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READING WISE 2 Learning Through Asian Folktales

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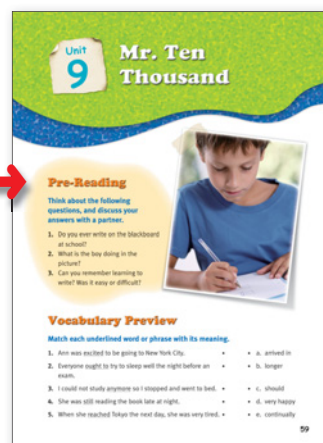
How to Teach This Book

Reading Wise is a reading series for high beginner and intermediate learners. The book consists of twenty units, each containing ten activities based on the main story of the unit. In particular, each unit includes a short story, a picture-based summary activity, a dialog based on the story for listening and speaking practice, and expansion activities. Expansion activities encourage students' creative use of language by allowing them to express their own opinions and ideas.

Pre-Reading (5 min.)

The teacher should write the title of the unit on the board. Students should find a partner and look at the picture. Single partners are suggested for this activity so that students can help each other communicate without being nervous in front of the entire class.

Next, the teacher should go over the questions to make sure the students understand them. Pairs should then ask each other the questions and answer them. Students need NOT come to any consensus on the answers as the questions are designed to activate the students' background knowledge related to the topic. If time allows, have some of the pairs share answers to specific questions. Record useful related vocabulary on the board and discuss how the vocabulary may be related to the reading.



Reading Comprehension (5 min.)

This section gives teachers an opportunity to see if their students fully understand the passage. If they do not understand specific sections of the reading, the teacher should review difficult portions of the text. Again, students should work alone to complete the questions and then work with a partner to check their answers.

Students should refer to specific places in the story to explain how they reached their answers if these words are too close together. Pointing this out to students makes them responsible for their own understanding and also helps them learn to skim material for information, which is an important skill in reading. It would also be helpful for students to draw a box around portions of the text that show the answers.

Reading Comprehension

Circle the best answer.

- Why did the farmer get a teacher?
a. He was rich.
b. He wanted his son to learn to read and write.
c. He wanted his son to learn to read and write.
d. He was rich.
- What did the son learn in the first lesson?
a. How to read easy numbers.
b. How to write 1, 2 and 3.
c. How to read 1, 2 and 3.
d. How to write words.
- Why did the teacher leave?
a. The boy thought he knew everything.
b. The boy could read everything.
c. The boy didn't learn anything.
d. The boy was very happy.
- What did the boy's father ask him to write?
a. Numbers
b. An invitation
c. Letters
d. A story
- Why did the boy write all night?
a. The invitation was a long one.
b. He was very excited.
c. He knew how to write 10,000.
d. He didn't know how to write numbers larger than three.

Word Practice

Circle the best answer.

- The farmer had plenty of / plenty of money.
- The teacher (learned / taught) him how to write some simple numbers.
- Pete (jumped at / reached) all the bus stops, but the bus had gone.
- My father doesn't (allow me to / let me to) watch TV until my homework is finished.
- He left the house early in the morning and (returned back / came back) in the evening.
- The students were (excited to / excited to) learn how to read.

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Language Focus (5 min.)

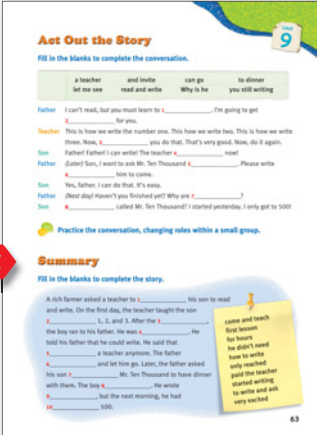
This section consists of various activities that practice grammatical structure. The main purpose of this book is not to teach grammar, though it is important to point out key grammatical aspects while focusing on reading comprehension. Each unit has a different grammar point that the “Language Focus” section covers, and teachers are encouraged to think of ways to make grammar points relevant and interesting. For example, if the section is about adjectives, the teacher can have students brainstorm about different adjectives, creating word bubbles around each word, and linking them to other synonyms.



Summary (5 min.)

By the time students arrive at the summary section, they have already reviewed the story in three different ways: Reading Comprehension, Picture Story, and Act Out the Story. The Summary activity reinforces acquisition of the unit's target vocabulary.

Students should complete the summary section on their own. After they complete the section, the teacher can choose students to read the sentences for the rest of the class, which allows them the opportunity to listen to the summary again, while also checking their answers.



