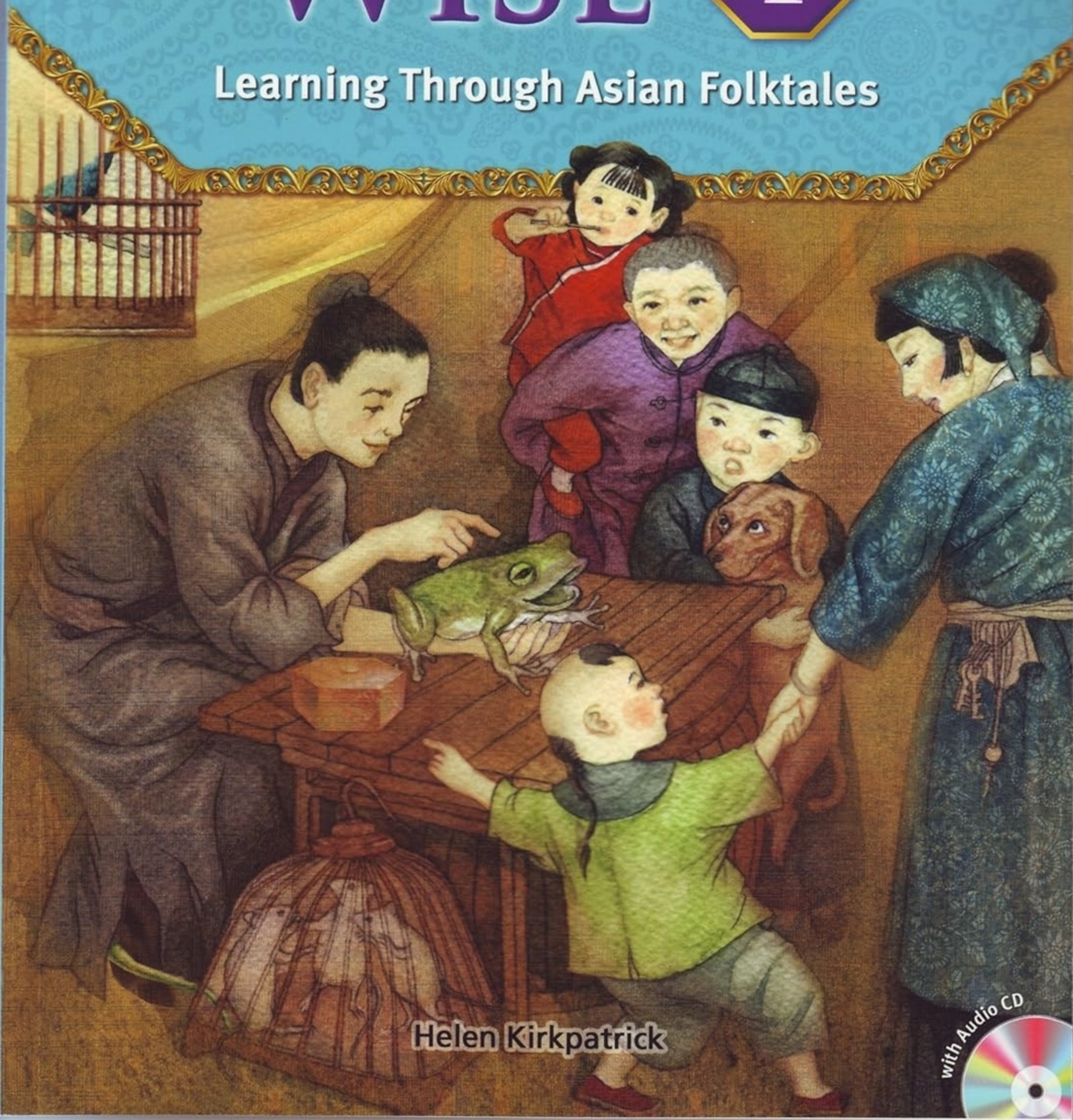


READING WISE 1

Learning Through Asian Folktales



Helen Kirkpatrick

with Audio CD



READING WISE



Learning Through Asian Folktales

Helen Kirkpatrick

Contents

How to Teach This Book	4
Unit 1 The Rat and the Cat	11
Unit 2 The Fox and the Crow	17
Unit 3 The Fire Dogs	23
Unit 4 Barking Like a Dog	29
Unit 5 The Dog and His Reflection	35
Unit 6 The New Bed	41
Unit 7 The Hen and the Rooster	47
Unit 8 The North Wind and the Sun	53
Unit 9 The Uncle and Nephew	59
Unit 10 No Food for Lunch	65

