture?
 What do you know about this place?
 Would you like to visit here one day?

NEW WORDS

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

TRACK
23

1 visit

(v) to go somewhere to spend time

2 hometown

(n) the city or town where you were born or grew up

3 outdoor

(adj) located outside a building

4 delicacy

(n) a special food that people like to eat

5 positive

(adj) thinking about the good things about someone or something

6 energetic

(adj) having or showing a lot of energy

7 understand

(v) to know how someone thinks, feels, or behaves

8 eager

(adj) to be very excited and interested

a



b



c



d



e



f



g



h





C STRUCTURE: ABILITY

(B) Read.

1. I *was able* to speak Portuguese.
2. They *were able* to visit many places.

(C) Correct the underlined word and write.

1. Greg am able to work.
2. I am able for help.
3. She was abled to do well.

1. _____
2. _____
3. _____

READING**Background** This reading is an interview with a person who visited Brazil.**A** Listen and read along.

VISITING BRAZIL

**Please tell me about yourself.**

My name's Carla. I'm 11 years old. I come from a multicultural family. My father is Danish, and my mother is Brazilian. We live in the US.

Have you ever visited your parents' countries? We visited my mother's hometown in southeast Brazil last summer.**How did you communicate with your family in Brazil?**

My mother taught me Portuguese. So, I was able to communicate with my family.



We ate lots of barbecue and a special soup called feijoada.

What did you like most about the trip?

I loved the enormous outdoor market. I danced to live music and tried many delicacies. I was able to learn about my mother's culture.

Brazil has bands called samba bands, and the drums are called bateria.

Brazilian outdoor markets are called feiras. They don't just sell things there; people dance, eat, and have fun.



Brazilians love sports. They really like soccer and Brazilian jiu jitsu. Brazil hosted the 2016 Summer Olympics.



What did you learn about Brazilian culture?

Brazilians are very positive and energetic people. I learned that we should always enjoy life.

Why is it important to learn about different cultures?

Other cultures can be beautiful, and we can learn from each other. Then we'll be able to understand each other more.

Do you have any plans to visit Denmark?

Yes, we'll visit Denmark next summer. I'm eager to learn about my father's culture.



Denmark is a country in Northern Europe.

READING COMPREHENSION

A Choose the best answer.

1. What is the reading about?
 - a. studying languages
 - b. going to Denmark
 - c. visiting another country
 - d. learning about geography

2. Where did Carla go last summer?
 - a. Brazil
 - b. her hometown
 - c. Denmark
 - d. the US

3. What did Carla learn from her trip?
 - a. how to play instruments
 - b. the importance of dancing
 - c. a lot about Brazilian culture
 - d. how to cook Brazilian food

4. Why is learning about different cultures important?
 - a. to understand people
 - b. to practice languages
 - c. to travel more
 - d. to be energetic

READING SKILL: MAKING INFERENCES

B Read each sentence and match it to an inference you can make.

1. My mother taught me Portuguese.	•	•	a. I think Carla is energetic and likes to try new things.
2. I danced to live music and tried many delicacies.	•	•	b. I think Carla likes to learn about different cultures.
3. I learned that we should always enjoy life.	•	•	c. I think Carla travels a lot.
4. Every culture is beautiful, and we can learn from each other.	•	•	d. I think Carla and her mother speak in Portuguese.

SUMMARY: MAKING INFERENCES

C Use the reading skill activity. Write sentences to explain what you think about Carla.

1. _____

2. _____

3. _____

4. _____

VISITING BRAZIL

8B

- Fluency Reading
- Writing Skill: Giving Reasons
- Integrate IT



Warm Up

Compare this flag with your country's flag. What is similar? What is different?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

1. I _____ how you feel because I also lost my dog.
a. visit b. understand c. eager
2. This fish cake is a _____ in my country.
a. delicacy b. hometown c. positive
3. John wants to _____ our home next Sunday.
a. understand b. eager c. visit
4. In the summer, Danielle goes to the _____ swimming pool.
a. outdoor b. hometown c. energetic
5. The _____ children played outside all day and didn't get tired.
a. energetic b. positive c. outdoor
6. I am _____ to play video games after I finish my homework.
a. understand b. eager c. positive
7. My _____ is São Paulo, but now I live in Chicago.
a. hometown b. delicacy c. outdoor
8. My father is always happy because he is a(n) _____ person.
a. positive b. understand c. eager

FLUENCY READING

Background What is this reading about?

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

TRACK
25

WORD BOX

positive hometown enormous understand delicacies
energetic eager visited outdoor southeast

Visiting Brazil

Please tell me about yourself.

