



King Midas and the Golden Touch

3

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe that kings usually possess gold and other treasures
- ✓ Discuss the difference between valuing relationships with people and valuing wealth
- ✓ Describe the characters, setting, and plot of “King Midas and the Golden Touch”
- ✓ Demonstrate familiarity with “King Midas and the Golden Touch”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “King Midas and the Golden Touch” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions and express opinions about “King Midas and the Golden Touch,” and identify a cause/effect relationship in the story, with prompting and support (RL.K.1)
- ✓ With prompting and support, sequence four to six pictures illustrating events in the story “King Midas and the Golden Touch” (RL.K.2)
- ✓ Identify characters and major events in “King Midas and the Golden Touch” (RL.K.3)

- ✓ With prompting and support, define and use new words, such as *treasures*, from the read-aloud and the discussion about “King Midas and the Golden Touch” (RL.K.4)
- ✓ Listen to a variety of texts, including fictional stories such as “King Midas and the Golden Touch” (RL.K.5)
- ✓ With prompting and support, describe an illustration of King Midas and Marygold looking at the sunset in “King Midas and the Golden Touch,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fictional read-aloud “King Midas and the Golden Touch” (RL.K.10)
- ✓ Explain that “King Midas and the Golden Touch” has realistic elements because there could have been a king who lived in Greece who had a daughter and gold, but it also has fantasy elements because people can’t really turn something to gold by touching it, magically appear or disappear, or grant someone the Golden Touch
- ✓ Prior to listening to “King Midas and the Golden Touch,” identify orally what they know and have learned about Greece

Core Vocabulary

fond, *adj.* Having a strong liking

Example: I am very fond of my best friend.

Variation(s): fonder, fondest

gazed, *v.* Looked at something for a period of time

Example: The family stopped at the side of the road and gazed at the mountains around them.

Variation(s): gaze, gazes, gazing

satisfied, *adj.* Happy, pleased, or content

Example: Pablo put the final touches on his watercolor painting and felt very satisfied.

Variation(s): none

spoiled, *adj.* Ruined

Example: The milk became spoiled when Enrique left it on the counter overnight.

Variation(s): none

treasures, *n.* Things that are valuable because they cost a lot, like gold, or that are valuable because they have a special meaning for someone, like a special toy

Example: The old pirate spent his last days counting his treasures.

Variation(s): treasure

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?	world map	10
	What Do We Know?	fake gold jewelry	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	King Midas and the Golden Touch		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Treasures		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequencing Events in the Story	Image Cards 1–6; Instructional Master 3B-1; blank paper; scissors; glue or tape	15



King Midas and the Golden Touch

3A

Introducing the Read-Aloud

10 minutes

Where Are We?

Show students a map of the world and help them locate the country of Greece. Point to and explain that Greece is a country on the north coast of the Mediterranean Sea just west of Turkey. Have students share any knowledge they have of Greece or that area of the world. Tell students that the story they are going to listen to today was told a very long time ago in Greece. Many, many years ago most people could not read books, so they told stories aloud to one another. People often made up stories to teach lessons.



What Do We Know?

← Show image 1A-3: Gold crown

Tell students that in today's read-aloud the king loves gold more than anything in the world. Tell students that gold is a precious metal that is found inside of the earth. It is considered valuable because it costs a lot of money. This crown is made of gold and jewels. Tell students that jewelry, like necklaces or earrings, is often made of gold or of materials that look like gold. You may wish to pass around pieces of fake jewelry for students to touch. Have students use their senses of touch, sight, and smell to describe the fake gold jewelry. Have students discuss what they would rather do in the following situations with their neighbors:

- Would you rather smell the fake gold jewelry or flowers?
- Would you rather hug the fake gold jewelry or a stuffed animal?

Purpose for Listening

Tell students that sometimes people act very silly when it comes to things that cost a lot. Today they will hear a read-aloud about a rich king who does something very foolish and learns a lesson from his foolish act. Tell them to listen to find out what lesson the king learns.



King Midas and the Golden Touch

← Show image 3A-1: King Midas and Marygold looking at the sunset ¹

1 Tell about what you see in the picture.

Once upon a time, there lived a very rich king whose name was Midas. Although King Midas lived long ago, he was very much like some people today: he was **fond** of gold. He loved gold more than anything in the world. When he **gazed** at the gold-colored clouds of a beautiful sunset, he would wish that the clouds were real gold. ²

2 He looked at the clouds for a few moments, wishing they were real gold.

If King Midas loved anything as much or more than he loved gold, it was his little daughter, who was named Marygold. When Marygold would run to meet him with a bunch of buttercups, King Midas would say, “Dear child, if these flowers were as golden as they look, then they would be worth picking.” ³

3 Buttercups are yellow flowers.



← Show image 3A-2: King Midas

4 Treasures can be things that are worth a lot of money, like gold.

Every day, King Midas spent many hours locked away in a dark room in the basement of the palace. In this room he stored his **treasures**. ⁴ He would go there and carefully lock the door behind him. Then he would take out bags of gold coins, and pour the coins in piles, and run his hands through them. As he did this, he would whisper to himself, “Oh, rich King Midas, what a happy man you are!” But even as he said this, he felt that he was not quite as happy as he might be. For no matter how much he had, he always wanted more.



