

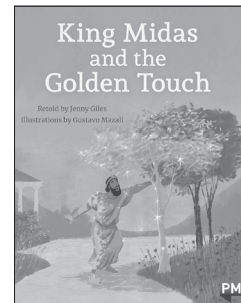
King Midas and the Golden Touch

PM Level 22

Gold

Text Type Narrative

Running Words 605



Preparing for Guided Reading

Prior Knowledge

- Discuss with students what a myth is and explain that this story is a retelling of a Greek myth.
- Students should know that gold is a precious metal and understand that it was a sign of status and wealth in ancient times.

Orientation to the Text

- King Midas loves his family, but he loves gold even more. He wishes for everything he touches to turn to gold, but King Midas soon finds out that you have to be careful what you wish for.

Building the Balanced Reader

Vocabulary

Key Vocabulary

brightly, count, delighted, except, finished, important, sparkling, touched, treasure, world

Content Words

golden, lifeless, marigolds, statue, strange, wealthy

Decoding

- Encourage students to read right to the end of a word to build accuracy when they are relying on initial letter cues.
- Support students to look for parts of words that they do know to help them read longer words. For example, *gold* in *marigolds*.
- Look at the word *statue* on page 12 together. Ask, *How do we say this word?* Discuss the letter-sound correspondences in the word.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Remind students that the story is a myth, which is also a kind of narrative. Ask, *What can you tell about the story from the front cover?*
- Draw students' attention to the first line of the story on page 2. Ask, *What other stories have you read that start with Once upon a time?* Discuss the different purposes that authors may have when writing narratives, and ask students to suggest which of them apply to this book based on the orientation.
- Continue to page 5 and discuss what has happened in the story so far. Ask, *How does reading this page make you feel? How does this show us what the author's purpose is?*

- Continue to page 9 and ask, *What adjective has the author used to describe how King Midas touched the flowers and trees? Which other adjective on this page ends in 'est'?* Discuss the effect of the 'est' suffix in turning an adjective into a superlative.
- Read page 12 with students and find the adjectives together. Ask, *Why did the author include the word golden before statue? As readers, how would our understanding be different if there were no adjectives on this page?*
- Continue to page 14. Ask, *Do you think the author is trying to entertain, inform, explain to or persuade the reader? What makes you say that?*
- Point out the word *sparkling* on page 15. Ask, *How does this word add to our understanding of what the sand is like? What other adjectives on this page help us to imagine what is happening in the story?*
- Continue to the end of the text. Ask, *What did the author want us to learn from this story?* Discuss how the story is entertaining but also has a message.

Comprehension

- What did King Midas need to do to get rid of the Golden Touch? (*Literal*)
- How do you think King Midas's family felt about him throughout the story? Why? (*Inferential*)
- How does this story relate to real life today? (*Applied Knowledge*)

Follow-up Activities

- List the different purposes that authors can have when writing. Invite each student to share the book that they are currently reading or to choose a new one, and discuss why the author wrote it and what they intended for the reader to learn from it.
- With students, write a shared text that is not a narrative, based on *King Midas and the Golden Touch*. For example, you could write an exposition about why it is not good to focus on wealth too much, or a procedural text about how to get the Golden Touch. Discuss what the purpose of the new text is and how the text type helps to meet the purpose.
- Put students into small groups and have them act out the story. When they have finished, discuss how it felt to be particular characters and talk about which characters students liked best and why.

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Learning Intentions

- We are learning to identify why the author wrote the book.
- We are learning to identify how authors add detail to what they write.

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Success Criteria

- I can explain whether the author wanted to entertain, inform, explain or persuade with the story.
- I can describe the message of the story.
- I can find adjectives in the book and describe how they provide more detail.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up