

S U B J E C T

Link

Curriculum Integration Reading Program



Lesson Components

BIG IDEA

The Big Idea section stimulates students' interest and gives them a wider understanding of the chapter's theme.

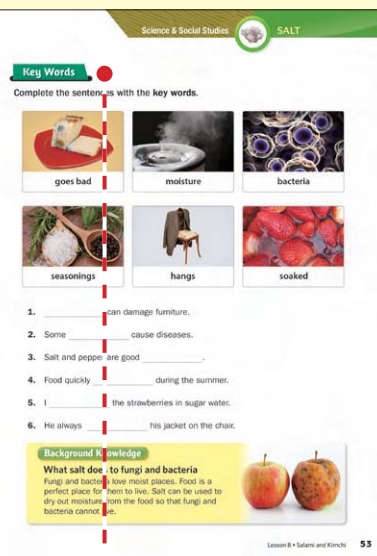
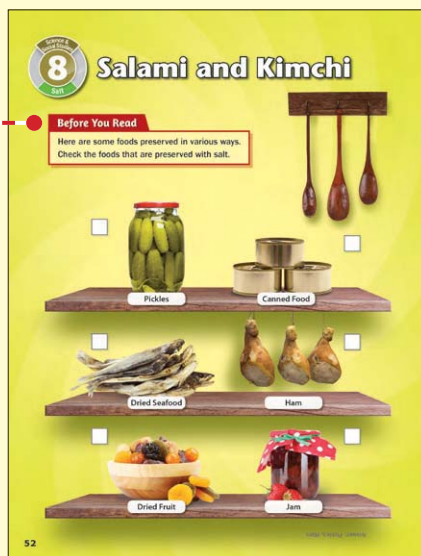


Contents Map

The Contents Map previews the content covered in each lesson and the subject it is related to. Content-related questions are included to pique students' curiosity and help create classroom discussion.

Before You Read

The Before You Read activity gets students involved in the lesson by asking them to answer simple questions or complete short activities related to the content of the passage.



Key Words

This section highlights the key words from the lesson with pictures and allows students to familiarize themselves with the language by using it in sentences.

Salami and Kimchi
Foods Preserved with Salt

Focus On
How has salt changed the way we eat?

In ancient times, it was difficult to keep food fresh for a long time. There were no refrigerators, so food **went bad** and made people sick. Fortunately, people discovered salt. Not only did it add flavor to food, but it also dried it out. Therefore, it had no **moisture** for fungi and **bacteria** to grow in. By using salt, food could **last** for longer periods of time.

Meat is not the only kind of food that can be preserved using salt, though. Vegetables can be preserved that way, too. One example is kimchi, which is enjoyed daily in Korea. The word "kimchi" comes from the word **chimchae**, which means "soaked vegetables." To make kimchi, you need to **soak** vegetables in salt water. The salt in the water preserves them and keeps them crunchy.

Today we have refrigerators, but that does not stop us from using salt to preserve food. After all, such foods have long been part of our **daily diets**!

Words 112

Connect to Yourself
Is there any food in your country that is preserved with salt?

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Focus On
Focus On section encourages students to think about the main idea as they read through the passage.

Connect to Yourself / Think Critically
This section allows students to relate ideas from the passage to their own lives or to think critically about what they have read.

Reading Comprehension

A. Choose the best answer.

- What is the passage mainly about?
 - the use of salt to preserve food
 - the recipes for making salami or kimchi
 - how salt was developed as a food source
 - how to use salt to prevent bacteria from growing
- What is **NOT** mentioned as a characteristic of salt?
 - it dries moisture.
 - it preserves food.
 - it contains bacteria.
 - it is used to make salami.
- Which is **NOT** true about kimchi?
 - It is enjoyed daily in Korea.
 - Kimchi is an old name of chimchae.
 - Kimchi got its name from its ingredients.
 - Kimchi has a common ingredient with salami.
- What can be inferred from this passage?
 - Drying food can be another way to preserve it.
 - People eat less salt because they have refrigerators.
 - The ability of salt to preserve food was discovered in Italy.
 - People had made kimchi even before salt was discovered.
- Which can replace the word "last" in line 6?
 - finish
 - go bad
 - live
 - stay fresh

B. Answer the questions.

- How does salt preserve food? It _____ out the moisture so _____ and _____ can't grow.
- What does "salami" mean? It means "all kinds of _____" in _____.
- What do you need to make salami?