← Show image 3A-3: King Midas and stranger

One day, as King Midas was enjoying himself in his treasure room, he looked up and saw a strange young man, who shone with a golden glow. King Midas knew that he had locked the door so that no one could get into the room, yet here stood this man. And so, King Midas thought, the stranger must have some magic power. The stranger had a kind smile, so King Midas felt no fear.

Then the stranger spoke to King Midas: “You are a rich man, King Midas,” he said.

“Yes, I have some gold,” answered King Midas, “but it is not enough.”

5 You are not happy or content?

“What!” cried the stranger. “You are not **satisfied?**”⁵

King Midas shook his head.

“What would satisfy you?” asked the stranger.

King Midas imagined one gold mountain heaped on top of another, and another, yet still it seemed not enough. But then a bright idea occurred to him, and he said to the shining stranger, “I wish that everything that I touch may turn to gold.”⁶

6 Touch is one of your five senses. With what part of your body do you touch things?

The stranger smiled and said, “A golden touch! Are you quite sure you would be satisfied then?”

“Yes, I would be perfectly happy and ask for nothing more,” answered King Midas.

“Then it shall be as you wish,” said the stranger. “Tomorrow, at sunrise, you shall find yourself gifted with the Golden Touch.” Then suddenly a great brightness filled the room, causing King Midas to squeeze his eyes shut. And when he opened them, the stranger was gone!



← **Show image 3A-4: King Midas touching his shoes**

The next morning, when the sun had hardly peeped into his room, King Midas jumped out of bed.

He touched a chair. It turned to gold.

He touched the bed and a table, and they were changed to solid gold.

He rushed to put on his shoes, and they turned to gold in his hands.⁷

7 What happens when King Midas touches things? What does it mean to have the Golden Touch?



← **Show image 3A-5: Golden roses**

In great excitement, he opened the door and he ran outside to the garden. He saw many roses in full bloom. He went from bush to bush and touched each one, until every flower, every leaf, and every bud was changed to gold.

8 Can people eat gold? What problem did King Midas have with breakfast?



9 The word *spoiled* means ruined. Do you have any idea why Marygold thinks the rose is spoiled since it is now gold? The word *spoiled* can have other meanings. The word *spoiled* also describes someone who is used to having his or her way all of the time.



10 Would King Midas rather hug his daughter or gold? How do you know?



Now King Midas was hungry, so he returned to the palace for his breakfast. He lifted his cup of coffee and sipped it, but the instant the liquid touched his lips it turned to gold. He tried to take a bite of a boiled egg, but it, too, turned to gold. “I don’t quite see how I am to get any breakfast!” said King Midas.⁸ Just then King Midas heard someone crying. He turned to see Marygold enter the room, crying as if her heart would break. In her hand she held one of the roses that her father had changed to gold.

← **Show image 3A-6: King Midas and crying Marygold**

“Why, my little lady!” said King Midas. “What is there in this beautiful golden rose to make you cry?”

“Dear father,” Marygold answered, “it is not beautiful! It is the ugliest flower that ever grew. As soon as I was dressed this morning, I ran to the garden to gather roses for you. But what do you think has happened? All the beautiful sweet-smelling roses have been **spoiled!**”⁹

← **Show image 3A-7: King Midas and golden Marygold**

“My dear little girl,” said King Midas, who hated to see his daughter sad, “please don’t cry.” Then he bent down and kissed his child. “My precious Marygold!” he said. But Marygold did not answer.

Alas, what had he done? The moment King Midas’s lips touched Marygold’s head, her sweet, rosy face turned a glittering yellow color. Little Marygold was now a golden statue! King Midas cried out, wrung his hands, and wished that he were the poorest man in the world if only he could have his daughter back again.¹⁰

← **Show image 3A-8: King Midas, stranger, golden Marygold**

Then he noticed someone standing in the doorway. It was the young stranger who had appeared the day before in King Midas’s treasure room. The stranger still shone with a soft glow, and he smiled as he asked the king, “Well, King Midas, how do you like your Golden Touch?”

“I am very unhappy,” said King Midas.

“Unhappy?” asked the stranger. “But don’t you have everything your heart desired?”

“No,” said King Midas. “Gold is not everything. And I have lost all that my heart really cared for.”¹¹

Then the stranger asked King Midas, “Which of these two things do you think is worth the most: the Golden Touch or your own little Marygold?”