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Unit 11	The Thief's Coat	71
Unit 12	The Flying Cow	77
Unit 13	The Big Lie	83
Unit 14	Freeing the Birds	89
Unit 15	The Eyes	95
Unit 16	The Leaning Tree	101
Unit 17	The Hat	107
Unit 18	The Thief and the Policeman	113
Unit 19	The Birthday Present	119
Unit 20	Mr. Wang's Animals	125



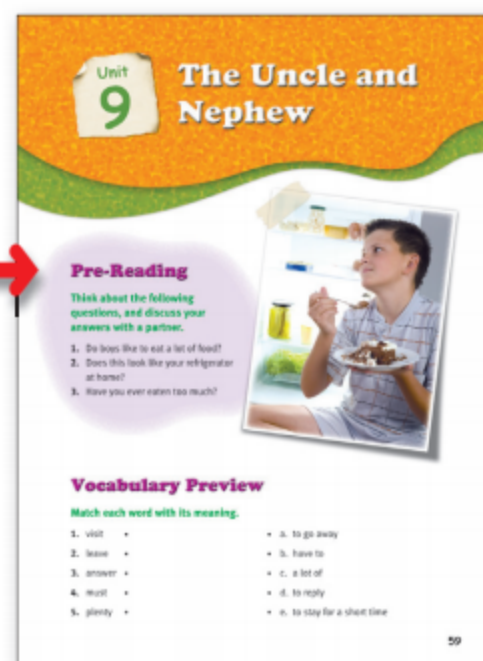
How to Teach This Book

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.

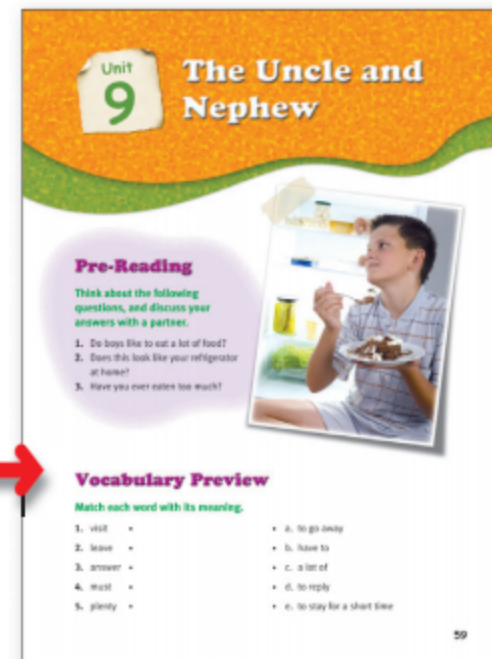
Next, the teacher should go over the questions to make sure the students understand them. Pairs should then ask each other the questions and answer them. Students need NOT come to any consensus on the answers as the questions are designed to activate the students' background knowledge related to the 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.



Vocabulary Preview (10 min.)

In this activity, simple sentences give context to key vocabulary that can be found in the story. It is important that students fully understand each vocabulary word or phrase. This section will give them synonyms to use, which will increase the depth of their language use.

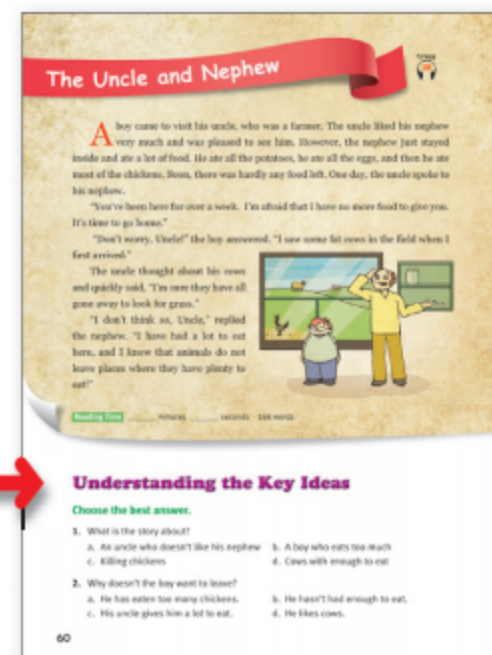
Have students work individually to complete the exercise. They will match the underlined word to its meaning. When they are finished, have students check their answers with their partner. Review the answers as a class. While going through the list of words, ask the class to generate synonyms or antonyms that come to mind for each word. Having the class generate new example sentences using the words will also reinforce the learning of new vocabulary items for students.



