

Integrate

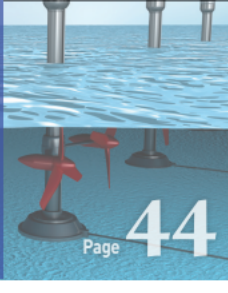
READING & WRITING

BUILDING

1

Lucas Foster

TABLE OF CONTENTS

TOPIC AREA	UNIT/PAGE	DETAILS
SOCIAL STUDIES	 (UNIT 01) Nonfiction Page 8	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
		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.
SCIENCE	 (UNIT 02) Fiction Page 20	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
		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
	 (UNIT 03) Nonfiction Page 32	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
		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
	 (UNIT 04) Fiction Page 44	

TOPIC AREA	UNIT/PAGE	DETAILS		
MATH	 (UNIT 05) Nonfiction Page 56	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 Page 68	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	
SPECIAL SUBJECT	 (UNIT 07) Nonfiction Page 80	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 Page 92	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

(L1) 01

Social Studies
Nonfiction

HUMAN RIGHTS HERO

ACADEMIC OBJECTIVE

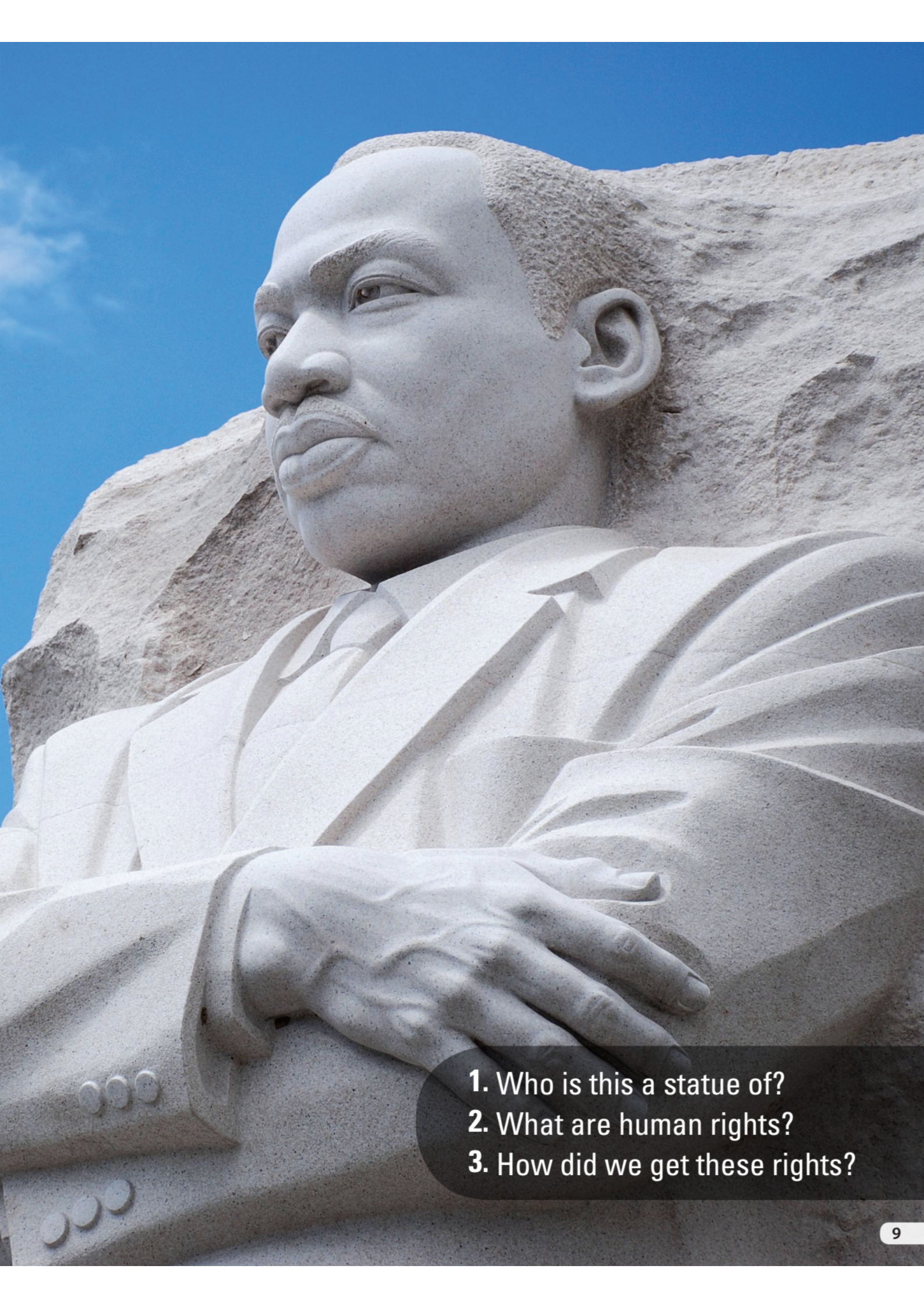
- Be aware of the importance of human rights, and understand how people have fought for human rights.

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.



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





● STRUCTURE: ADVERBS

Ⓑ Read.

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

Ⓒ 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.

- What is the reading about?
a. free speech b. human rights c. governments d. voting
- What are people who struggle for human rights called?
a. actors b. strugglers c. righters d. activists
- 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
- 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.

- All people deserve fair treatment.
- Martin Luther King, Jr.'s story gives people hope.
- People have different views about human rights.
- 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.

- _____
- _____
- _____
- _____

HUMAN RIGHTS HERO

1B

- 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.



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 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