Integrate
READING & WRITING
BUILDING 2
<table>
<thead>
<tr>
<th>TOPIC AREA</th>
<th>UNIT/PAGE</th>
<th>DETAILS</th>
</tr>
</thead>
</table>
| SOCIAL STUDIES | UNIT 01 Nonfiction | **Title / Word Count**: Understanding Cultures  **Lesson A**: 183W  **Lesson B**: 182W  
**Topic**: Tattoos are looked down on in many cultures. But for others, they are a very important and special part of the culture. Use history to learn about, understand, and see things from a different cultural perspective.  
**Academic Objective**: Understand that each country and region has different groups of people with their own unique cultures and traditions.  
**Reading Format**: Website  
**Structure**: Time expressions: today, a few hundred years ago  
**Vocabulary**: native, population, ethnic, minority, unique, particular, detail, impressive  
**Bonus**: pattern, fact  
**Reading Skill**: Using Synonyms  
**Writing Skill**: Adding Details  
**Integrate IT**: QR Code Video |
| SOCIAL STUDIES | UNIT 02 Fiction | **Title / Word Count**: Travel to India  **Lesson A**: 208W  **Lesson B**: 170W  
**Topic**: A friend sends an e-mail to another friend about his plans to travel to India. The e-mail includes facts, including demographic comparisons to other countries like Korea and Japan.  
**Academic Objective**: Understand that the populations of some countries are growing, while others are shrinking. Cities are often densely populated because it is easier for people to find work there.  
**Reading Format**: E-mail  
**Structure**: Adverbial phrases: recently, currently  
**Vocabulary**: support, fascinating, expect, pass, born, adult, shrink, crisis  
**Bonus**: currently, actually  
**Reading Skill**: Organizing Details  
**Writing Skill**: Compare and Contrast  
**Integrate IT**: QR Code Video |
| SOCIAL STUDIES | UNIT 03 Nonfiction | **Title / Word Count**: Wandering Rocks of Death Valley  **Lesson A**: 201W  **Lesson B**: 195W  
**Topic**: How do these rocks, some weighing hundreds of pounds, seem to move themselves across the floor of Death Valley?  
**Academic Objective**: Understand that changes in the seasons cause both obvious and puzzling changes to the earth’s surface.  
**Reading Format**: Blog  
**Structure**: Prepositional phrases of movement: along, across, behind  
**Vocabulary**: climate, century, trail, sheet, overnight, solve, scrape, skate  
**Bonus**: mysterious, powerful  
**Reading Skill**: Cause and Effect  
**Writing Skill**: Sequencing  
**Integrate IT**: QR Code Video |
| SOCIAL STUDIES | UNIT 04 Fiction | **Title / Word Count**: Space Colony  **Lesson A**: 188W  **Lesson B**: 184W  
**Topic**: What would be needed to sustain life somewhere else in our solar system besides Earth? Learn about a likely candidate that could possibly support life.  
**Academic Objective**: Understand that the earth’s atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.  
**Reading Format**: Magazine article  
**Structure**: Modals of possibility: may, could  
**Vocabulary**: solar system, sustain, surface, appropriate, condition, atmosphere, essential, suitable  
**Bonus**: colony, survive  
**Reading Skill**: Compare and Contrast  
**Writing Skill**: Adding Details  
**Integrate IT**: AR Images |
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REVIEW UNITS</th>
<th>PROJECT TYPE</th>
<th>PROJECT DESCRIPTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Units 1-2 Review</td>
<td>E-mail</td>
<td>Imagine you will travel to the country and city you choose from the summary. Use the information from the summary to write an e-mail. Give a presentation.</td>
<td>104</td>
</tr>
<tr>
<td>Science</td>
<td>Units 3-4 Review</td>
<td>Magazine Article</td>
<td>Write a magazine article to summarize the events that cause the rocks of Death Valley to move.</td>
<td>108</td>
</tr>
<tr>
<td>Math</td>
<td>Units 5-6 Review</td>
<td>Journal</td>
<td>Imagine you are writing a journal for homework. Use the information from the summary and evaluate your findings. Draw a bar graph of the results. Include an idea for a second survey you would do to find out more. Give a presentation.</td>
<td>112</td>
</tr>
<tr>
<td>Special Subject</td>
<td>Units 7-8 Review</td>
<td>Presentation</td>
<td>Use the information from the summary to prepare a presentation. Present three of your good habits and what you do to keep them. Give a presentation.</td>
<td>116</td>
</tr>
</tbody>
</table>
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.
- Students use a graphic organizer to practice a reading skill and summarize information from the passage.
Warm-up questions help students recall information from Lesson A to activate prior knowledge.

Activities get students to recall the background of the reading and specify information about the passage format. Students also learn two bonus words from context.

Lesson B passages develop reading speed and fluency through a variety of activities, and progress is tracked in the back of the book.

Engaging IT content teaches students modern literacy. Questions ask students to make inferences before viewing the IT content.

After viewing the IT content, students discuss the questions with a partner and write their answers on the page.

The vocabulary review requires students to demonstrate their knowledge of the meaning and use of each word.

A graphic organizer gives students practice with a writing skill.

The reading and writing skills practiced in each unit are transferred to develop a writing plan. This bridges the classroom and home by linking the student and practice books.

A self-assessment checklist helps students and teachers to track learning.

The review units utilize project-based learning and allow students to produce tangible outcomes and demonstrate linguistic competency and development.

The detachable project templates can be customized and used to create a portfolio.
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.

The vocabulary practice activities strengthen students’ vocabulary acquisition, comprehension, and fluency.

The practice book provides students ample opportunity to use vocabulary and grammar structures from the unit.

**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.
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

UNDERSTANDING CULTURES

ACADEMIC OBJECTIVE

- Understand that each country and region has different groups of people with their own unique culture and traditions.

LESSON A

- Reading Format: Website
- Comprehension
- Reading Skills: Using Synonyms

LESSON B

- Fluency Reading
- Writing Skill: Adding Details
- Integrate IT: QR Code Video
1. What do you see in this picture?
2. Where does this come from?
3. What does it mean?
UNDERSTANDING CULTURES

- Social Studies / Nonfiction
- Comprehension
- Reading Skill: Using Synonyms

Warm Up:
What kinds of cultures and traditions are there in your country? Are the people in different parts of a country the same or different? How are they different? How are they the same?

NEW WORDS

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

1. native (adj) born in a certain place
2. population (n) the number of people who live in a place
3. ethnic (adj) about races or large groups of people who have the same customs, religion, origin, etc.
4. minority (n) a group that is the smaller part of a larger group

5. unique (adj) special and unlike anything or anyone else
6. particular (adj) used to point to one person or thing and no others
7. detail (n) a small part of something
8. impressive (adj) deserving attention, admiration, or respect; making a good impression

Vocabulary: Learn the meaning of new words.
STRUCTURE: TIME EXPRESSIONS

B Read.

1. Europeans came to North America a few hundred years ago.

2. Today, we have different ideas.

C Unscramble and write.

1. past, had different people In the ideas

2. paper She wrote the last week

3. Today, together enjoy people different cultures

1. 

2. 

3. 
New Zealand is a great country with an interesting culture. The native people there are the Maori people. A few hundred years ago, Europeans came to New Zealand. Before that, the Maori were the only people living on the land. Today, Maori people make up 15 percent of New Zealand’s population. They are a cultural and ethnic minority in New Zealand.

People who don’t understand cultural tattoos may feel scared. But people who do understand can have an open mind and enjoy and embrace cultural diversity. Why is it important for different people to be able to understand each other and accept differences?
The Maori people have unique traditions. One particular tradition is easy to notice. They get tattoos. The tattoos are a kind of art. It’s called body art. It’s an important part of Maori culture. The tattoos have lots of details, shapes, and patterns. They are very beautiful. They are impressive. But even more impressive is the fact that each Maori tattoo is different. No two tattoos are the same.

Tattoos have become popular around the world. There are many different styles of tattoos. The word *tattoo* may have come from the original native Maori word *tautau*. Many people don’t understand the meaning of tattoos. They mean different things to different people in different places. It’s good to understand the history of things.

Maori tattoo culture is a big and important part of New Zealand. It is something people in New Zealand are proud of and can be seen in many places and on many things from New Zealand.

Coins with tattoos show that tattoos are a part of New Zealand’s national culture.

Both tattoos and wood carvings show the unique details in Maori art.

Stamps featuring Maori tattoos show how detailed and special the designs are.

The Maori have their own national flag.

Members of national teams from New Zealand often have tattoos and do a cultural dance called the *Hakka* at the beginning of a game.
**READING COMPREHENSION**

**A** Choose the best answer.

1. What is this reading mainly about?
   a. European culture
   b. Maori culture
   c. New Zealand
   d. history

2. Who are the people who lived in New Zealand first?
   a. the Maori
   b. Europeans
   c. travelers
   d. tautaus

3. What is NOT true about Maori tattoo culture?
   a. It’s a form of art.
   b. It’s important to them.
   c. All the tattoos are different.
   d. They do it to scare people.

4. How does the reading tell us we can better understand other cultures?
   a. by traveling
   b. by understanding history
   c. by making different friends
   d. by doing what other people do

**READING SKILL: USING SYNONYMS**

**B** Circle the synonyms of the vocabulary words.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>native</th>
<th>ethnic</th>
<th>minority</th>
<th>population</th>
<th>unique</th>
<th>particular</th>
<th>details</th>
<th>impressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonyms: Words or phrases that mean the same thing as the vocabulary words above</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>original</td>
<td>cultural</td>
<td>smaller</td>
<td>world</td>
<td>common</td>
<td>all</td>
<td>parts</td>
<td>great</td>
<td></td>
</tr>
<tr>
<td>new</td>
<td>national</td>
<td>bigger</td>
<td>people</td>
<td>special</td>
<td>specific</td>
<td>words</td>
<td>bad</td>
<td></td>
</tr>
</tbody>
</table>

**Use Synonyms**

1. The native population of New Zealand are the Maori.
2. The Maori are a minority ethnic group in New Zealand.
3. The Maori people have unique traditions.
4. One particular Maori tradition is to have tattoos.
5. Maori tattoos are impressive, with lots of details.

