

## Grade 2: Domain 3

# King Midas and the Golden Touch



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●●● QT: 860L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

**Summary:** When a mysterious stranger offers to reward King Midas for a kindness, the king does not hesitate: he wishes that all he touches will turn to gold. To his delight, his wish is granted, and he transforms his ordinary palace into gold. But when he accidentally turns his beloved daughter into a golden statue, he learns that sometimes a blessing can also be a curse.

### Essential Question

What can we learn about the Greeks from their myths?

Tell students that myths are a type of fictional story. Myths explain mysteries of nature and humankind, include supernatural beings or events, and give insight into the ancient cultures.

### Before Reading

- Show students the book's front cover and ask if anyone knows the story of King Midas and the Golden Touch.
- Ask students to look closely at the illustration and make a prediction about story elements (character, setting, plot).
- Read the book's back cover and ask students to think about how their predictions may have changed.
- Before reading the story, tell students to pay close attention to the illustrations and how they might help students understand the story's details.

### During Reading

- Pause frequently to connect illustrations to the Read-Aloud text. Ask students to identify details from the text in the illustrations. See chart below for examples:

Text Detail	Illustration
page 6: "Ah, I do love it so," he sighed, gazing at his riches.	page 7
page 12: ...he found his bedchamber bathed in golden light.	page 9
page 12: Without wasting another moment, Midas rushed out of the room, through the palace, and into the garden.	pages 14–15
page 16: "How happy Aurelia will be when she seeds these roses of gold!"	page 17
page 22: He couldn't bear to look at the statue, but neither could he bear to leave her side.	pages 24–25
page 26: "Then make your way to the river that flows past the borders of your kingdom."	pages 28–29

### After Reading

- Ask students to identify any supernatural events in the story. Prompt them with some illustrations above.
- Ask students what Midas learned in the story.
- Ask students if they think the golden touch was a blessing or a curse; have them provide reasons to support their opinion.

### Vocabulary Routine

#### Tier 2 Vocabulary Words

exquisite  
wealth  
enchantment  
recoiled

#### Tier 3 Vocabulary Words

dungeon  
chamber

### Performance Task

Turn to various illustrations in the text and ask students to explain the details of the text the illustrations support. (See chart above.)

### Writing Prompt

Have students write a sentence or sentences using one of the following prompts. Encourage students to write in complete sentences.

- Having a golden touch is a blessing because...
- Having a golden touch is a curse because...
- King Midas learned...