Graphic Organizer & Summary

Step 1 Organize the information with the words from the box.

	Salami	Kimchi
Origin of the Word	Sale: all kinds of meats	Chimchae: vegetables
Main ingredient	Ground _____	_____
How to Make	_____ and ground meat and hang it _____ to keep them _____	_____
Common ingredient	_____	_____

Word Bank: cabbage, dry, salted, salt, crunchy, soaked, meat, seasonings, water

Step 2 Complete the summary with the words from the box.

In ancient times, people began using salt to _____ food. Salt dries out the _____ in food so _____ and _____ cannot grow. Salami is made by _____ salt and other seasonings to _____ meat. Kimchi is made by _____ in salt water. The salt keeps them _____ and makes them _____ longer. Foods preserved with salt have long been part of our _____ daily _____.

Word Bank: fungi, last, preserve, ground, crunchy, soaking, moisture, vegetables, bacteria, diets

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Reading Comprehension
Students' understanding of the passage is checked through a series of multiple-choice and short-answer questions. Main idea, detail, vocabulary, and inference questions are included.

Graphic Organizer & Summary
A two-step summarizing activity teaches students how to make outlines and summaries. It also gives them a chance to review what they have learned.

Chapter 2 Wrap-up

Concept Map
What did you learn from each lesson?

- Salt _____
 - A History of Salt _____
 - Our Bodies and Salt _____
 - Salad de Uyuni _____
 - Salami and Kimchi _____

Talk Together
Talk about what you learned from this chapter with your partner.
"I learned that ..."

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Chapter Wrap-up
After completing each chapter, the teacher and students work together to think about and write down the key points from the lessons. The students can then discuss what they learned from the chapter with a partner.

Contents

CHAPTER 1

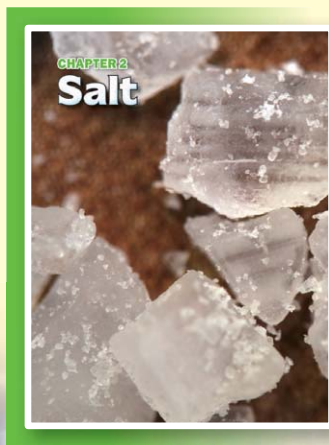
Color



Subject	Lesson	Title	Words	Page
Science	1	How We See Color	202	6
Social Studies	2	Chinese Beliefs About Colors	224	14
Science & Social Studies	3	Healing with Color	214	20
Art	4	Dyeing Naturally	220	26

CHAPTER 2

Salt



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CHAPTER 4

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Social Studies	14	A Toilet Museum	227	92
Science & Social Studies	15	The Journey of Wastewater	205	98
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Material

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CHAPTER 1

Color

BIG IDEA

What does color do to our lives?

LESSON
1

How We See Color



Q How many colors are there in the world?

LESSON
2

Chinese Beliefs About Colors



Q What color reminds you of China?

Science

Social Studies

Color

Art

Science & Social Studies

LESSON
4

Dyeing Naturally



Q How do people color fabrics?

LESSON
3

Healing with Color



Q What color makes you happy?



How We See Color

Before You Read

Look at the pictures and talk about what we need to see color.





Key Words

Complete the sentences with the key words.



mixture



absorbed



reflects



experiment



object



consists of

1. The carpet _____ the coffee.
2. Let's do a(n) _____ to test the idea.
3. New Zealand _____ two main islands.
4. Water _____ light and acts like a mirror.
5. The salad has a(n) _____ of vegetables.
6. A ball is a round _____ that you play with.

Background Knowledge

The primary colors of light

The primary colors of light are red, blue, and green. We get white light when we mix all three of these together.





How We See Color 01

The Eye and White Light

Focus

On

How do we see color?

Look around you and count how many colors you can see. There must be hundreds. You might ask how we can see these **various** colors. Well, the colors we see actually come from light.