**SUMMARY: USING SYNONYMS**

**C** Use the reading skill activity. Rewrite the sentences using synonyms.

1. _________________________
2. _________________________
3. _________________________
4. _________________________
5. _________________________
A) Fill in the blank with the correct word.

population native ethnic minority details impressive unique particular

1. The town has a small ________________ of only twenty-two people.
2. The design of your shirt is very ________________. I’ve never seen anything like it before.
3. This ________________ song is my favorite one by this singer.
4. The game was very ________________! I really enjoyed watching it.
5. ________________ groups may be smaller, but they need to be understood.
6. The ________________ people have been in America the longest.
7. The painting has lots of ________________. It must have taken a long time to finish.
8. Every ________________ group has its own culture.
Understanding Cultures

New Zealand is a country in the South Pacific Ocean. It has an interesting culture. The Maori people are (minority / native) to New Zealand. For a long time, they were the only people in New Zealand. Europeans came only a few centuries ago.

Today, Maori people form 15 percent of the (minority / population) of New Zealand. They are a(n) (unique / ethnic) (minority / population) group. The Maori have (unique / particular) traditions. One (unique / particular) tradition is easy to see. They get tattoos. These tattoos are art. The tattoos are important in their culture. The tattoos have lots of (details / unique), shapes, and (patterns / facts). Each one is beautiful. One (particular / impressive) (detail / fact) about Maori tattoos is that each one is unique. No two are the same.

Tattoos are popular around the world now. There are different styles of tattoos. The native Maori word tautau sounds close to the word tattoo. Maori culture may have given the world a unique kind of art. But lots of people don’t understand tattoos. They mean different things to different people in different places. Understanding where things come from can make them more interesting.

B  Do sustained silent reading.

Class reading time: ______ seconds

C  What are readings on travel websites called?
   a. posts  b. articles  c. entries
WRITING SKILL: ADDING DETAILS

A  Match.

1. The native population of New Zealand are the Maori.  
2. The Maori are a minority ethnic group in New Zealand.  
3. The Maori people have unique traditions.  
4. One particular Maori tradition is to have tattoos.  
5. Maori tattoos are impressive and have lots of detail.  

   • a. They make up about 15 percent of the total population.  
   • b. These traditions are a big part of New Zealand’s culture.  
   • c. Tattooing is an important part of their culture.  
   • d. Europeans came later.  
   • e. In fact, every Maori tattoo is different.

WRITING PLAN

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

Using Synonyms + Adding Details

1. The (original) (native) population of New Zealand are the Maori people.  
Detail:  
2. They are a (minority) (ethnic) group in New Zealand.  
Detail:  
3. The Maori people have (unique) traditions.  
Detail:  
4. One (particular) tradition is easy to see. They get tattoos.  
Detail:  
5. The tattoos are (impressive), with lots of (details).  
Detail:

WRITING SKILL EXPANSION

C  Look at page 7 in the practice book. Complete the writing plan in part C.
Maori tattoo designs are on the national money and stamps, and are also found in other places. How do you think the non-Maori citizens of New Zealand feel about these tattoos?

Think and answer the question above.

Inference

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

Discuss the questions with a partner. Write the answers.

Think while you watch:

1. What are some examples we can see of Maori culture in New Zealand?

2. Why is understanding other cultures important?

3. How can we learn about other different cultures?
SELF-ASSESSMENT

A Match.

1. native  ●  a. (adj) special and unlike anything or anyone else
2. population  ●  b. (adj) used to point to one person or thing and no others
3. ethnic  ●  c. (n) a true piece of information; something that actually exists or happens
4. minority  ●  d. (adj) deserving attention, admiration, or respect; making a good impression
5. unique  ●  e. (adj) about races or large groups of people who have the same customs, religion, origin, etc.
6. particular  ●  f. (n) the number of people who live in a place
7. detail  ●  g. (n) a repeated design or shape that is often used to decorate something
8. impressive  ●  h. (n) a small part of something
9. pattern  ●  i. (adj) born in a certain place
10. fact  ●  j. (n) a group that is the smaller part of a larger group

B Unscramble and write.

Europeans  to  came  New Zealand  hundred  a  years  few  ago

C Think about yourself. Choose the best answer.

Academic Objective: We can learn about different groups of people and their unique cultures and traditions by learning history.  True  False

Reading Skill: I can identify synonyms in things I read.  ☒ ☒ ☒

Writing Skill: I can add details 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 02
Social Studies
Fiction

TRAVEL TO INDIA

ACADEMIC OBJECTIVE

- Understand that the populations of some countries are growing, while others are shrinking. Cities are often densely populated because it is easier for people to find work there.

LESSON A

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

LESSON B

- Fluency Reading
- Writing Skill: Compare and Contrast
- Integrate IT: QR Code Video
1. How would you describe the number of people in this picture?
2. What do you call the total number of people living in an area?
3. How many people live in your country?
# Travel to India

- Social Studies / Fiction
- Comprehension
- Reading Skill: Organizing Details

## Warm Up

Which country is this building in?  
How many people do you think live there?  
What is the population of your country?

## New Words

Listen. Match the numbers and letters, then write.

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>fascinating</td>
<td>adj</td>
<td>very interesting</td>
<td>2</td>
<td>born</td>
<td>adj</td>
<td>brought into life through the process of birth</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>pass</td>
<td>v</td>
<td>to go beyond a number or amount</td>
<td>5</td>
<td>adult</td>
<td>n</td>
<td>a fully grown person</td>
<td>6</td>
</tr>
</tbody>
</table>

Vocabulary: Learn the meaning of new words.
**STRUCTURE: ADVERBS**

**B Read.**

1. *Recently,* I have learned a lot about India.

2. I am *currently* reading about other countries.

**C Unscramble and write.**

1. the law  eventually  changed  The  government

2. She  easily  understood  rules  the

3. people  together  live  peacefully  The

1. _____________________________.

2. _____________________________.

3. _____________________________.

**BEFORE YOU READ** Academic Objective Question: What is the pattern of population growth in different countries, and why are cities often densely populated?
Hi, Nate.

This December, I will travel to India with my family. I've been reading a lot about the country recently. It's a fascinating place. Here are some interesting facts about India.

Many people know that China is currently the most populated country in the world. It has roughly 1.3 billion people. Did you know that India is not far behind, with about 1.2 billion people? In fact, more people are born in India every year than in China. People expect its population to pass China’s soon.

India’s population is growing. But the populations in other crowded countries, like Japan and South Korea, are actually shrinking. The working adults are supporting the old people of these countries. They are also having fewer children. So, there will be fewer adults to support the elderly in the future. It’s a crisis.

India has a different population problem. The cities are overpopulated. Most people in India are younger than 35. I will have plenty of chances to meet people.

India also has the most wild tigers in the world. I hope I can see one while traveling there. Furthermore, India makes the most new movies in the world every year. I plan to go to the movies there. I’m really excited to go.

-Pete
India has a population of about 1,200,000,000 people, which is second highest in the world. Its population continues to grow. Many people expect it to become the most populated country in the world.

India has the most wild tigers in the world. In fact, it has more wild tigers than the next ten countries combined.

Henna tattoos are popular in India. They last about three weeks before they disappear. Indians get them to celebrate special occasions like weddings.

Indian cities are very crowded.
**READING COMPREHENSION**

**A** Choose the best answer.

1. What is the reading mainly about?
   - a. tigers
   - b. populations
   - c. China
   - d. December

2. Which country’s population is expected to pass China’s population soon?
   - a. Japan
   - b. South Korea
   - c. India
   - d. China

3. What is happening to the population of Japan?
   - a. It’s shrinking.
   - b. It’s growing.
   - c. It’s staying the same.
   - d. They are moving to China.

4. How old are most people in India?
   - a. older
   - b. younger
   - c. older than 35
   - d. younger than 35

**READING SKILL: ORGANIZING DETAILS**

**B** Match.

1. China currently has
   - a. a population of 1.2 billion.
2. India currently has
   - b. currently the most populated country in the world.
3. China is
   - c. currently growing fast.
4. India’s population is
   - d. a population of 1.3 billion.
5. India has
   - e. are overpopulated.
6. Indian cities
   - f. the most wild tigers in the world.

**SUMMARY: ORGANIZING DETAILS**

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

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

Reading Skill: Organize the details to explain India’s and China’s populations.
TRAVEL TO INDIA

- Fluency Reading
- Writing Skill: Compare and Contrast
- Integrate IT

Warm Up

Henna tattoos are made by staining the skin with dyes. How are they different from other kinds of tattoos?

**VOCABULARY REVIEW**

**A** Fill in the blank with the correct word.

support  fascinating  expect  pass  born  adults  shrinks  crisis

1. Last night, my new baby brother was ________________.

2. Bring your umbrella. The news says they ________________ it will rain.

3. Most students are children, but ________________ can always learn too.

4. The balloon ________________ when I let the air out of it.

5. I have collected $95 in donations, and I think I can ________________ the $100 target next week.

6. Learning about space is ________________.

7. Please tell me if there´s anything I can do to ________________ you.

8. There´s a big ________________, so we need your help right away!
Travel to India

To: nate@supergreatmail.com
From: Pete
Subject: Travel to India

Hi, Nate.