Act Out the Story
Fill in the blanks to complete the conversation.

a teacher and write can go to dinner
 let me see read and write Why is he you still writing

Father: I can't read, but you must learn to _____ for going to get _____ for you.
 Teacher: This is how we write the number one. This how we write two. This is how we write three. How do _____ you do that? That's very good. Now, do it again.
 Son: Father! Father! I can write! The teacher _____ near!
 Father: (Jitter!) Son, I want to ask Mr. Ten Thousand _____ Please write _____ him to come.
 Son: Yes, father. I can do that. It's easy.
 Father: (What did! Haven't you finished yet? Why are _____?)
 Son: _____ called Mr. Ten Thousand! I started yesterday. I only got to 500!

Practice the conversation, changing roles within a small group.

Summary
Fill in the blanks to complete the story.

A rich farmer asked a teacher to _____ his son to read and write. On the first day, the teacher taught the son _____, _____, _____, _____, _____ and _____, _____ and _____, _____ and _____ the boy ran to his father, the man _____ the told his father that he could write. He said that _____ a teacher anywhere. The father _____ and let him go. Later, the father asked his son _____ Mr. Ten Thousand to have dinner with them. The boy _____ the waste _____, but the next morning, he had _____ 500.

comes and teach
 find lesson
 the heard
 he didn't need
 how to write
 only walked
 paid the teacher
 started writing
 to write and ask
 very washed

Expansion Questions (5 min.)

This section is meant to provide students with an opportunity to expand on the lesson in a creative way. These exercises should be completed in small groups to encourage conversation. The teacher should place students into groups of 3-5. For most questions, the answers may vary among students. Therefore, it would be best for teachers to monitor their students' conversations.

Expansion Questions may ask students to share experiences, knowledge, or opinions related in some way to the unit theme. Once everyone has expressed their opinion, the group can choose one person to summarize their discussion for the entire class.



Expansion Questions

Arrange the letters to make a word that spells the name of something you find in many classrooms.

1. kdse 2. eblat
 3. drchboaki 4. pccdrboa
 5. niwowed 6. npe
 7. licnep 8. hairc
 9. ctupire 10. procumte

Supplemental Vocabulary Study

Another component that could help students acquire new vocabulary items would be to create a vocabulary log that students are responsible for and must keep throughout the entire course. Once the teacher reviews the words, students can keep a separate sheet with all of the vocabulary words listed on the left side. Next, students would write the definition of the word. The teacher and students could then create an entirely new sentence, using the word in context. The process of writing and creating a new contextual sentence that has meaning for the student may make the word and definition easier to remember.

Vocabulary word	Definition
Part of speech	New sentence in context
<i>(Example)</i>	
Feathers	Light, hair-like structures
noun	Peacocks have beautiful and colorful feathers.

Unit

1

Why the Sea Is Salty

Pre-Reading

Think about the following questions, and discuss your answers with a partner.

1. What kind of machine is in the picture? What does it do?
2. Why would you use a machine like this?
3. If a machine could make anything you wanted, what would you want it to make?



Vocabulary Preview

Match each underlined word with its meaning.

- | | | |
|--|---|--|
| 1. In some parts of the world people are hungry, because food is <u>scarce</u> . | • | • a. different from what is done every day |
| 2. We always have a <u>special</u> meal on New Year's Day. | • | • b. not enough in quantity |
| 3. Heavy things <u>sink</u> in water. | • | • c. parts designed to be held with hands |
| 4. You should hold the <u>handles</u> of the basket. | • | • d. to come quickly and in large quantity |
| 5. The water <u>poured</u> over the river's edge, flooding the village. | • | • e. go down |

Why the Sea Is Salty



A king had a special mill. He asked for things, turned the handle, and whatever he wanted poured out. If he asked for gold, the mill poured gold. If he wanted rice, the mill produced rice. When he had enough, he ordered it to stop.

A thief heard about the mill, and he crept into the palace and stole it. He knew he must escape quickly, so he stole a boat. Now, he could have anything he desired. He didn't want gold because people might say he'd stolen it. What was something difficult to find but necessary? Salt was scarce. If he had salt, he could sell it and become rich.

He turned the handle and said, "Salt!" So the mill produced salt. He laughed and danced while the mill kept turning. The thief was so busy dreaming about money that he stopped watching the mill. The boat filled with salt and became so heavy that it sank to the bottom of the sea. Because nobody ordered it to stop, it is still pouring salt today.



Reading Time _____ minutes _____ seconds 177 words

Understanding the Key Ideas

Choose the best answer.

1. Why is the sea salty?
 - a. Salt was scarce in the past.
 - b. A thief stole a mill.
 - c. The thief didn't tell the mill to stop.
 - d. The thief laughed and danced.
2. Which statement is correct?
 - a. The story may not be true.
 - b. The story may be true.
 - c. The story is true.
 - d. The story is not true.

Reading Comprehension

Circle T for true or F for false.

- The thief did not know how to use the mill. T F
- The stolen mill made the sea salty. T F

Choose the best answer.