- 5 We need light to see colors. White light, such as sunlight, is a **mixture** of many colors of light. When it hits an **object**, some of the light is **absorbed** by the object and the rest is **reflected**. The color of the reflected light is the color that the object appears to be.



10 For example, when white light hits a red apple, the apple absorbs all of the colors except for red. Only red light is reflected and enters your eyes. This is why the apple looks red. If an object absorbs all the colors of light, it will look black.

15 How do we know that white light is made of so many colors? You can do an easy **experiment**. Shine white light through a prism. The prism will break it down into the seven colors of the rainbow! This not only shows that white light **consists of** many different colors. It
20 also shows that we need white light in order to see the colorful world around us.



▲ a prism and broken light

Words 202



Think Critically

What will happen if an object reflects green light?



Reading Comprehension

A. Choose the best answer.

Main idea

1. What is the main idea of this passage?

- a. Objects actually don't have any colors.
- b. We don't know how we can see an object's color.
- c. We see the color of an object from the light's reflected color.
- d. White light consists of many colors, yet looks white to our eyes.

Detail

2. Which is NOT true about how we see color?

- a. Our eyes cannot see color when there is no light.
- b. A red apple looks red because it absorbs red light.
- c. When light hits an object, some of the light is reflected.
- d. If an object reflects all the colors of light, we see it as white.

Detail

3. What is TRUE about white light?

- a. Sunlight is not white light.
- b. White light helps us see only certain colors.
- c. White light is the reflected light from an object.
- d. A prism breaks down white light into the colors of a rainbow.

Inference

4. What can be inferred from paragraph 3?

- a. If an object reflects all the colors, it will look white.
- b. If the colors of light are mixed, it will always look black.
- c. If an apple absorbs green light, we will see a green apple.
- d. Even if we shine different lights on an object, it will look the same.

Vocabulary

5. Which can replace the word "various" in line 3?

- a. much
- b. different
- c. less
- d. famous

B. Answer the questions.

1. What do we need to see color?

We need _____ to see color.

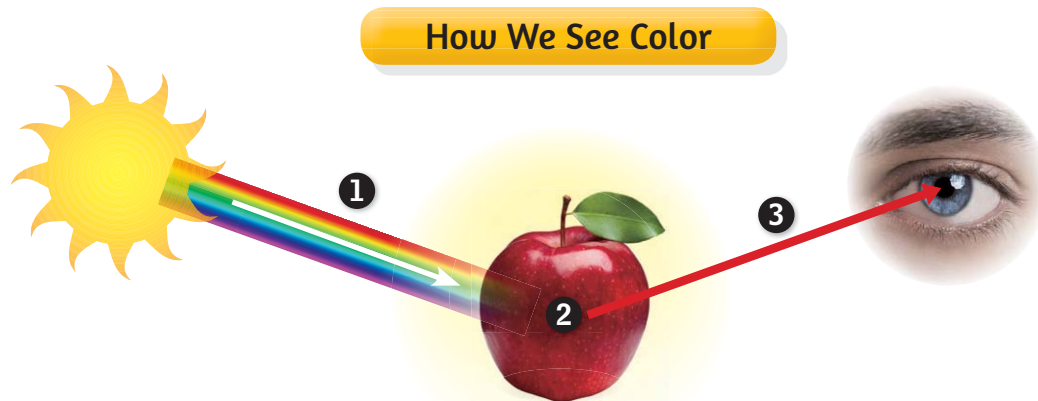
2. What is white light?

It is a(n) _____ of many _____ of _____.

3. What can we learn from the prism experiment?

Graphic Organizer & Summary

Step 1 Organize the information with the words from the box.



- ① _____ hits a(n) _____ object.
- ② The object _____ some of the light's _____ and _____ the rest.
- ③ The reflected light _____ our eyes, and we _____ color.

absorbs colors colored enters reflects see light

Step 2 Complete the summary with the words from the box.

We need _____ to see color. White light is a(n) _____ of many colors. We see color in a(n) _____ when it reflects some colors of _____ and _____ the other colors. When the _____ light enters our _____, we see it as the _____ of the object. A red apple looks red because it reflects _____ light. We can learn that white light has many colors from a(n) _____ experiment.

absorbs color mixture object light
reflected white light eyes red prism