

# READING WISE 2

Learning Through Asian Folktales



Helen Kirkpatrick

with Audio CD





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Acquisitions Editor: Jeremy Monroe  
Illustrator: Hiram Weintraub, Lin Wang  
Cover/Interior Design: Design Plus

E-mail: [info@compasspub.com](mailto:info@compasspub.com)  
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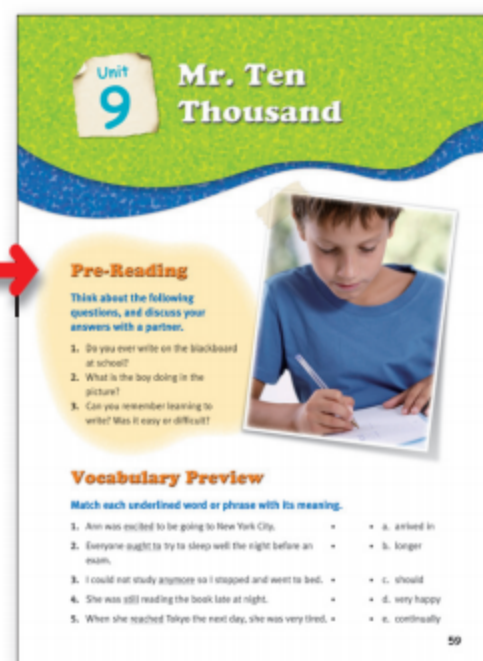
# How to Teach This Book

*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.






## 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.

Unit  
9

Mr. Ten Thousand



**Pre-Reading**

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

- Do you ever write on the blackboard at school?
- What is the boy doing in the picture?
- Can you remember learning to write? Was it easy or difficult?

**Vocabulary Preview**

Match each underlined word or phrase with its meaning.

1. Ann was excited to be going to New York City.	a. arrived in
2. Everyone ought to try to sleep well the night before an exam.	b. longer
3. I could not study anymore so I stopped and went to bed.	c. should
4. She was still reading the book late at night.	d. very happy
5. When she reached Tokyo the next day, she was very tired.	e. continually

## 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.

Mr. Ten Thousand

Although he had never been to school, a farmer had plenty of money. His friends told him that he ought to get a teacher for his son. Then, his son could learn to read and write.

The teacher arrived and taught the son how to write single Chinese words. He learned that “one” was written (一). He learned that “two” was written (二). He learned that “three” was written (三).

At the end of the first lesson, the boy was very excited. He told his father, “I can write! I can write! You don’t need the teacher anymore.”

The father thanked the teacher, paid him, and told him he could go.

Soon after, the father wanted to invite a man called Mr. Ten Thousand for dinner. He told his son to write to him. The next day, the boy was still writing. His father asked him why he was still writing.

The boy replied, “Why does he have to be called Mr. Ten Thousand? I started yesterday, and I have been writing for hours, but I have only reached five hundred!”



**Understanding the Key Ideas**

Choose the best answer.

- Who is this story about?
 

a. A rich farmer	b. Mr. Ten Thousand
c. The son of a rich farmer	d. A Chinese teacher
- What could the boy do after the first lesson?
 

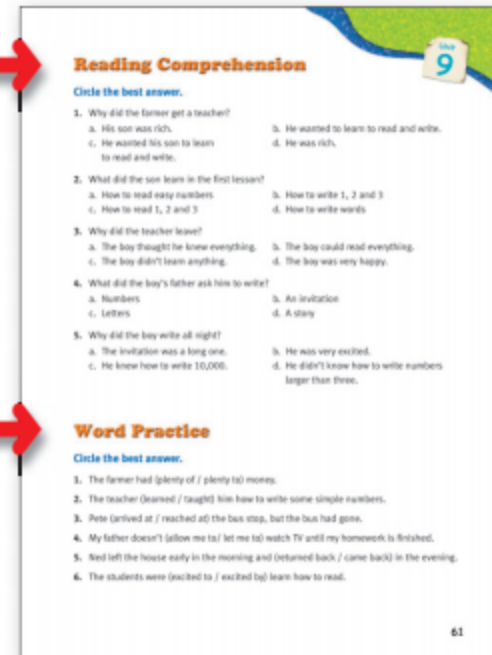
a. Write all the numbers	b. Write three numbers
c. Write letters	d. Write invitations



## 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.



## 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.




told father / didn't need / could read and write



had been writing all night / only reached 500



first lesson / learned / write / 1, 2, 5



write / invite Mr. Ten Thousand to dinner

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_


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## 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.