My name's Carla. I'm 11 years old. I live in the US. My father is from Denmark, and my mother is from Brazil.

Have you ever 1. _____ your parents' countries?

Last year, we visited my mother's 2. _____. She is from São Paulo in Brazil.

What is São Paulo like?

It's a(n) 3. _____ city located in the 4. _____ of Brazil. It's a very multicultural city with people from all over the world.

How was the food?

I tried many 5. _____ at the 6. _____ market.

My favorite was the chicken heart.

What did you learn about Brazilian culture?

Brazilians are very 7. _____ and 8. _____ people.

I learned that we should always enjoy life.

Why is it important to learn about different cultures?

Every culture is beautiful, and we can learn from each other. Then, we'll be able to 9. _____ each other more.

Do you have any plans to visit Denmark?

Yes, we'll visit Denmark next summer. I'm 10. _____ to learn about my father's culture.



B Do popcorn reading.

Class reading time: _____ seconds

C What is an article with questions and answers about someone called?

- a. a blog b. an interview c. an advertisement

WRITING SKILL: GIVING REASONS

(A) Look back at the story. Give reasons for each inference.

1. I think the weather in São Paulo is warm because _____.
2. I think Carla can speak Portuguese because _____.
3. I think Carla has family in Denmark because _____.

WRITING PLAN

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

Making Inferences + Giving Reasons

1. Does Carla like Brazil?
2. What kind of people live in São Paulo?
3. What kind of food do Brazilian people like?

1. I think Carla _____
because _____.
2. I think São Paulo _____
because _____.
3. I think Brazilian people like to eat _____
because _____.

WRITING SKILL EXPANSION

(C) Look at page 35 in the practice book. Complete the writing plan in part C.

INTEGRATE IT: QR CODE VIDEO

- A** Preview the quote from the video. Answer the inference question.

“There are several ways that people from different countries can try to understand each other’s cultures.”

Inference question What are some ways that people from different countries can try to understand each other’s cultures?

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



Learn more about Brazil!



DISCUSSION

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

Think while you watch:

1. What kind of food is popular where you are from?

2. What are some sports that are popular where you are from?

3. What kind of music and dance are popular where you are from?

SELF-ASSESSMENT

UNIT 08

A Match.

- | | | |
|---------------|---|--|
| 1. visit | ● | ● a. (adj) very big in size or number |
| 2. hometown | ● | ● b. (adj) the direction between south and east |
| 3. outdoor | ● | ● c. (adj) to be very excited and interested |
| 4. delicacy | ● | ● d. (n) a special food that people like to eat |
| 5. positive | ● | ● e. (adj) having or showing a lot of energy |
| 6. energetic | ● | ● f. (adj) thinking about the good things about someone or something |
| 7. understand | ● | ● g. (adj) located outside a building |
| 8. eager | ● | ● h. (v) to know how someone thinks, feels, or behaves |
| 9. enormous | ● | ● i. (v) to go somewhere to spend time |
| 10. southeast | ● | ● j. (n) the city or town where you were born or grew up |

B Unscramble and write.

culture learn I to was able about my mother's

C Think about yourself. Choose the best answer.

Academic Objective

Social diversity and respecting other cultures isn't important.

True

False

Reading Skill

I can make reasonable inferences related to the things I read.


Writing Skill

I can give reasons to explain things in my writing.


Integrate IT

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

1

2

3



UNIT 1-2 REVIEW

- A** Read the example together as a class. Find a problem in your class and share opinions. Then make a rule you all agreed on.

Steps		Example	Case 1	Case 2	Case 3
1	Problem	Lots of gum on the ground.	Latecomers to class	Eating snacks in class	
2	Rule Idea 1	Hire more street cleaners.			
		→ <u>2</u> people agree on idea 1.	→ ___ people agree on idea 1.	→ ___ people agree on idea 1.	→ ___ people agree on idea 1.
	Rule Idea 2	Fine the person who throw gum 10 dollars for each piece of gum.			
		→ <u>5</u> people agree on idea 2.	→ ___ people agree on idea 2.	→ ___ people agree on idea 2.	→ ___ people agree on idea 2.
3	Rule Idea 3	Make the person who threw gum clean all gum in the school.			
		→ <u>4</u> people agree on idea 3.	→ ___ people agree on idea 3.	→ ___ people agree on idea 3.	→ ___ people agree on idea 3.
	Rule Idea 4	Prohibit bringing any type of snacks in to school.			
		→ <u>1</u> people agree on idea 4.	→ ___ people agree on idea 4.	→ ___ people agree on idea 4.	→ ___ people agree on idea 4.
4	The rule we agree on	Fine the person who threw gum 10 dollars for each piece of gum.			
4	Effectiveness of new rule	Less gum in the school.			