I will travel to India with my family in December. Recently, I have learned about India. It’s a(n) (shrinking / fascinating) country. I’ve learned a lot of interesting facts about it. India (actually / currently) has about 1.2 billion people. It is the world’s second-most populated country, after China. But more babies are (born / expected) in India each year than in China. Its population is (expected / supported) to (pass / shrink) China’s soon.

In contrast, other crowded countries like Japan and South Korea have (expecting / shrinking) populations. Their people are having fewer children. There will be fewer working (crises / adults) to (support / fascinate) the old people. It’s (currently / actually) a (crisis / support).

India’s population problem is different. Its cities are overpopulated. However, most Indians are younger than 35. So, I’ll get to meet a lot of young people.

In addition to having lots of people, India has the most wild tigers in the world. It also makes more new movies each year than any other countries. I hope to see a wild tiger and watch a movie there. It’ll be an exciting trip!

-Pete

Fluency Development: Do the activities to improve reading fluency. Track reading speed in the back of the book.
**WRITING SKILL: COMPARE AND CONTRAST**

**A** Complete the chart.

<table>
<thead>
<tr>
<th>a. a shrinking population</th>
<th>b. population problems</th>
<th>c. crowded cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. a growing population</td>
<td>e. a younger population</td>
<td></td>
</tr>
<tr>
<td>f. fewer working adults supporting the elderly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

India
1. _________
2. _________

Both
3. _________
4. _________

South Korea
5. _________
6. _________

**WRITING PLAN**

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

<table>
<thead>
<tr>
<th>Organizing Details + Compare and Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
</tr>
<tr>
<td>India has</td>
</tr>
<tr>
<td>South Korea has</td>
</tr>
<tr>
<td>Both have</td>
</tr>
</tbody>
</table>

**WRITING SKILL EXPANSION**

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

“In most countries, cities are densely populated. Why do you think that is?”

Think and answer the question above.

Inference ____________________________________________________________________

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

Learn more about populations!

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

Think while you watch:

1. What kinds of jobs do people have in cities?

___________________________________________________________________________

2. Why are cities more convenient?

___________________________________________________________________________

3. How do people travel in cities?

____________________________________________________________________________
SELF-ASSESSMENT

A. Match.
1. support  •  a. (v) to go beyond a number or amount
2. fascinating  •  b. (adv) used to refer to what is real
3. expect  •  c. (v) to become smaller in amount, size, or value
4. pass  •  d. (adj) very interesting
5. born  •  e. (adv) existing or happening now
6. adult  •  f. (n) a difficult or dangerous situation that needs serious attention and action to fix
7. shrink  •  g. (v) to think that something will probably happen
8. crisis  •  h. (adj) brought into life through the process of birth
9. currently  •  i. (v) to give help or provide what is needed to someone or something
10. actually  •  j. (n) a fully grown person

B. Unscramble and write.

Currently, has the China population, highest world, the in

C. Think about yourself. Choose the best answer.

Academic Objective
India’s population is shrinking.

True  False

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

Writing Skill
I can compare and contrast different things in my writing.

Integrate IT
I can discuss and make inferences about populations. I got __________ discussion questions correct in this unit.

1 2 3

Self-Assessment: Demonstrate competency and knowledge that was learned.
UNIT 03 Science Nonfiction

WANDERING ROCKS OF DEATH VALLEY

ACADEMIC OBJECTIVE

- Understand that changes in the seasons cause both obvious and puzzling changes to the Earth’s surface.

LESSON A

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

LESSON B

- Fluency Reading
- Writing Skill: Sequencing
- Integrate IT: QR Code Video
1. Where is this?
2. How is the weather in this place?
3. How do you think the rock in the picture moved?
WANDERING ROCKS OF DEATH VALLEY

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

Warm Up

Flat desert floors that aren’t completely covered by sand are dry lake beds. What do you think the weather is like here in the winter?

NEW WORDS

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

1. climate (n) temperature and weather patterns in a place
2. century (n) a period of one hundred years
3. trail (n) the marks left on the ground by a moving object
4. sheet (n) a thin layer of something
5. solve (v) to figure out and answer
6. scrape (v) to scratch or grind a surface
7. skate (v) to glide across the top of a surface
8. overnight (adv) during a period of one night

a. __________ b. __________ c. __________ d. __________

e. __________ f. __________ g. __________ h. __________

Vocabulary: Learn the meaning of new words.
STRUCTURE: PREPOSITIONAL PHRASES OF MOVEMENT

B Read.

1. They skate along the ice and leave a trail behind them.

2. In Canada, winds blow large rocks across the snow in the winter.

C Correct the underlined word and write.

1. People saw lights flying behind the sky.

2. How can rocks move down the desert floor?

3. They skate under the ice.

1. ____________________________

2. ____________________________

3. ____________________________

BEFORE YOU READ Academic Objective Question: How does seasonal change affect the earth’s surface?
Wandering Rocks of Death Valley

Death Valley is one of the lowest, hottest places in the world. It’s an amazing desert in the western US. But something mysterious happens there sometimes. Rocks as heavy as 180 kg can move up to 450 m across the desert floor. How does this happen?

The climate doesn’t explain this. For centuries, people noticed that huge rocks moved overnight. No one saw them move. There were no footprints in the sand. There were no signs of human activity around anywhere. Trails were left behind by the moving rocks. So, what moved the rocks?
The hottest temperature ever recorded in Death Valley was 57°C in 1913. When the sun sets the temperature starts to quickly fall.

As the temperature continues to fall in the night, ice starts to form on the desert floor. The coldest temperature ever recorded in Death Valley was -9°C, also in 1913.

Powerful winds blow the heavy rocks across the ice, leaving behind mysterious-looking trails on the desert floor.

Scientists couldn’t understand how the rocks moved. For years, people saw strange lights in the night sky. Did the lights move the rocks? Finally, a scientist solved the mystery. Deserts are hot in the day, but they get very cold at night. In winter, the ground freezes. On the desert floor, thin sheets of ice form. Not many plants grow in the desert. Powerful winds blow heavy rocks across the ice in the bare desert. The rocks scrape the desert floor as they skate along the ice. A trail is left behind.

It’s a simple answer to an old mystery. The climate explains a lot, after all.
A Choose the best answer.
1. Rocks in Death Valley move because of __________.
   a. people       b. flying lights       c. wind and ice       d. heat and trails
2. People have noticed the movement of the rocks __________.
   a. since 1913    b. overnight        c. for centuries      d. for years
3. The __________ helps us understand how the rocks move.
   a. wind          b. climate         c. ice             d. lights
4. The rocks move __________.
   a. in the winter b. on hot days    c. when it snows     d. on windy nights

B Write the causes and effects.

a. They leave a trail behind them.
b. The temperature falls at night, and it gets very cold.
c. Powerful winds blow.
d. Ice forms on the freezing desert floor.
e. The heavy rocks scrape the desert floor as they move.
f. Heavy rocks skate across the desert floor.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C Use the reading skill activity. Write the effects first and then the causes.

1. __________
   because __________

2. __________
   because __________

3. __________
   because __________
Choose the correct word to complete the sentence.

1. Give me a ______________ of paper, please.
   a. trail  b. sheet  c. skate

2. The ______________ has been getting hotter every year.
   a. century  b. overnight  c. climate

3. The math problem is too difficult to ______________.
   a. scrape  b. solve  c. skate

4. My bike wheels left a ______________ in the mud.
   a. trail  b. overnight  c. skate

5. We can ______________ at the ice rink this weekend.
   a. skate  b. scrape  c. sheet

6. This picture has been in my family for ______________.
   a. overnight  b. climates  c. centuries

7. The boy fell off his bike and ______________ his knee.
   a. skated  b. solved  c. scraped

8. The clothes dried ______________.
   a. overnight  b. century  c. sheet
Wandering Rocks of Death Valley

Death Valley desert is in the western US. It’s one of the lowest, hottest places in the world. But something strange happens there. Huge 180 kg rocks move over 450 m across the desert floor. 1. _______________ change didn’t seem to explain this.

For 2. _______________, people noticed that huge rocks moved 3. _______________. No one ever saw them move. There were no footprints. There were no signs of activity in the sand. There were only 4. _______________ left behind by the rocks. If people didn’t move the rocks, what did? People saw strange lights in the night sky. Some people wondered if the lights were moving the rocks. Scientists couldn’t understand how the rocks moved.

Finally, a scientist 5. _______________ what happened. Deserts are very hot in the day. But at night they get cold. In winter, winds blow and the ground freezes. Thin 6. _______________ of ice form on the desert floor. Few plants can grow in the desert. 7. _______________ winds blow large rocks across the ice. Heavy rocks 8. _______________ the desert floor. They 9. _______________ along the ice and leave a trail behind them.

It’s a simple answer to an old, 10. _______________ question. The climate actually explains a lot.
A  Number the sentences in the correct order.

- The sun sets in Death Valley.
- Ice forms on the freezing desert floor.
- The temperature falls, and it gets cold.
- Powerful winds blow, and heavy rocks skate across the desert floor.
- The sun rises, and the ice melts.
- The heavy rocks scrape the desert floor, and they leave a trail behind them.

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

<table>
<thead>
<tr>
<th>When</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>First,</td>
<td>when __________________________</td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
<td>________________________________</td>
</tr>
<tr>
<td>Then,</td>
<td>when __________________________</td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
<td>________________________________</td>
</tr>
<tr>
<td>As they move,</td>
<td>________________________________</td>
<td>and ____________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
<td>________________________________</td>
</tr>
<tr>
<td>In the morning,</td>
<td>________________________________</td>
<td>and ____________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
<td>________________________________</td>
</tr>
</tbody>
</table>

C  Look at the practice book page 15. Complete the writing plan in part C.
A Preview.

“Deserts are dry. But the rocks skate along sheets of ice. What is needed for ice to form?”

