

Integrate

READING & WRITING

BASIC

4

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TOPIC AREA	UNIT/PAGE	DETAILS
SOCIAL STUDIES	(UNIT 01) Nonfiction  Page 8	Title / Word Count Food Deserts Lesson A [159W] Lesson B [159W]
		Topic Some poor urban areas in the US do not have access to fresh food. This causes health problems for the citizens who live there. The government hasn't been able to fix the problems. Some citizens have a good solution.
		Academic Objective Understand how civilian participation can help resolve problems in society.
		Reading Format Traditional passage
		Structure Present perfect tense: have / has
		Vocabulary serious, unhealthy, poor, urban, grocery, business, cooperate Bonus: solve, desert
		Reading Skill Cause and Effect Writing Skill Problem and Solution
		Integrate IT QR Code Video
SCIENCE	(UNIT 02) Fiction  Page 20	Title / Word Count The Farmers' Market Lesson A [152W] Lesson B [150W]
		Topic A family grows their own vegetables and sell some of them at the local farmers' market.
		Academic Objective Search for ways to resolve regional problems through citizen participation, and gain an attitude for participation.
		Reading Format Journal
		Structure Future tense: will
		Vocabulary rest, save, own, empty, kale, account, stall, permission Bonus: computer, homework
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		Integrate IT QR Code Video
SCIENCE	(UNIT 03) Nonfiction  Page 32	Title / Word Count Real-life Mummies Lesson A [158W] Lesson B [152W]
		Topic Lake Natron in northern Tanzania is extremely salty and hot. Animals that get near the lake are cooked by the heat radiation near the lake's surface. The salt from the lake in the air then mummifies them.
		Academic Objective Explain heat transfer through convection and identify real-life examples.
		Reading Format Magazine article
		Structure Infinitive: enough ... to ...
		Vocabulary mummy, transfer, convection, mineral, algae, hot spring, preserve, burn Bonus: similar, dangerous
		Reading Skill Main Idea and Supporting Details Writing Skill Sequencing
		Integrate IT QR Code Video
SCIENCE	(UNIT 04) Fiction  Page 44	Title / Word Count Cookies Lesson A [145W] Lesson B [150W]
		Topic Read a recipe for baking cookies with an explanation of how heat bakes food in an oven.
		Academic Objective Explain heat transfer by conduction and convection and identify real-life examples of conduction and convection.
		Reading Format Recipe
		Structure Definite article: the
		Vocabulary ingredient, utensil, directions, conduction, dough, stir, bake, scoop Bonus: metal, solid
		Reading Skill Classifying Writing Skill Sequencing
		Integrate IT QR Code Video

TOPIC AREA	UNIT/PAGE	DETAILS		
MATH	 UNIT 05 Nonfiction Page 56	Title / Word Count	The Airbus A380 Lesson A [151W] Lesson B [152W]	
		Topic	The Airbus A380 is one of the largest and fastest commercial airplanes ever created.	
		Academic Objective	Understand the relationship between distance, speed, and time.	
		Reading Format	Traditional passage	
		Structure	Preposition: between	
		Vocabulary	passenger, flight, calculate, average, equal, multiply, divide, route Bonus: distance, amount	
		Reading Skill	Identifying the Purpose	Writing Skill Writing for an Audience
		Integrate IT	QR Code Video	
	 UNIT 06 Fiction Page 68	Title / Word Count	High-speed Trains Lesson A [153W] Lesson B [150W]	
		Topic	A tourist in France travels on the TGV and compares it to a friend's trip by car.	
		Academic Objective	Understand the relationship between multiplication and division and the principles of decimals.	
		Reading Format	Magazine article	
		Structure	Simple past tense: went, arrived	
		Vocabulary	arrive, total, calculator, comfortable, nap, long, gas, traffic Bonus: high-speed, trip	
		Reading Skill	Making Connections	Writing Skill Explaining
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SPECIAL SUBJECT	 UNIT 07 Nonfiction Page 80	Title / Word Count	United Team of Germany Lesson A [159W] Lesson B [157W]	
		Topic	After World War II, Germany was split into two countries, but both of them were brought together during the 1956, 1960, and 1964 Winter and Summer Olympics.	
		Academic Objective	Understand the division between East and West Germany and how the Olympic Games brought them together.	
		Reading Format	Traditional passage	
		Structure	Preposition: in + year	
		Vocabulary	leader, united, flag, compete, separately, wall, cross, enter Bonus: difficult, medal	
		Reading Skill	Making Connections	Writing Skill Sequencing
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	 UNIT 08 Fiction Page 92	Title / Word Count	Winter Sports Lesson A [148W] Lesson B [136W]	
		Topic	A child discusses his favorite winter sports—hockey, short track, and bobsled—and the importance of teamwork and sportsmanship.	
		Academic Objective	Understand the need for cooperation in a team and in sports.	
		Reading Format	Journal	
		Structure	Modal verb of necessity: have to	
		Vocabulary	upcoming, event, goalie, net, score, race, teamwork, peace Bonus: athlete, promote	
		Reading Skill	Vocabulary in Context	Writing Skill Summarizing
		Integrate IT	QR Code Video	