SUMMARY

- B** Choose one case from the chart above and complete the sentences.

1. What is the problem? _____.
2. Rule Idea 1: ___ people agreed that _____.
3. Rule Idea 2: ___ people agreed that _____.
4. Rule Idea 3: ___ people agreed that _____.
5. Rule Idea 4: ___ people agreed that _____.
6. The Chosen Rule: Rule Idea ___ was chosen by us because it got the largest amounts of ballots.
7. Effectiveness of new rule: We expect that this rule will make _____.

CLASS RULE ANNOUNCEMENT

- C Use the information from the survey and summary to write an e-mail.
Give a presentation.

Include the following information in your writing: problem, suggested opinion, chosen rule, effectiveness.



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From	<input type="text"/>
Subject	<input type="text"/>
<hr/>	

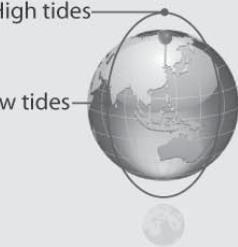
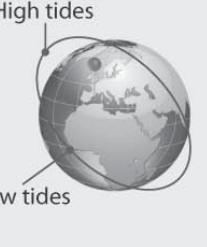
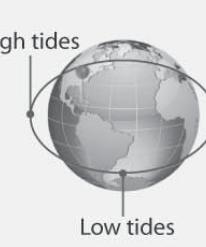
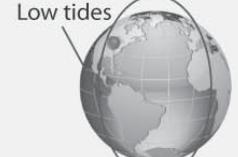
Dear _____,

How are you? I heard you caught a cold. I hope you feel better soon.
While you were absent, we made a new rule about _____
_____. I would like to let you know
about this rule and how it was decided on. _____

Have a nice day!
Best wishes,

UNIT 3-4 REVIEW

- A** Read the information on tides together as a class. Look at the pin. Draw the moon in the correct position.

		Example: Yellow Sea	The English Channel	The Gulf of Mexico
Highest Tide	Height	869 cm	774 cm	942 cm
	Place of the moon	 High tides Low tides	 High tides Low tides	 High tides Low tides
Lowest Tide	Height	59 cm	68 cm	100 cm
	Place of the moon	 Low tides High tides	 Low tides High tides	 Low tides High tides

SUMMARY

- B** Choose one case from the chart above and complete the sentences.

- Where:** I researched the tides of _____.
- Height of the highest tide:** The highest tide of it was _____.
- Where the moon is at highest tide:** The moon is _____.
- Height of the lowest tide:** The lowest tide of it is _____.
- Where the moon is at lowest tide:** The moon is _____.

TIDES RESEARCH BLOG

- C Use the information from the research results chart to write a post. Give a presentation.

Include the following information in your writing: Place, details of each tides, where the moon is.



Tides of _____

I researched _____

You can see where the moon is with my drawing.

Highest Tide	Lowest Tide



UNIT 5-6 REVIEW

A Read the e-mail together as a class.

To: bestfriend@zmail.com

Subject: Grandma's Banana Cake

Hi, best friend!

You asked me to find out how my grandmother made her banana cake. Well, here it is. You need to mix 240 ml of sugar with 120 g of butter.

Then add 2 eggs and 4 bananas. Mix well. After that, slowly mix in 480 ml of flour, 5 mL of baking powder, and 2.5 ml of salt. Pour the batter into a cake pan. Bake the cake for 30 minutes at 190°C.

Remember to set the oven before you make the batter.

Cool the cake and then decorate it. You can use 300 ml of any sauce that you like to go with banana cakes.

E-mail me back if you need help making the cake.

Harry

B SUMMARY

B Use the information from above to complete the recipe.

1. Oven temperature: _____.

2. Ingredients:

- _____
- _____
- _____
- _____
- _____

3. Steps:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

PARTY PLANNING REQUEST E-MAIL

- C Imagine you are planning a party. Use the information from the summary to finish the e-mail to a friend. Give a presentation.

To: _____@zmail.com

Subject: Party Planning Help

Hi _____,

Thank you for _____. I need your help to plan for a party this weekend. I want to make banana cakes for _____ guests. I need the following ingredients:

Thank you so much!



UNIT 7-8 REVIEW

A Look at Units 7-8. Complete the chart as a class.

Places in South America	What is it?	What is special about it?
The Amazon		• •
The Andes		• •
The Atacama		• •
The Pampas		• •
The Pantanal		• •

SUMMARY

B Choose one place from the chart and complete the sentences.