Think and answer the question above.

Inference ____________________________

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

Learn more about deserts!

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

Think while you watch:

1. What happens to the temperature in the desert at night?

2. How do the rocks move?

3. How far do the rocks move?
A Match.

1. climate  ●  a. (adj) secret, unclear, or unknown
2. century  ●  b. (v) to glide across the top of a surface
3. trail    ●  c. (n) a period of one hundred years
4. sheet    ●  d. (n) the marks left on the ground by a moving object
5. solve    ●  e. (adj) strong
6. scrape   ●  f. (n) temperature and weather patterns in a place
7. skate    ●  g. (v) to figure out and answer
8. overnight●  h. (n) a thin layer of something
9. mysterious●  i. (v) to scratch or grind a surface
10. powerful●  j. (adv) during a period of one night

B Unscramble and write.

skate  The  across  rocks  ice  the

C Think about yourself. Choose the best answer.

Academic Objective Changes in the seasons cause both obvious and puzzling changes to the earth’s surface.

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 the climate. I got __________ discussion questions correct in this unit.

1  2  3
UNIT 04

Science Fiction

SPACE COLONY

ACADEMIC OBJECTIVE

- Understand that the Earth’s atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.

LESSON A

- Reading Format: Magazine article
- Comprehension
- Reading Skill: Compare and Contrast

LESSON B

- Fluency Reading
- Writing Skill: Adding Details
- Integrate IT: AR Images
1. Where do you think this is?
2. Why is the tree inside of a building?
3. How can people survive here?
Why might humans need to leave Earth? What would be different about living somewhere else? What other things would we need?

NEW WORDS

Listen. Match the numbers and letters, then write.

1. solar system (n) a sun and the planets that move around it
2. sustain (v) to provide what is needed for someone or something to continue to exist
3. condition (n) the situation in which someone or something exists
4. appropriate (adj) correct or right for some purpose or situation
5. atmosphere (n) a mass of gases that surround a planet or star
6. essential (adj) extremely important and needed
7. suitable (adj) having what is right or needed for something
8. surface (n) an outside part or layer of something

Vocabulary: Learn the meaning of new words.
**STRUCTURE:** MODALS

**B** Read.

1. *We could* go somewhere else.

2. *He may* need to go home early.

**C** Correct the underlined word and write.

1. There *would* be life on another planet.
2. They *shouldn’t* fix the problem, but they don’t have to.
3. We *say* need to use your tools.

1. ____________________________________

2. ____________________________________

3. ____________________________________
Where could humans go if we had to leave Earth? Our solar system is huge. We don’t know that much about it. There’s no other place, besides Earth, that can naturally sustain human life. Living things on Earth need air, water, food, shelter, light, and nutrients to survive. We also need other conditions, like appropriate temperatures. The Earth is surrounded by a layer of gases called the atmosphere. It’s essential to life on Earth. It provides many things we need to live. One example is the air we breathe.
Earth’s atmosphere has five layers. The layers are all a certain distance from the Earth. Each layer gets colder the farther away from Earth’s surface it is. Different things happen in each layer. The atmosphere also protects us from harmful UV rays from the Sun.

There is another place in our solar system where some of these things exist. It’s a moon of the planet Jupiter, called Europa. Its conditions could be suitable for humans. Europa’s atmosphere is made up of mostly oxygen. Scientists also believe Europa’s surface has water.

Of course, it’s not perfect. The highest temperature on Europa is -160°C. No human can survive that. There are other problems, too. But a space colony may allow us to survive there. Scientists are studying Europa. They want to find out if there’s life there. They want to learn if humans could survive there.

Europa is one of Jupiter’s sixty-seven moons. But it is special because it may be suitable for human life.

Buildings inside the domes would probably look different than those on Earth.

People would need to build space colonies to make living conditions suitable to sustain life from Earth. Domes like these ones could protect people from cold temperatures and other problems.
**READING COMPREHENSION**

A. Choose the best answer.

1. The __________ is a layer of gases around the Earth.
   a. solar system   b. temperature   c. atmosphere   d. oxygen

2. __________ is a place that might be able to sustain human life.
   a. The Sun   b. Jupiter   c. The solar system   d. Europa

3. __________ would be a problem for humans on Europa.

4. Scientists on Earth are __________ other planets and moons.
   a. studying   b. going to   c. thinking about   d. surviving on

**READING SKILL: COMPARE AND CONTRAST**

B. What do Earth, Europa, and both have? Fill in the chart.

<table>
<thead>
<tr>
<th></th>
<th>a. an atmosphere with oxygen</th>
<th>b. water</th>
<th>c. suitable temperatures</th>
<th>d. human and other life</th>
<th>e. some unsuitable conditions</th>
<th>f. unknown life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth</td>
<td>1. __________</td>
<td></td>
<td>2. __________</td>
<td></td>
<td>3. __________</td>
<td></td>
</tr>
<tr>
<td>Both</td>
<td>4. __________</td>
<td></td>
<td>5. __________</td>
<td></td>
<td>6. __________</td>
<td></td>
</tr>
<tr>
<td>Europa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUMMARY: COMPARE AND CONTRAST**

C. Use the reading skill activity. Write the sentences to compare and contrast.

1. Earth has ___________________ and ___________________.

2. Europa has ___________________ and ___________________.

3. Both have ___________________ and ___________________.

Reading Skill: Compare and contrast what Earth and Europa have and do not have.
SPACE COLONY

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

Warm Up
What might life be like in a space colony? What might humans need to do to live in it?

VOCABULARY REVIEW

A Choose the correct word to complete the sentence.

1. Some ___________ have more than one sun.
   a. solar systems  b. surfaces  c. atmospheres

2. Don´t touch the ___________ of the stove. It´s very hot!
   a. condition  b. surface  c. atmosphere

3. Be sure you wear ___________ clothes to the beach.
   a. appropriate  b. essential  c. sustain

4. The satellite orbits inside the Earth´s ___________.
   a. solar system  b. condition  c. atmosphere

5. It is ___________ that you drink enough water each day.
   a. appropriate  b. suitable  c. essential

6. This jacket is ___________ for a windy day like today.
   a. suitable  b. condition  c. surface

7. The weather ___________ in Antarctica are extreme.
   a. surfaces  b. conditions  c. essentials

8. Energy from the Sun ___________ life on Earth.
   a. atmosphere  b. condition  c. sustains

Vocabulary Skill: Use the vocabulary in context.
Space Colony

We live in a huge 1. ______________. But what if humans needed to leave Earth? Where could we go? Nowhere else can naturally
2. ______________ human life.

The 3. ______________ is a layer of gases that surround Earth. It’s
4. ______________ for life on Earth. All living things need air, water, food, shelter, and light. Without even one of those things, life would end.
The atmosphere gives us all of these things. For example, the air we breathe and 5. ______________ temperatures. There is no place like Earth.

However, another place has some of these things. It’s a moon of Jupiter called Europa. 6. ______________ there could be 7. ______________ for humans. Europa’s atmosphere is mostly oxygen. Scientists also think it has water.

However, Europa has some problems for humans. For example, −160°C is its highest temperature. Europa’s atmosphere is also much thinner than Earth’s atmosphere. That means harmful UV rays hit its 8. ______________. Both of these conditions would instantly kill humans. However, a space
9. ______________ could help us 10. ______________. Scientists on Earth are studying Europa. They want to learn if life exists there and how humans could survive there.
WRITING SKILL: ADDING DETAILS

A. Match.

<table>
<thead>
<tr>
<th>Place</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Earth has</td>
<td>• a. water. Europa is smaller but has more water than Earth.</td>
</tr>
<tr>
<td></td>
<td>• b. suitable temperatures. Its average temperature is about 16°C.</td>
</tr>
<tr>
<td>2. Europa has</td>
<td>• c. some unsuitable conditions. The temperature there never rises above -160°C.</td>
</tr>
<tr>
<td></td>
<td>• d. human life. It has about 7 billion people.</td>
</tr>
<tr>
<td>3. Both have</td>
<td>• e. an atmosphere with oxygen. Oxygen is necessary for life as we know it.</td>
</tr>
<tr>
<td></td>
<td>• f. less life. In fact, scientists aren’t sure if life exists there at all.</td>
</tr>
</tbody>
</table>

WRITING PLAN

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

<table>
<thead>
<tr>
<th>Place</th>
<th>Has What?</th>
<th>Additional Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth has</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europa has</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both have</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WRITING SKILL EXPANSION

C. Look at page 19 in the practice book. Complete the writing plan in part C.
On Earth, life exists wherever there’s water. Why do you think scientists believe that life could exist on Europa?

Think and answer the question above.

Inference

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 Europa!

Discuss the questions with a partner. Write the answers.

Think while you watch:

1. What do Earth and Europa have in common?

2. What are some problems humans would face on Europa?

3. What would humans need to do to live on Europa?
SELF-ASSESSMENT

UNIT 04

A  Match.
1. solar system •
2. sustain •
3. condition •
4. appropriate •
5. atmosphere •
6. essential •
7. suitable •
8. surface •
9. colony •
10. survive •

• a. (n) the situation in which someone or something exists
• b. (v) to continue to live
• c. (n) an outside part or layer of something
• d. (n) an area that is controlled by people who are usually from somewhere far away
• e. (v) to provide what is needed for someone or something to continue to exist
• f. (n) a mass of gases that surround a planet or star
• g. (adj) having what is right or needed for something
• h. (n) a sun and the planets that move around it
• i. (adj) extremely important and needed
• j. (adj) correct or right for some purpose or situation

B  Unscramble and write.

go  else  could  We  somewhere

C  Think about yourself. Choose the best answer.

Academic Objective  Earth is surrounded by a layer of gases called the atmosphere, which is essential to life on Earth.

Reading Skill  I can compare and contrast things I read about.