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	Journal Entry	Read the chart, think about social problems where you live, write a journal entry, and give a presentation.	104
Science	Units 3-4 Review	Recipe	Look at the example recipe, choose your own idea, write a recipe, and give a presentation about your recipe.	108
Math	Units 5-6 Review	Journal Entry	Use the speed, time, and distance information, write a journal entry, and give a presentation.	112
Special Subject	Units 7-8 Review	Journal Entry	Organize ideas, summarize information, write about your favorite winter sports, and give a presentation.	116

(LIT 01)

Social Studies
Nonfiction

FOOD DESERTS

ACADEMIC OBJECTIVE

- Understand how civilian participation can help resolve problems in society.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Cause and Effect

LESSON B

- Fluency Reading
- Writing Skill: Problem and Solution
- Integrate IT: QR Code Video



1. What is this place?
2. Is it easy or difficult to live here? Why?
3. Are places like this big or small?

FOOD DESERTS

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Cause and Effect

Warm Up

What kind of food is for sale in convenience stores and vending machines?
Is it healthy to eat such food for a long time?



NEW WORDS

A Listen, repeat, match, then write. 

WORD BOX

- | | | | |
|----------------------------------|------------------------------------|-------------------------------|------------------------------------|
| ☐ serious | ☐ unhealthy | ☐ poor | ☐ urban |
| ☐ grocery | ☐ business | ☐ crop | ☐ cooperate |

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1A



STRUCTURE: PRESENT PERFECT TENSE

B Read.

- The government hasn't done anything.
- People have solved problems.

C Number in order then write.

- We (1) money (4) have (2) made (3)
 - have () You () planted () crops ()
 - there () worked () hasn't () She ()
- _____.
 - _____.
 - _____.

READING

Background This reading is about citizens solving community problems.

A Listen and read along. 

Food Deserts

About 27 million people in the US have a **serious** problem. They cannot buy fresh food. The foods for sale in their neighborhoods are **unhealthy**. These people live in areas called “food deserts.”

Most food deserts are in **poor** neighborhoods. People there don't have enough money. So, **grocery** stores don't want to open a **business** there.

Food deserts cause many social problems. The only thing to eat is fattening food. This causes health problems. Also, children can't focus in school.

One thing that can fix these problems is **urban** gardens. The government couldn't help. So, some citizens are solving the problem. People in the community volunteer and work together. They plant **crops** where they can. They **cooperate**, plant, grow, buy, sell, donate, and eat fresh food.

Being an active citizen is good. These citizens fixed the problems in food deserts. Their urban gardens helped solve the health problems. They also make money. You can help in your community, too.



Many poor urban areas have empty lots of land. People don't want to open businesses there. The city owns the land, but no one uses it.

Citizens ask the city to let them use the land. They plant a garden and take care of it. People can work there and earn money, or they can volunteer to help manage the garden.



The empty lot becomes an urban garden. People in the community work together. They have fresh food.



READING COMPREHENSION

A Choose the best answer.

- What is the main idea of this reading?
a. food safety b. healthy people c. a solution to problems
- What is the main problem in a food desert?
a. There's not enough food for everyone. b. There's no food.
c. There's not enough fresh food.
- Why is being an active citizen a good thing?
a. You can solve community problems. b. You can get more food.
c. You can make money.
- Why don't grocery stores want to open a business in poor urban areas?
a. There's no fresh food. b. There are many social problems.
c. They can't open a business.