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

Father: I can't read, but you must learn to \_\_\_\_\_, I'm 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. Now, \_\_\_\_\_ you do that. That's very good. Now, do it again.

Son: Father! Father! I can write! The teacher \_\_\_\_\_ now!

Father: (Joke) Son, I want to ask Mr. Ten Thousand \_\_\_\_\_ Please write \_\_\_\_\_ him to come.

Son: Yes, father. I can do that. It's easy.

Father: (Joke) Son! 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 \_\_\_\_\_, 1, 2, and 5. After the \_\_\_\_\_ the boy ran to his father. He was \_\_\_\_\_ He told his father that he could write. He said that \_\_\_\_\_ a teacher anymore. The father \_\_\_\_\_ and let him go. Later, the father asked his son \_\_\_\_\_ Mr. Ten Thousand to have dinner with them. The boy \_\_\_\_\_ He wrote \_\_\_\_\_, but the next morning, he had \_\_\_\_\_ 500.

came and teach my lesson for hours he didn't need how to write only reached paid the teacher started writing go write and ask very excited

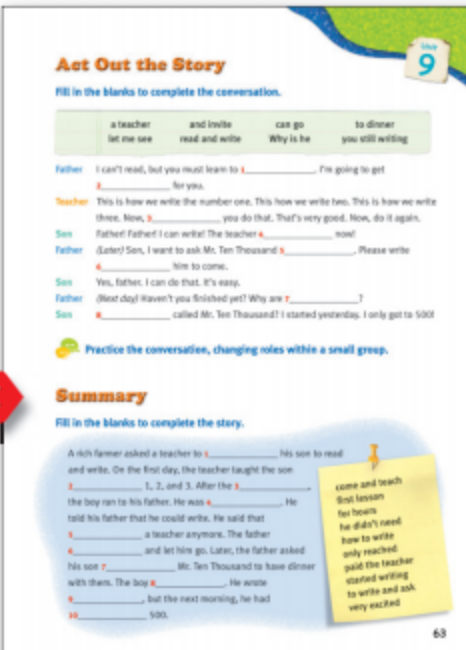
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## Summary (5 min.)

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

Father: I can't read, but you must learn to read. I'm 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. Now, \_\_\_\_\_ you do that. That's very good. Now, do it again.  
 Son: Father! Father! I can write! The teacher \_\_\_\_\_ now!  
 Father: (Later) Son, I want to ask Mr. Ten Thousand \_\_\_\_\_ Please write \_\_\_\_\_ him to come.  
 Son: Yes, father. I can do that. It's easy.  
 Father: (Next day) 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 \_\_\_\_\_ 1, 2, and 3. After the \_\_\_\_\_ the boy ran to his father. He was \_\_\_\_\_ He told his father that he could write. He said that \_\_\_\_\_ a teacher anymore. The father \_\_\_\_\_ and let him go. Later, the father asked his son \_\_\_\_\_ Mr. Ten Thousand to have dinner with them. The boy \_\_\_\_\_ He wrote \_\_\_\_\_ but the next morning, he had \_\_\_\_\_ 500.

come and teach  
don't learn  
for hours  
he didn't need  
how to write  
only reached  
said the teacher  
started writing  
to write and ask  
very excited

## 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.

kdse	ebiat
drchboaakl	pcudrboa
niwowd	npe
licnep	hairc
ctupire	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.







# 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.