Writing Skill  I can add details in my writing.

Integrate IT  I can discuss and make inferences about the atmosphere. I got _______ discussion questions correct in this unit.
UNIT 05
Math Nonfiction

THE RISE OF E-BOOKS

ACADEMIC OBJECTIVE

- Understand that graphs give mathematical data and information in graphic form that you can use to analyze and draw conclusions.

LESSON A

- Reading Format: Traditional passage
- Comprehension
- Reading Skill: Interpreting Data

LESSON B

- Fluency Reading
- Writing Skill: Drawing Conclusions
- Integrate IT: QR Code Video
1. What do you see in this picture?
2. Which one is newer?
3. Which one do you like better?
THE RISE OF E-BOOKS

- Math / Nonfiction
- Comprehension
- Reading Skill: Interpreting Data

Warm Up

Do you like to read?
How do you like to read?
What do you like or not like about paper books and e-books?

NEW WORDS

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

1. device
   (n) a machine that can do something special

2. carry
   (v) to move something by holding it

3. text
   (n) the words that make up reading material like a book or magazine

4. brightness
   (n) the level of light that is made

5. screen
   (n) the flat part on a machine that shows the images or text

6. increase
   (v) to become larger or greater in size, amount, number, etc.

7. expert
   (n) a person who has a special skill or knowledge about a subject

8. predict
   (v) to say that something will or might happen in the future

Vocabulary: Learn the meaning of new words.
## STRUCTURE: GERUNDS & INFINITIVES

### Read.

1. It is difficult to use.

2. Games are fun to play with friends.

### Unscramble and write.

1. The bag **comfortable** carry **to** is

2. easy drive **is** The car to

3. follow to **These recipes** hard **are**

### BEFORE YOU READ

**Academic Objective Question:** What are graphs used for?
THE RISE OF EBOOKS


First, they are cheaper. On average, e-books are about eight percent cheaper than paper books.

Second, they are faster and easier to buy. You don’t have to go to a bookstore. You can pay for and download the books from the Internet.

Third, you can carry e-books easily. An e-reader can hold thousands of e-books and remain thin and light.

Finally, an e-book is comfortable to read. You can change the size of the text. You can also change the brightness of the screen.

You only need the Internet, a computer, and a credit card to buy e-books.

E-book readers can hold millions of pages without becoming thick or heavy.
E-book sales in the US are increasing every year. In contrast, paper book sales have been going down. In 2012, e-book sales were $3.04 billion in the US. Paper book sales were $11.9 billion. In 2014, e-book sales climbed to $5.7 billion. Paper book sales fell to $10 billion.

Some experts say that e-books will sell more than paper books. They predict this will happen in the US by 2018. Experts say that e-book sales will rise to $12.8 billion. On the other hand, paper book sales will shrink to $7.9 billion. These numbers show that e-books are becoming more popular.
READING COMPREHENSION

A. Choose the best answer.

   a. energy  b. electronic  c. electricity  d. expert

2. You can change the ___________ of an e-book reader’s screen.
   a. weight  b. size  c. brightness  d. price

3. Paper book sales in the US are ____________ each year.
   a. increasing  b. staying the same  c. going down  d. going up and down

4. Experts predict that by 2018, e-books will sell ____________ paper books in the US.
   a. less than  b. the same amount as  c. more than  d. twice as much as

---

READING SKILL: INTERPRETING DATA

B. Look at the graph in the reading. Then read each sentence and write T for true or F for false.

1. ________ E-book sales were less than $0.5 billion in 2008.

2. ________ In 2014, $4.5 billion dollars’ worth of e-books were sold.

3. ________ It is estimated that both e-book and paper book sales will be about $10 billion in 2017.

4. ________ E-book sales are estimated to be close to $13 billion in 2018.

---

SUMMARY: INTERPRETING DATA

C. Use the reading skill activity. Rewrite the false sentences to make them true. Then write two more true sentences about the graph.

1. 

2. 

3. 

4. 

---

Reading Skill: Interpret data on e-book and paper book sales on a line graph.
THE RISE OF E-BOOKS

 Fluency Reading
 Writing Skill: Drawing Conclusions
 Integrate IT

Warm Up

Why do you think people like to read e-books? What are some bad points about e-books?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

carry predict brightness device text expert screen increasing

1. The world’s population is _______________ every year.
2. The scientists _______________ the volcano will erupt soon.
3. The magazine _______________ is so small that it is very difficult to read.
4. Josh likes to watch movies on a big _______________.
5. My uncle is a(n) _______________ on dinosaurs. He knows everything about them.
6. Please help me _______________ the groceries inside.
7. The _______________ of the screen started to hurt my eyes.
8. You can use this _______________ to check the weight of fruit and vegetables.

Vocabulary Skill: Use the vocabulary in context.
The Rise of E-books

E-books, or electronic books, are becoming popular. There are many reasons for this. E-books are read on an electronic 1. _________________. These e-book readers are easy to 2. ________________ around. They are 3. ________________ and light. They weigh between 5 and 7 ounces.

Furthermore, you can make e-books more comfortable to read. You can make the 4. ________________ bigger or smaller. Also, you can change the 5. ________________ if the 6. ________________ is too bright or too dark.

In the US, e-books sales are 7. ________________. In 2012, $3.04 billion worth of e-books were sold. Their sales rose to $5.7 billion in 2014. Paper book sales are going down in the US. In 2012, $11.9 billion worth of paper books were sold. In 2014, $10 billion worth of paper books were sold.

8. ________________ say that e-book sales will 9. ________________ more quickly. They will sell more than paper books. Experts 10. ________________ this will happen in the US in 2018. E-book sales will be $12.8 billion. Paper book sales will be just $7.9 billion.
A Match.

1. In 2008, e-book sales were lower than $0.5 billion, while paper books sales were worth $16 billion.
2. In 2013, $4.5 billion worth of e-books were sold, compared with paper books’ $10.8 billion.
   - b. Paper book sales are falling each year, while e-books are becoming more popular.
3. It is estimated that both e-book and paper book sales will be about $8 billion in 2017.
   - c. E-books finally get ahead of paper books in sales.
4. E-book sales are estimated to be close to $13 billion in 2018, and paper book sales less than $8 billion.
   - d. E-books sold very little compared with paper books that year.

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

Interpreting Data + Drawing Conclusions

Look at the graph and complete the chart.

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper Book Sales</th>
<th>E-Book Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>$_____ billion</td>
<td>$_____ billion</td>
</tr>
<tr>
<td>2013</td>
<td>$_____ billion</td>
<td>$_____ billion</td>
</tr>
<tr>
<td>2017</td>
<td>$_____ billion</td>
<td>$_____ billion</td>
</tr>
<tr>
<td>2018</td>
<td>$_____ billion</td>
<td>$_____ billion</td>
</tr>
</tbody>
</table>

Write sentences about the graph.

1. In 2008, ___________.
   This means ___________.
2. ___________.
3. ___________.
4. ___________.

C Look at page 23 in the practice book. Complete the writing plan in part C.
**INTEGRATE IT: QR CODE VIDEO**

A Preview.

"Graphs can be useful to see and learn about the history of something. How can this help people make decisions about the future?"

Think and answer the question above.

Inference

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

[Learn more about graphs!]

---

**DISCUSSION**

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

<table>
<thead>
<tr>
<th>Think while you watch:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If a line graph shows amounts getting bigger, what can we expect will happen next?</td>
</tr>
<tr>
<td>2. If a line graph shows the sales of something increasing and another decreasing, which one will very likely be more popular in the future?</td>
</tr>
<tr>
<td>3. If a line graph shows something is getting smaller and smaller, what can we expect to happen?</td>
</tr>
</tbody>
</table>
SELF-ASSESSMENT

A Match.
1. device  •  a. (v) to say that something will or might happen in the future
2. carry  •  b. (n) a person who has a special skill or knowledge about a subject
3. text  •  c. (n) the flat part on a machine that shows the images or text
4. brightness  •  d. (v) to become higher or extend upward
5. screen  •  e. (n) the words that make up reading material like a book or magazine
6. increase  •  f. (adj) having a small distance between the top and bottom or front and back surfaces; not thick
7. expert  •  g. (v) to move something by holding it
8. predict  •  h. (n) a machine that can do something special
9. thin  •  i. (v) to become larger or greater in size, amount, number, etc.
10. rise  •  j. (n) the amount of light that is made

B Unscramble and write.

<table>
<thead>
<tr>
<th>e-book</th>
<th>is</th>
<th>read</th>
<th>An</th>
<th>comfortable</th>
<th>to</th>
</tr>
</thead>
</table>

C Think about yourself. Choose the best answer.

Academic Objective
- Graphs present information in the form of a diagram.
  - True  False

Reading Skill
- I can interpret information on a bar graph and a pie chart along with what I read.
  - 😊  😊  😊

Writing Skill
- I can draw conclusions from information given in a graph and include them in my writing.
  - 😊  😊  😊

Integrate IT
- I can discuss and make inferences about graphs. I got ___________ discussion questions correct in this unit.
  - 1  2  3

Self-Assessment: Demonstrate competency and knowledge that was learned.
UNIT 06

Math Fiction

BOOK GENRES

ACADEMIC OBJECTIVE

- Understand that survey results are often displayed in a bar graph or pie chart.

LESSON A

- Reading Format: Journal
- Comprehension
- Reading Skill: Analyzing Data

LESSON B

- Fluency Reading
- Writing Skill: Evaluating Findings
- Integrate IT: QR Code Video
1. Where are these people?
2. What are they doing?
3. What are some of your favorite books?
BOOK GENRES

- Math / Fiction
- Comprehension
- Reading Skill: Analyzing Data

Warm Up

What are these children doing? Why do people like to read? What kind of books do you like to read? Why?