“Oh, my child, my dear child!” cried poor King Midas. “I would not give one hair off her head even if you gave me the power to change this whole big earth into a solid lump of gold!”¹²

“You are wiser than you were, King Midas,” said the stranger.¹³ “Go and plunge into the river that runs by your garden. The water will take away the Golden Touch. Then fill this pitcher with water, and sprinkle everything you have touched.” King Midas bowed low, and when he lifted his head, the shining stranger was gone. Then the king ran as fast as he could and jumped into the river. He filled the pitcher and ran back to the palace. The first thing he did was to sprinkle handfuls of water over the golden figure of little Marygold.

11 What did King Midas’s heart really care for?

12 Does King Midas still feel the same way about the Golden Touch as he did when he first asked the stranger for this power, or has he changed his mind?

13 Why does the stranger think King Midas is now wiser than he once was?



← **Show image 3A-9: King Midas hugging Marygold**

The rosy color came back into her cheeks. She looked in surprise at her father, who was still throwing water on her!

“Father, please stop!” she cried. “See how you have soaked my dress!”

King Midas took Marygold in his arms and kissed her. “Now I am truly happy,” he said. “My dear child, you mean more to me than all the gold in the world!”¹⁴

14 What lesson has King Midas learned?

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who are the three important characters in the story? (King Midas, Marygold, and the stranger are the important characters in the story.)
2. *Literal* What did King Midas have a lot of but want more? (King Midas wanted more gold or treasures.)
3. *Literal* What wish did the stranger grant King Midas? (The stranger granted King Midas the power of the Golden Touch.)
4. *Inferential* Why did King Midas wish that everything he touched would turn to gold? (He loved gold so much that he wanted everything he touched to turn to gold.)
5. *Literal* What were some of the things that King Midas turned to gold? (King Midas turned a chair, a bed, a table, shoes, roses, coffee, an egg, and his daughter to gold.)
6. *Inferential* At first, how did King Midas feel about the Golden Touch? (At first, King Midas felt happy and excited because he loved gold so much.) Did his feelings change? Why? (Yes, his feelings changed because he couldn't eat and his daughter became a golden statue.)
7. *Evaluative* Do you think that King Midas made a wise or foolish choice in telling the stranger that he wanted the Golden Touch? Why? (King Midas made a foolish choice in wanting the Golden Touch because he almost lost someone he really loved.)

8. *Evaluative* Some parts of this story could really happen and other parts are pretend or fantasy. Tell me about some of the parts of the story that could be real. (Some parts of the story that could be real are that Midas could be a king who lived in Greece, had a daughter, and had gold treasure.) Now, tell me what parts of the story are fantasy. (The parts of the story that are fantasy are the magical appearance and disappearance of the stranger, the granting of the Golden Touch, and turning something into gold just by touching it.) How do you know? (You cannot really turn things and people into gold.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* What lesson did King Midas learn in this story? [If students struggle with this question, probe with one of the following questions: When was King Midas happiest? What made King Midas happier, his daughter or his gold?] (Some things, like family, are more valuable than gold.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Treasures

5 minutes

1. In the read-aloud you heard, “In this room, [King Midas] stored his *treasures*.”
2. Say the word *treasures* with me.
3. Treasures are anything that is worth a lot of money or is very special or valuable for another reason, such as having a special meaning for a person.
4. The watch and ring that were my grandfather’s when he was a little boy are treasures to me now.
5. Tell me about some things that might be treasures to you or someone you know. Try to use the word *treasures* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Some things that my parents have that are treasures are . . .”]
6. What’s the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some things that could be treasures. If the things are treasures to you, say, “_____ are treasures to me because . . .” If not, say, “_____ are not treasures to me because . . .” Explain why you think something is or is not a treasure, and remember that different things can be treasures to different people. Remember to answer in complete sentences. (Answers may vary.)

1. the king’s silver and gold
2. the leaves on the ground
3. the photo albums of your baby pictures
4. your baby sister or brother’s very special blanket and teddy bear that s/he must have to fall asleep
5. the garbage cans on the side of the road



Complete Remainder of the Lesson Later in the Day



King Midas and the Golden Touch

3_B

Extensions

15 minutes

10 Sequencing Events in the Story (Instructional Master 3B-1)

Tell students that all good stories have a beginning, a middle, and an end. Have them think about the story they just heard, “King Midas and the Golden Touch,” and what happened at the beginning, middle, and end of the story. Use Image Cards 1–6 and hold them up in the correct order. As you show each card, encourage students to describe what is happening in the illustration, using vocabulary from the read-aloud and words such as *first*, *next*, *then*, *last*, etc.

Provide each student with Instructional Master 3B-1, a blank piece of paper, scissors, and glue or tape. Explain to students that this worksheet has pictures of events from “King Midas and the Golden Touch.” Have students cut out the six pictures. Next, have them think about what is happening in each picture. Students should then arrange the pictures in their correct order to show the proper sequence of events. Have students glue the pictures on paper once they have been sequenced.

As students complete this activity, have them work with a partner to retell the story referring to the sequenced pictures.