Reading Passage (5 min.)

Students should read the passages silently for a few minutes. Ask students to underline any words they do not understand while they are reading. If there are, explain what the words mean.

Next, have students complete the “Understanding the Key Ideas” section. They should check their answers with a partner. If they do not agree, refer students to the reading passage again. They can circle the part that indicates the correct answer. This section is meant to be a general review of the story.



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 T for true or F for false.

1. The nephew helped his uncle on the farm. T F
2. The nephew did not want to leave the farm. T F

Choose the best answer.

3. How did the uncle feel when his nephew first arrived?
a. He was worried about having enough food.
b. He was happy to see his nephew.
c. He was angry that his nephew had come.
d. He was hungry and wanted to eat.
4. When did the uncle tell the nephew that it was time for him to leave?
a. After two days
b. After five days
c. After seven days
d. After thirty days
5. Why did the nephew think the cows were still in the field?
a. Because they had plenty to eat.
b. Because he could see them.
c. Because his uncle had a good fence.
d. Because the cows loved his uncle.

Choose the proverb that best fits the main idea of the story.

6. a. A constant guest is never welcome.
b. Don't put all your eggs in one basket.

Language Focus

Write the synonym (word or phrase closest in meaning) to the underlined word.

1. The boy was pleased with his little cat. _____
2. Don't worry. We have plenty of time. _____
3. There is hardly anyone here! _____
4. Look at the animals in the field. _____
5. We should leave the house in five minutes. _____

61

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.



Picture Story (5 min.)


Each unit has a picture-story activity that allows students to retell the story in their own words with a bit of guidance. It would be best to have the students work with a partner to encourage them to talk about the story.

First, have students put the story in order, based on the pictures. Students may need to refer to the story to complete the exercise.


Next, have students use the words under each picture to create a full sentence. The words will give them a clue and also provide guidance for actually writing the sentences that explain the story. While answers may vary slightly, the activity is structured so that students will have a lot of support in writing their sentences. As time allows, have volunteers write their sentences on the board to check.

Picture Story


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



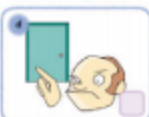
no food left / killed all chickens



ate a lot of food



nephew visit / uncle pleased



far over a week / time to go

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

- _____
- _____
- _____
- _____

62

Act Out the Story (5 min.)

Have students read the dialog related to the story. Students can make guesses as to the correct word to fill in each blank. Share the correct answers with the class.

For pronunciation practice, read the dialog aloud. Stop after each phrase of sentence and have students repeat what they heard. A fun variation is to have all the boys repeat the male parts and all the girls repeat the female parts, or split the class in half and have one side repeat one character and the other side repeat the second character. After this practice, students can work in pairs or small groups to recite the dialog together.

If there is time, choose 2-4 pairs to preform the dialog. Seeing the story in live motion will make it more dynamic for students to connect the reading to actual events. The more dynamic the acting, the more likely students will be to remember key elements of the story.

Act Out the Story

Fill in the blanks to complete the conversation.

came	chickens	field	food
leave	week	plenty	visit

Uncle: It's nice of you to _____ me.
 Nephew: (One week later) I've had a good visit with you.
 Uncle: You need to go now because I don't have any more _____. I have killed all my _____ for you. You must _____ here. I saw lots of cows in the _____.
 Nephew: That's all right! On the day that I _____ here, I saw lots of cows in the _____.
 Uncle: But you have been here for a _____ I'm sure the cows have all gone now.
 Nephew: No, I think it is okay. Animals never leave the places where there is _____ to eat.

Practice the conversation, changing roles with a partner.

Summary

Fill in the blanks to complete the story.

A boy came to _____ his uncle. However, the boy stayed _____ and ate food all day. Soon, there was hardly _____ left. His uncle told him it was time for him to go home. The boy told him not to _____ because he had seen some _____ in the field when he _____. The uncle said the cows had probably gone to look for _____. The boy disagreed. He said animals do not _____ places where there is _____.

any food left
arrived
beside
visit

grass
plenty to eat
leave
worry

63

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.

Day 9

Act Out the Story

Fill in the blanks to complete the conversation.

came	chickens	field	food
leave	week	plenty	visit

Uncle: It's nice of you to _____ me.
 Nephew: (One week later) I've had a good visit with you.
 Uncle: You need to go now because I don't have any more _____. I have killed all my _____ for you. You must _____.
 Nephew: That's all right! On the day that I _____ here, I saw lots of cows in the _____.
 Uncle: But you have been here for a _____. I'm sure the cows have all gone now.
 Nephew: No, I think it is okay. Animals never leave the places where there is _____ to eat.