NEW WORDS

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

1. survey (n) an activity in which people are asked questions to gather information about what most people do or think about something

2. choice (n) one of the things that you can choose

3. puzzling (adj) difficult to solve or understand

4. result (n) the final count or score of something

5. bar graph (n) a graph or chart that uses narrow columns of different heights to show different amounts

6. pie chart (n) a circle that is divided into parts to show the size of the different amounts

7. series (n) a set of books, articles, or stories that have the same group of characters or the same subject

8. tie (v) to have the same score in a game or contest

Vocabulary: Learn the meaning of new words.
STRUCTURE: CONJUNCTIONS

B Read.

1. I liked the book, but it was too long.

2. Dennis ate a big lunch, but he was still hungry.

C Unscramble and write.

1. slow  is  He  smart,  but

2. you  I called,  asleep  were  but

3. everyone,  She asked  answered  but  only I

1. _____________________________.

2. _____________________________.

3. _____________________________.

BEFORE YOU READ Academic Objective Question: How are the results of a survey usually displayed?
Dan
April 8th

Today in math class, I did a survey. I asked everyone: “What kind of stories do you like to read?”

The choices were:

1. Nonfiction stories, which have facts and information.
2. Fantasy stories which have magic.
4. Mystery stories, which have puzzling events.
5. Historical fiction stories taking place in the past. They might have real people and places, but the stories are not real.
6. Realistic fiction stories with made-up characters. The stories could happen in real life, but they aren’t real.
The results gave me an idea. I did another survey. This time, the question was: “Which fantasy book is your favorite?” I drew a pie chart with the results.

The Harry Potter series took first place. James and the Giant Peach got three votes. The Lion, the Witch, and the Wardrobe also got three votes. So, they tied for second place.

It was interesting to learn what my classmates like to read!
A) Choose the best answer.

1. This reading is about Dan’s _________.
   a. fantasy book  b. favorite book  c. magic stories  d. math class

2. The students could choose from ________ kinds of stories.
   a. three  b. five  c. six  d. ten

3. Dan made a ________ for his first survey.
   a. bar graph  b. pie chart  c. line graph  d. table

4. The *Harry Potter* series got ________.
   a. the fewest votes  b. three votes  c. 15 percent of the votes  d. the most votes

---

B) Look at the graph and complete the sentences.

**Favorite Kinds of Stories**

1. Mystery stories got __________ votes.
2. __________ got two votes.
3. The third-most popular type of story is __________.
4. __________ and __________ fiction got the fewest votes.

---

C) Use the reading skill activity. Write the sentences in order from the least popular book type to the most popular.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
**VOCABULARY REVIEW**

**A** Fill in the blank with the correct word.

<table>
<thead>
<tr>
<th>series</th>
<th>bar graph</th>
<th>survey</th>
<th>tied</th>
<th>results</th>
<th>choices</th>
<th>pie chart</th>
<th>puzzling</th>
</tr>
</thead>
</table>

1. Many __________ events happened in the mystery movie.
2. The __________ of Amy’s test were not good.
3. There were many different __________ we could make.
4. There are ten books in this __________.
5. A __________ makes a circle when all the parts are put together.
6. Nobody scored any points, so the teams __________.
7. This long rectangle on the __________ shows how many hours people spend on the computer every day.
8. Diana did a __________ of how many books her friends read in a week.
Book Genres

Today in math class, I did two 1. _______________. First, I asked the class what kind of story they liked to read. I gave them six 2. _______________ to choose from:

1. Nonfiction with facts and information.
2. 3. _______________ stories about magic.
3. Science fiction stories about science and 4. _______________.
4. Mystery stories about 5. _______________ events.
5. Historical fiction taking place in the past.
6. Realistic fiction with made-up characters.

I drew a 6. _______________ using the 7. _______________ of my survey. The most popular was fantasy. It got eight votes. The second-most popular was mystery. It got five votes. Science fiction got three votes. Nonfiction got two votes. Realistic fiction and historical fiction were the least popular. They both got one vote each.

Next, I asked which fantasy book was their favorite. I put the results in a 8. _______________. The *Harry Potter* 9. _______________ took up half of the circle. Two books 10. _______________ for second place. One is *James and the Giant Peach*, which got 15 percent. The other was *The Lion, the Witch, and the Wardrobe*, which also got 15 percent.

It was fun to find out what the class likes to read!
WRITING SKILL: EVALUATING FINDINGS

A  Read each sentence and look at the pie chart. Write T for true and F for false.

Favorite Fantasy Books

- James and the Giant Peach
- Harry Potter series
- The Lion, the Witch, and the Wardrobe
- Percy Jackson series
- Charlie and the Chocolate Factory

1. _____ The Percy Jackson series is the most popular.
2. _____ The Harry Potter series got 50 percent.
3. _____ James and the Giant Peach is the least popular.
4. _____ Charlie and the Chocolate Factory got more votes than The Lion, the Witch, and the Wardrobe.
5. _____ James and the Giant Peach got 15 percent. The Lion, the Witch, and the Wardrobe also got 15 percent.

WRITING PLAN

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

Analyzing Data + Evaluating Findings

Favorite Kinds of Stories

<table>
<thead>
<tr>
<th>Kind of Story</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic</td>
<td>8</td>
</tr>
<tr>
<td>Fiction</td>
<td>6</td>
</tr>
<tr>
<td>Historical</td>
<td>4</td>
</tr>
<tr>
<td>Mystery</td>
<td>2</td>
</tr>
<tr>
<td>Sci-fi</td>
<td>1</td>
</tr>
<tr>
<td>Fantasy</td>
<td>6</td>
</tr>
<tr>
<td>Nonfiction</td>
<td>2</td>
</tr>
</tbody>
</table>

Favorite Fantasy Books

- James and the Giant Peach
- Harry Potter series
- The Lion, the Witch, and the Wardrobe
- Percy Jackson series
- Charlie and the Chocolate Factory

Use the graphs to write sentences about the students in this class.

The most popular kind of story is 1. ___________, with 2. ____________ votes.
3. ___________, 4. ___________, and 5. ___________ fiction, all got 6. ___________ votes or fewer, making them the least popular kinds of stories. The most popular fantasy book is 7. ___________, with 8. ___________ percent of the votes.

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.

“…The information collected in surveys and shown in graphs is called data. How do you think companies decide which books should be made into movies?”

Think and answer the question above.
Inference

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. What are some books that have become movies?

2. What do companies think about before they decide to turn a book into a movie?

3. What kinds of books usually become movies?
SELF-ASSESSMENT

A Match.
1. survey • a. (adj) difficult to solve or understand
2. choice • b. (v) to have the same score in a game or contest
3. puzzling • c. (n) an activity in which people are asked questions to gather information about what most people do or think about something
4. result • d. (n) the use of science to invent useful things or to solve problems
5. bar graph • e. (n) a book, movie, etc. that tells a story about things that happen in an imaginary world
6. pie chart • f. (n) a set of books, articles, or stories that have the same group of characters or the same subject
7. series • g. (n) a circle that is divided into parts to show the size of the different amounts
8. tie • h. (n) one of the things that you can choose
9. fantasy • i. (n) a graph or chart that uses narrow columns of different heights to show different amounts
10. technology • j. (n) the final count or score of something

B Unscramble and write.
They might real people and places, the stories have but real are not

C Think about yourself. Choose the best answer.

Academic Objective
Graphs are created before a survey is done to predict the results. True False

Reading Skill
I can analyze data presented in a graph along with what I read.

Writing Skill
I can evaluate findings from a graph and write about them.

Integrate IT
I can discuss and make inferences about making books and movies. I got ________ discussion questions correct in this unit.
UNIT 07  Physical Education  Nonfiction

EXCELLENT EXERCISE

ACADEMIC OBJECTIVE

• Learn how exercise is important for your physical and mental health.

LESSON A

• Reading Format: Website
• Comprehension
• Reading Skill: Main Idea and Supporting Details

LESSON B

• Fluency Reading
• Writing Skill: Using Synonyms
• Integrate IT: QR Code Video
1. What is this person doing?
2. Is it good for your health?
3. What do you like to do for exercise?
NEW WORDS

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

1. benefit (n) a good or helpful result or effect
2. sick (adj) affected by illness or disease; when you are not healthy
3. heart (n) the organ in your chest that pumps blood through your body
4. pump (v) to move something, like air or blood, by beating or an up-and-down motion
5. blood (n) a red liquid that flows through people’s and animals’ bodies
6. brain (n) the organ in your head that controls your body movements and thoughts
7. memory (n) the power of remembering what has been learned
8. stress (n) the strong feeling of worry caused by problems in life, school, work, etc.
STRUCTURE: COMPARATIVE ADJECTIVES

B Read.

1. The more you walk, the stronger your legs get.

2. The more you study, the smarter you get.

C Correct the underlined word and write.

1. A more you exercise, the healthier you become.
2. The many you smile, the better you feel.
3. The more you exercise, the more strong you get.

1. ______________________________________

2. ______________________________________

3. ______________________________________
Being active is very important, but do you know why? There are many benefits to exercise. It is good for your mind and body in many ways.

✓ Exercise makes your body stronger. You need a strong body so you don’t get sick easily.

✓ Exercise is good for your heart. Your heart pumps blood around your body. The more you exercise, the stronger your heart is.
Exercise helps you keep a healthy weight. A healthy weight is important so you don’t get sick.

Exercise helps your brain work better. When you exercise, more blood goes through your brain. The more blood that goes through your brain, the better your memory gets.

Exercise makes you happier. Exercise is a great way to reduce stress. It gives you more energy to do things that make you happy. The more things you do, the better you sleep.

There’s a kind of exercise out there for everyone. You can do it alone or with others. You can ride your bike or climb the stairs. You can learn a new team sport. You will meet people and make friends!