1. Where: I chose _____ in South America.

2. What: It is _____.

3. Why: I want to go there because _____.

4. What to see or do: There _____.

SOUTH AMERICAN VISIT INTERVIEW

- C Imagine you want to visit a place you chose. You are being interviewed about it. Give a presentation.

Please tell me about yourself.

Where do you want to go in South America?

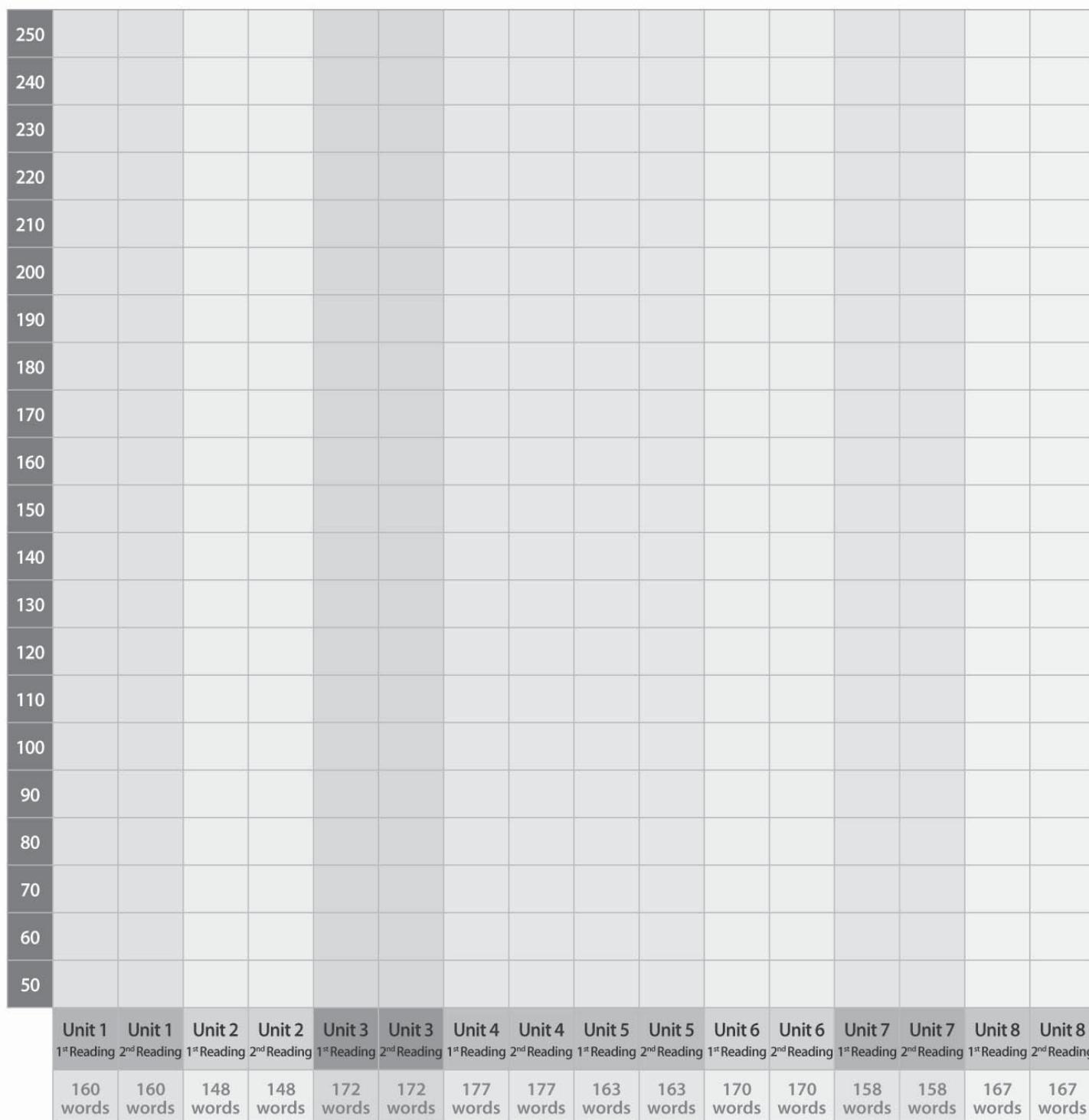
What kind of place is it?

Why do you want to go there?

What will you see and do there?

READING SPEED CHART

Time how long it takes you to read each passage. Then use the formula in the box to find your words per minute (WPM) score. Color in the boxes to see how you get better.



Formula

(Word Count ÷ Reading Time in Seconds) X 60 = _____ WPM score

MEMO