Practice the conversation, changing roles with a partner.

Summary

Fill in the blanks to complete the story.

A boy came to _____ his uncle. However, the boy stayed _____ and ate food all day. Soon, there was hardly _____ left. His uncle told him it was time for him to go home. The boy told him not to _____ because he had seen some cows in the field when he _____. The uncle said the cows had probably gone to look for _____. The boy disagreed. He said animals do not _____ places where there is _____.

any food left
 arrived
 beside
 visit
 grass
 plenty to eat
 leave
 worry

63

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

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

1. Fill in the family tree for Ben's family. Write the relationship of each person to Ben below each person's name.

uncle	father	brother	grandfather	mother
	grandmother	nephew	sister	uncle

2. On another sheet of paper, draw your own family tree and show it to the class.

64

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

The Rat and the Cat

Pre-Reading

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

1. Which do you think is stronger, a very big rat or a cat?
2. Which are more clever, rats or cats?
3. Have you ever had a cat?



Vocabulary Preview

Match each word or phrase with its meaning.

- | | | |
|--------------|---|---|
| 1. huge | • | • a. to decrease in speed |
| 2. palace | • | • b. to go in the same direction |
| 3. slow down | • | • c. very big |
| 4. capture | • | • d. to take as prisoner |
| 5. follow | • | • e. a large house for kings and queens |

The Rat and the Cat



There was a huge rat in the king's palace. It was so big that it killed every cat that tried to catch it.

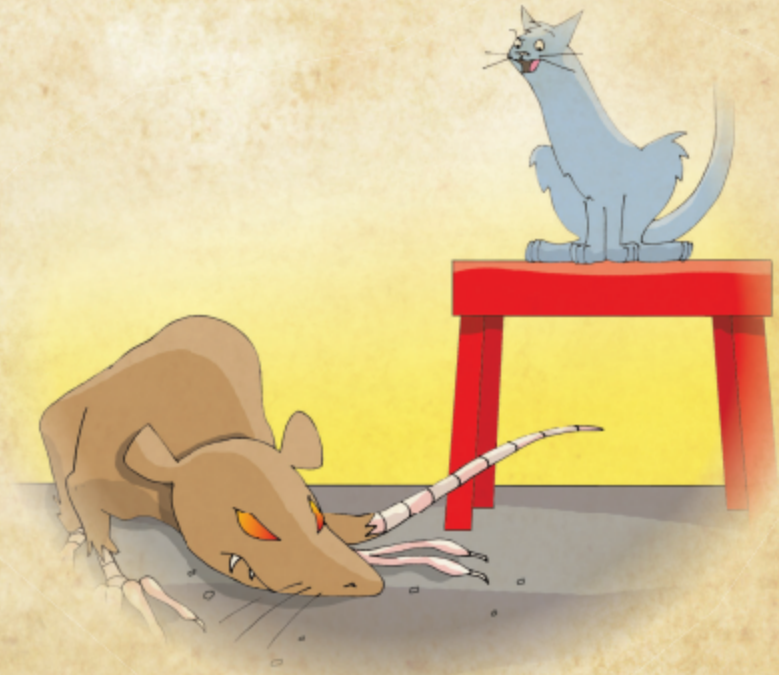
"I hate that rat! It's dirty!" the king shouted to his servants. "Go find the strongest cat in the land!"

Soon, a man came to the palace with his cat. The king thought it was too small, but the man said his cat could kill the rat. When the cat saw the huge rat, she jumped onto a table. The rat followed her. She jumped to the floor and so did the rat. The cat kept jumping, and the rat kept following.

"Your cat is terrible!" said the king.

"Just wait," said the man. After a while the rat began to slow down. Then suddenly the cat turned and killed the rat.

"I was wrong!" the king said. "Your cat is brave and clever. She waited until the rat was tired. Then it was easier to capture!"



Reading Time _____ minutes _____ seconds 166 words

Understanding the Key Ideas

Choose the best answer.

1. What is the story about?

- a. A very large rat
- b. A very large cat
- c. A very clever rat
- d. A very clever cat

2. Why was the cat clever?

- a. It could jump onto a table.
- b. It made the rat tired.
- c. It was brave.
- d. It could jump onto the floor.