Exercise makes you strong, healthy, and happy. And it’s fun to exercise. So don’t forget to exercise!
READING COMPREHENSION

A Choose the best answer.

1. What is this reading about?
   a. the healthiest food       b. the best time to exercise
   c. the benefits of exercise d. the way to exercise properly

2. How does exercise help us not get sick?
   a. By helping us makes friends. b. By making us eat more.
   c. By keeping our body strong. d. By going to school.

3. What happens to your brain when you exercise?
   a. It gets less blood.        b. It gets more blood.
   c. It feels stress.          d. It has less energy.

4. What is one way to get rid of stress mentioned in the passage?
   a. memorizing               b. talking
   c. eating                  d. exercising

READING SKILL: MAIN IDEA AND SUPPORTING DETAILS

B Check (✔) the details that are true.

Main Idea: Exercise has many health benefits.

Supporting Details:

☐ 1. Exercise helps you keep a healthy weight.
☐ 2. Exercise reduces stress and makes you happier.
☐ 3. Exercise gives you more energy and keeps you awake all night.
☐ 4. Exercise makes you tired and makes you get sick more easily.
☐ 5. Exercise makes you stronger so you get sick less often.
☐ 6. Exercise helps your brain and your memory.
☐ 7. Exercise makes your heart work better at pumping blood.
☐ 8. Exercise helps your brain and makes your memory better.

SUMMARY: MAIN IDEA AND SUPPORTING DETAILS

C Use the reading skill activity. Write the main idea and true supporting details.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

6. ____________________________________________
Choose the correct word to complete the sentence.

1. This machine __________ air into a bicycle tire.
   a. pumps          b. stresses          c. sick
2. She knows a lot of things because she has a good __________.
   a. memory         b. heart            c. stress
3. The doctor took some __________ from Lisa’s arm with a needle.
   a. blood          b. stress           c. heart
4. Your __________ is located in your chest.
   a. memory         b. brain            c. heart
5. Reading has many __________, such as improving your vocabulary.
   a. pumps          b. benefits         c. stress
6. My father has a lot of __________ from his work.
   a. heart          b. stress           c. brain
7. Thoughts and feelings are formed in your __________.
   a. brain          b. sick             c. pump
8. Brett was __________, so he went to see his doctor.
   a. heart          b. sick             c. benefit
Excellent Exercise

Why do you need to exercise? Exercise has many 1. ________________.
* Exercise makes you physically strong. Being strong helps you stay healthy.
* Exercise helps your 2. _________________. Your heart
  3. ________________  4. ________________throughout your body. The more you exercise, the better your heart can pump blood.
* Exercise helps keep your weight down. A healthy weight is important so you don’t get 5. _________________.
* Exercise makes you smarter. When you exercise, more blood goes to your 6. _________________. The more blood to your brain, the better your 7. ________________gets.
* Exercise makes you feel happy. It is a good way to reduce 8. _________________. Exercise gives you more energy to do your favorite activities. The more active you are, the better you sleep.
You can exercise 9. ________________. You can ride a bike instead of driving. You can take the 10. ________________ instead of the elevator.
You can also exercise with friends. You can play sports or play on the playground. You can play games like hide-and-seek. There is a kind of exercise out there for every one of us!

B  Do sustained silent reading.
Class reading time: ________ seconds

C  Where can we find information on the Internet?
a. an e-mail  b. a textbook  c. a website
WRITING SKILL: USING SYNONYMS

A  Match the words from the reading with words that have the same meaning.

<table>
<thead>
<tr>
<th>Words in the Passage</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. brain</td>
<td>a. cheerful</td>
</tr>
<tr>
<td>2. happy</td>
<td>b. cut down</td>
</tr>
<tr>
<td>3. healthy</td>
<td>c. function</td>
</tr>
<tr>
<td>4. help</td>
<td>d. good</td>
</tr>
<tr>
<td>5. reduce</td>
<td>e. ill</td>
</tr>
<tr>
<td>6. sick</td>
<td>f. improve</td>
</tr>
<tr>
<td>7. strong</td>
<td>g. mind</td>
</tr>
</tbody>
</table>

WRITING PLAN

B  Complete the writing plan. Use the reading and writing skills of this unit. Use synonyms from above to replace words from the reading.

Main Idea and Supporting Details + Using Synonyms

Main Idea:

Supporting Details:
1. Exercise helps you keep a **good** weight.
2. ____________________________________________.
3. ____________________________________________.
4. ____________________________________________.
5. ____________________________________________.
6. ____________________________________________.

WRITING SKILL EXPANSION

C  Look at page 31 in the practice book. Complete the writing plan in part C.
INTEGRATE IT: QR CODE VIDEO

A Preview.

“There are many different ways to get exercise. What do you think is meant by saying that there’s a kind of exercise out there for everyone?”

Think and answer the question above.

Inference

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 does exercise benefit you?

2. How can you meet new people when you exercise?

3. What are some different types of exercise?
SELF-ASSESSMENT

A Match.
1. benefit  •  a. (v) to move something, like air or blood, by beating or an up-and-down motion
2. sick  •  b. (n) the strong feeling of worry caused by problems in life, school, work, etc.
3. heart  •  c. (adv) without anyone or anything else
4. pump  •  d. (n) a good or helpful result or effect
5. blood  •  e. (n) the organ in your head that controls your body movements and thoughts
6. brain  •  f. (n) a red liquid that flows through people’s and animals’ bodies
7. memory  •  g. (n) a series of steps that go from one level or floor to another
8. stress  •  h. (adj) affected by illness or disease; when you are not healthy
9. alone  •  i. (n) the organ in your chest that pumps blood through your body
10. stairs  •  j. (n) the power of remembering what has been learned

B Unscramble and write.
more  The  you  exercise,  the  your  heart  stronger  gets

C Think about yourself. Choose the best answer.

Academic Objective  Exercise has many health benefits.  True  False

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

Writing Skill  I can use synonyms in my writing.

Integrate IT  I can discuss and make inferences about exercise. I got __________ discussion questions correct in this unit.

Self-Assessment: Demonstrate competency and knowledge that was learned.
UNIT 08
Physical Education
Fiction

HEALTHY HABITS

ACADEMIC OBJECTIVE

• Understand that healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.

LESSON A

• Reading Format: Presentation
• Comprehension
• Reading Skill: Organizing Details

LESSON B

• Fluency Reading
• Writing Skill: Writing About Frequency
• Integrate IT: QR Code Video
1. What is this person doing?
2. Why is it important to do this?
3. What are some other good things you should do regularly?
HEALTHY HABITS

- Physical Education / Fiction
- Comprehension
- Reading Skill: Organizing Details

Warm Up
What do you see in the picture? What is the message of this picture? Do you agree or disagree? Why?

NEW WORDS

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

1. habit (n) something that a person does often in a regular and repeated way
2. list (n) a series of names, words, numbers, etc., that are usually written down
3. occasionally (adv) sometimes, but not often
4. polite (adj) having good manners or respect for other people
5. floss (v) to clean between your teeth with a special string
6. dentist (n) a person whose job is to take care of teeth
7. sneeze (v) to suddenly and unexpectedly force air out of your nose and mouth
8. elbow (n) the part of your arm that bends

Vocabulary: Learn the meaning of new words.
STRUCTURE: ADVERBS OF FREQUENCY

B Read.

1. I eat vegetables **often**.

2. Pete **sometimes** walks to school.

C Correct the underlined word and write.

1. I ride my bicycle **regular**.

2. She **does always** her homework.

3. Doctors **wash frequently** their hands.

1. __________________________

2. __________________________

3. __________________________
A Presentation by Luke Doyle

Good habits are important for living a healthy life. Bad habits are difficult to break. So, it’s important to live a life of good, healthy habits. That’s why I have made a list of healthy habits and how to keep them.

Habit 1: Eat healthy.
How? Eat a variety of fruit and vegetables and drink water often. Eat junk food, like chips and cookies, only occasionally.
Habit 2: Always be polite and kind. How? I say “please,” and “thank you,” frequently, and I always share with my friends. I help people when they need help before they ask.

Habit 3: Stay active and exercise often. How? I walk to school, and I take the stairs. I play outside with my friends. I never play video games for more than one hour.

Habit 4: Take good care of my teeth. How? I brush and floss my teeth every night, and I visit the dentist regularly.

Habit 5: Do the “sleeve sneeze,” when you’ve caught a cold. How? I always sneeze into the inside of my elbow. Do not spread germs to others.

With these good habits, it’s easy to stay healthy.
READING COMPREHENSION

Choose the best answer.

1. What is this presentation about?
   a. how to break bad habits
   b. how to have healthy habits
   c. good habits vs. bad habits
   d. healthy eating habits

2. How will Luke be polite?
   a. He will share with his friends.
   b. He will not eat junk food.
   c. He will use the stairs.
   d. He will go to the dentist.

3. Why will Luke walk to school?
   a. So he will have healthy eating habits.
   b. So he will take care of his teeth.
   c. So he will get exercise often.
   d. So he will not play video games.

4. What is the “sleeve sneeze”?
   a. when you sneeze into your knee
   b. when you sneeze into your air
   c. when you sneeze into your hands
   d. when you sneeze into your elbow

READING SKILL: ORGANIZING DETAILS

Match.

<table>
<thead>
<tr>
<th>Good Habits</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eat healthy.</td>
<td>• a. Brush and floss teeth.</td>
</tr>
<tr>
<td>2. Be polite and kind.</td>
<td>• b. Sneeze into your elbow.</td>
</tr>
<tr>
<td>4. Take care of teeth.</td>
<td>• d. Do not eat junk food often.</td>
</tr>
<tr>
<td>5. Do the “sleeve sneeze.”</td>
<td>• h. Say “please,” and help others.</td>
</tr>
</tbody>
</table>

SUMMARY: ORGANIZING DETAILS

Use the reading skill activity. Write sentences about how to keep healthy habits.