- How did the king use the mill?
 - He ordered it to make him rich.
 - He ordered it to start.
 - He said what he wanted and turned the handle.
 - He used the handle to make salt.
- Why did the thief steal a boat?
 - To get away from the palace
 - To sell it
 - To carry the gold
 - To creep into the palace
- Why did the boat sink?
 - The mill was too heavy.
 - The thief danced in the boat.
 - The thief was busy.
 - The mill made too much salt.

Choose the proverb that best summarizes the story.

- Don't burn your bridges.
 - Be careful what you wish for.
 - Take it with a grain of salt.

Language Focus

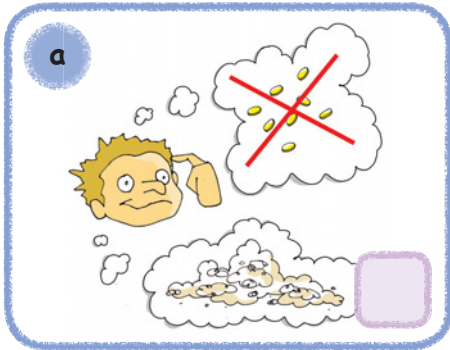
Choose the best word to complete each sentence.

could (able to)	might (not sure)	must (have to)
mustn't (not allowed to)	should (give advice)	would (will)

- Mike knew that he _____ buy a present for his dad's birthday.
- He was rich, and he _____ get anything that he wanted.
- I _____ go to the party if I have enough time.
- Jane's friend said that she _____ get a new job.
- I think she _____ like a new car. Wouldn't you?
- His mother told him that he _____ stay up too late.

Picture Story

A Number the pictures in the correct order according to the story. Then, talk about each picture.



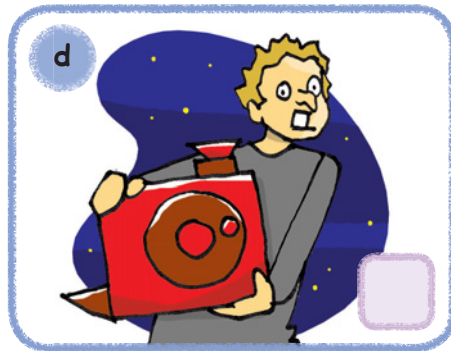
thought about what he wanted / decided / gold / salt



filled with salt /so heavy that / sank / bottom



when / had enough / ordered / stop



crept quietly / palace / stole

B What did you say? Write about each picture using the given words and phrases.

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

Act Out the Story

Fill in the blanks to complete the conversation.

	salt	so heavy	handle	special
	ordered	difficult	he forgot	stole a boat

Boy Why is the sea so salty?

Father Long ago, a king had a **1** _____ mill that gave him anything he asked for. When he had enough, he **2** _____ it to stop.

Boy Oh, I'd love that! Gold! Rice!

Father But a thief took the mill. To get away, he **3** _____. Then, he asked for **4** _____! It was scarce and **5** _____ to find.

Boy So, when he turned the **6** _____ of the mill and said, "Salt," the mill made salt. What happened then?

Father He was so happy that **7** _____ to tell it to stop. The boat slowly filled with salt. Suddenly, it was **8** _____ that it sank to the bottom of the sea.

Boy The mill is still pouring salt into the sea. That's why the sea is so salty!



Practice the conversation, changing roles with a partner.

Summary

Fill in the blanks to complete the story.

A king had a special mill. The mill could give him **1** _____, like gold or rice. When he **2** _____, he ordered the mill to stop. A thief stole this mill and then stole a boat to take him **3** _____ from the palace. When he was **4** _____, he knew that he could ask the mill for anything. He didn't want gold because people would think that **5** _____. Then, he remembered that salt was **6** _____ and that everybody wanted it. He ordered the mill to **7** _____. He was **8** _____ that he forgot to tell the mill to stop. The boat became **9** _____ that it sank to the bottom of the sea. The mill is still pouring salt, and that's why **10** _____ today!

anything he wanted
far away
give him salt
had enough
he was a thief
safely away
scarce
so happy
so heavy
the sea is salty

Now, write the sentence from the summary that contains the main idea of the story.

Expansion Questions

Think about the following questions, and discuss your answers with a partner.



1. Do you know the real reason why the sea is salty?

2. Why do you think elephants have a long nose?

3. Put the sentences in order to learn the story about why elephants have long noses.

- a. _____ "Come nearer, and I'll tell you!" said the crocodile.
- b. _____ He pulled and pulled, and the elephant's little nose began to get longer and longer and longer.
- c. _____ Since that time, elephants have had long noses.
- d. _____ A baby elephant wanted to know about everything.
- e. _____ At last, the crocodile let the nose go.
- f. _____ The elephant saw a crocodile and asked what he had eaten for breakfast.
- g. _____ The crocodile caught the elephant's nose in his sharp teeth.