READING SKILL: CAUSE AND EFFECT

B Match.

Cause		Effect
1. Poor urban areas have lots of social problems.	•	• a. People have to eat unhealthy and fattening food.
2. There aren't enough fresh groceries to buy in the neighborhood.	•	• b. They can't focus in school.
3. Children don't eat enough good food.	•	• c. Grocery stores do not want to open a business there.

SUMMARY: CAUSE AND EFFECT

C Use the reading skill activity. Write the cause and then the effect together as one sentence using the word "so."

- _____, so _____.
- _____, so _____.
- _____, so _____.

FOOD DESERTS

1B

- Fluency Reading
- Writing Skill: Problem and Solution
- Integrate IT

Warm Up

If the people in this community are in a food desert, what can they do?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

unhealthy serious urban poor crops business cooperate groceries

1. There are lots of tall buildings and people in _____ areas.
2. They grow _____ on the farm.
3. This is very _____, so please do not laugh.
4. We all need to _____ to solve this problem.
5. I do volunteer work to help _____ and homeless people.
6. Eating too much fast food and drinking soft drinks is _____.
7. My mother doesn't work in an office; she has a small _____.
8. Let's go buy some _____ at the store.

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

Food Deserts

In the US, about 27 million people cannot buy fresh food. There are only unhealthy foods in their neighborhoods. This is a serious problem. This kind of area is a "food desert."

Most food deserts are in urban areas. A lot of the people who live there are poor. These people don't have money. New grocery stores don't open. Old grocery stores went out of business.

There are many social problems in food deserts. People can only buy fattening foods. This causes health problems. Also, children can't focus in school.

The government didn't solve the problem. So, some citizens took action. There was some land that was not being used. They asked the government if they could use the land. They planted urban gardens.

Now, many citizens volunteer and cooperate. They plant fresh crops so they have fresh foods. Some people set up their own business.

Being an active citizen is good. You can solve problems in your community.

- B** Do sustained silent reading.

Class reading time: seconds

- C** What kind of reading is this?

a. traditional b. e-mail c. comic strip

WRITING SKILL: PROBLEM AND SOLUTION

A Match.

Problem		Solution
1. Poor urban areas have lots of social problems. Grocery stores do not want to open a business there.	•	a. The fresh food from the urban gardens helps citizens to be healthier.
2. There aren't enough fresh groceries to buy in the neighborhood. Citizens have to eat unhealthy and fattening food.	•	b. The citizens who live in food deserts cooperate. They plant urban gardens and can even start their own business.
3. Eating fattening foods is unhealthy. Children can't concentrate in school.	•	c. Children eat the foods they helped grow in the urban gardens. They can focus better in school.

WRITING PLAN

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

Problems		Solution
Cause	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.

“Grocery stores and other businesses don’t want to open a store in poor neighborhoods. Why do you think that is the case?”

Think and answer the question above.

Inference _____

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

 Learn more about how to be an active citizen!



DISCUSSION

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

Think while you watch:

1. If businesses do not want to open in poor neighborhoods, what can the citizens there do about it?

2. Citizens can solve their own problems, but who else is supposed to help them?

3. Besides growing their own food, what else can people do to stay healthy?

SELF-ASSESSMENT

UNIT 01

A Match.

- | | | |
|--------------|---|--|
| 1. unhealthy | • | • a. important |
| 2. serious | • | • b. a plant grown by farmers |
| 3. urban | • | • c. not having enough money to buy things you need |
| 4. poor | • | • d. to fix a problem |
| 5. crop | • | • e. an area of very dry land that does not have much life |
| 6. business | • | • f. relating to cities |
| 7. cooperate | • | • g. food that is bought or sold at a store |
| 8. grocery | • | • h. to work together |
| 9. solve | • | • i. a store, company, or factory that makes, buys, or sells goods or services for money |
| 10. desert | • | • j. bad for your body |

B Unscramble and write.

anything	they	done	haven't
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C Think about yourself. Choose the best answer.

Academic Objective

Citizen participation can solve problems in society.

True

False

Reading Skill

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



Writing Skill

I can write about problem and solution relationships.



Integrate IT

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

1

2

3