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________
4. _______________________________________________________
5. _______________________________________________________
HEALTHY HABITS

- Fluency Reading
- Writing Skill: Writing About Frequency
- Integrate IT

Warm Up
What do you see?
Why is this a bad habit?
What are your bad habits?

VOCABULARY REVIEW

A) Choose the correct word to complete the sentence.

1. _________ people have good manners.
   a. List       b. Habit      c. Polite

2. My mother gave me a _________ of things I need to buy.
   a. habit      b. list       c. floss

3. The _________ examined Rick’s teeth.
   a. floss      b. dentist    c. habit

4. Marissa hurt her _________, so she needs to see a doctor.
   a. elbow      b. floss      c. habit

5. I have a bad _________ of biting my nails.
   a. habit      b. list       c. polite

6. Please cover your mouth when you _________.
   a. occasionally b. elbow     c. sneeze

7. I’m very busy, so I only go to the movies _________.
   a. occasionally b. sneeze   c. list

8. I have some food stuck in my teeth, so I need to _________.
   a. floss       b. dentist    c. sneeze
Healthy Habits

I have some healthy 1. ____________ and some bad habits. The first 2. ____________ includes healthy habits I want to have. The second list includes bad habits I want to 3. ____________.

My healthy habits:
1. I will have healthy eating habits. I will eat lots of fruit and vegetables. I will drink water often. I will 4. ____________ eat
5. ____________.
2. I will always be 6. ____________. I will say “please,” and “thank you,” frequently. I will always share with my friends. I will help people when they need my help.
3. I will exercise often. I will walk to school and use the stairs. I will play outside with my friends. I will never play video games for more than one hour.
4. I will take care of my teeth. I will brush and 7. ____________ my teeth every night. I will go to the 8. ____________ every six months.
5. I will always 9. ____________ into the inside of my
10. ____________.

My bad habits:
1. I always bite my nails.
2. I am sometimes late for school.
3. I usually go to bed late.

**B** Do popcorn reading.
Class reading time: ________ seconds

**C** Why do people give presentations?
   a. to tell a story  b. to find a problem  c. to give information
WRITING SKILL: WRITING ABOUT FREQUENCY

A  Look back at the story. Complete the chart by checking (√) how often Luke does each activity.

<table>
<thead>
<tr>
<th>Always</th>
<th>Frequently / Regularly / Often</th>
<th>Sometimes / Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink water</td>
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<td></td>
</tr>
<tr>
<td>Share with friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brush and floss</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit the dentist</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WRITING PLAN

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

Organizing Details + Writing About Frequency
Write about how Luke keeps his healthy habits and how often he does these.

<table>
<thead>
<tr>
<th>Habit</th>
<th>What to Do and How Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eat healthy</td>
<td></td>
</tr>
<tr>
<td>2. ______________</td>
<td></td>
</tr>
<tr>
<td>3. ______________</td>
<td></td>
</tr>
<tr>
<td>4. ______________</td>
<td></td>
</tr>
<tr>
<td>5. ______________</td>
<td></td>
</tr>
</tbody>
</table>

WRITING SKILL EXPANSION

C  Look at page 35 in the practice book. Complete the writing plan in part C.
A Preview.

“Bad habits are often easy to start doing but difficult to stop. What are some good ways to break bad habits?”

Think and answer the question above.

Inference

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

Learn more about habits!

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

Think while you watch:

1. What are some ways to remind yourself to break a habit?

2. How can you avoid repeating bad habits?

3. How can you keep healthy habits?
SELF-ASSESSMENT

UNIT 08

A Match.
1. habit  
2. list  
3. occasionally  
4. polite  
5. floss  
6. dentist  
7. sneeze  
8. elbow  
9. junk food  
10. break  

- a. (adj) having good manners or respect for other people
- b. (v) to clean between your teeth with a special string
- c. (n) food that is not good for your health because it contains high amounts of fat or sugar
- d. (n) something that a person does often in a regular and repeated way
- e. (n) a series of names, words, numbers, etc., that are usually written down
- f. (n) the part of your arm that bends
- g. (v) to stop doing something that you regularly do or stop a pattern of behavior
- h. (n) a person whose job is to take care of teeth
- i. (adv) sometimes, but not often
- j. (v) to suddenly force air out of your nose and mouth

B Unscramble and write.

occasionally junk food eat will

C Think about yourself. Choose the best answer.

Academic Objective
Healthy habits in daily life are important to keep us healthy.

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

Writing Skill
I can explain and give information about the frequency of things in my writing.

Integrate IT
I can discuss and make inferences about habits. I got _______ discussion questions correct in this unit.
UNIT 1-2 REVIEW

A

Complete the chart together as a class. Do research about three other countries and cities, preferably in different continents. Record the information you find. Summarize the information.

<table>
<thead>
<tr>
<th>Continent</th>
<th>Name of Country</th>
<th>Population</th>
<th>Biggest City</th>
<th>Population of City</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td>USA</td>
<td>325 million people</td>
<td>New York City</td>
<td>8.41 million people</td>
</tr>
</tbody>
</table>

B

Choose one country from the chart above. Find three more interesting facts or details about the country, city, and the people that live there. Then answer the questions.

1. What is the name of the country? ____________________________________________.

2. What continent is that country in? ________________________________________.

3. What is the population of the country? _____________________________________.

4. What is the biggest city in that country? ____________________________________.

5. What is the population of the biggest city? ________________________________.

6. Interesting fact 1: ______________________________________________________.

7. Interesting fact 2: ______________________________________________________.

8. Interesting fact 3: ______________________________________________________.
C Imagine you will travel to the country and city you chose from the summary. Use the information from the summary to write an e-mail. Give a presentation.

Include the following information in your writing: who you are writing to, the name of the country and continent it is in, the population of the country, the name of the biggest city in that country, the population of the biggest city, and three interesting facts about it.
A Review unit 3 together as a class. Sequence the events that cause the rocks of Death Valley to move.

<table>
<thead>
<tr>
<th>Sequencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ The sun sets in Death Valley.</td>
</tr>
<tr>
<td>☐ Ice forms on the freezing desert floor.</td>
</tr>
<tr>
<td>☐ The temperature drops, and it gets cold.</td>
</tr>
<tr>
<td>☐ Powerful winds blow.</td>
</tr>
<tr>
<td>☐ The rocks skate across the desert floor.</td>
</tr>
<tr>
<td>☐ The sun rises.</td>
</tr>
<tr>
<td>☐ The ice melts.</td>
</tr>
<tr>
<td>☐ The heavy rocks scrape the desert floor.</td>
</tr>
<tr>
<td>☐ The rocks leave a trail behind them.</td>
</tr>
</tbody>
</table>

B Write the events in order.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
8. ____________________________________________
9. ____________________________________________
Write a magazine article to summarize the events that cause some rocks in Death Valley to move.

Title: ____________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
UNIT 5-6 REVIEW

A. Complete the survey by asking your classmates what their favorite kind of story is. Color in a box for each student.

<table>
<thead>
<tr>
<th>Individual Students’ Favorite Kind of Story</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic Fiction</td>
<td></td>
</tr>
<tr>
<td>Historical Fiction</td>
<td></td>
</tr>
<tr>
<td>Mystery</td>
<td></td>
</tr>
<tr>
<td>Sci-fi</td>
<td></td>
</tr>
<tr>
<td>Fantasy</td>
<td></td>
</tr>
<tr>
<td>Nonfiction</td>
<td></td>
</tr>
</tbody>
</table>

B. Look at the information above. Analyze the data and answer the questions.

1. How many students took the survey? __________________________

2. How many students voted for:
   a) Realistic fiction? __________________________
   b) Historical fiction? __________________________
   c) Mystery fiction? __________________________
   d) Sci-fi? __________________________
   e) Fantasy? __________________________
   f) Nonfiction? __________________________

3. Did any the kinds of stories tie? Yes / No
   a) If yes, which ones? __________________________
   b) If yes, how many students voted for each one? __________________________

4. Which story type got the most votes? __________________________

5. Which story type got the fewest votes? __________________________
C Imagine you are writing a journal for homework. Use the information from the summary and evaluate your findings. Draw a bar graph of the results. Include an idea for a second survey you would do to find out more. Give a presentation.
A Discuss the chart together as a class. Then mark a check (✔️) for how often you do each habit.

<table>
<thead>
<tr>
<th>Habit</th>
<th>Always</th>
<th>Frequently / Regularly / Often</th>
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<td>Visit the dentist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do a “sleeve sneeze”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk to school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the stairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bite your nails</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to bed late</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Choose three habits from above and write sentences about how often you do them.

1. ____________________________
   ____________________________
   ____________________________

2. ____________________________
   ____________________________
   ____________________________

3. ____________________________
   ____________________________
   ____________________________
Use the information from the summary to prepare a presentation. Present three of your good habits and what you do to keep them. Give a presentation.

___________’s Class Presentation

Habit 1: ____________________________
______________________________
______________________________
How? ____________________________
______________________________
______________________________

Habit 2: ____________________________
______________________________
______________________________
How? ____________________________
______________________________
______________________________

Habit 3: ____________________________
______________________________
______________________________
How? ____________________________
______________________________
______________________________
**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.

| 250 | 240 | 230 | 220 | 210 | 200 | 190 | 180 | 170 | 160 | 150 | 140 | 130 | 120 | 110 | 100 | 90 | 80 | 70 | 60 | 50 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

**Formula**

\[
\text{WPM score} = \frac{\text{Word Count}}{\text{Reading Time in Seconds}} \times 60
\]