Word Study Mini-lesson: Prefixes

- Write the words approved (p. 14) and disappeared (p. 9) on the board. Ask volunteers to tell what each word means. Help students recognize that approved and disappeared are antonyms. One means the opposite of the other. Point out that antonyms can be nouns, verbs, adjectives, or adverbs.
- Point out that when the prefix dis- is added to a word, it turns the word into its opposite. Demonstrate this with other familiar words. If you agree with someone, you share the same opinion; if you disagree, you don’t. If you like something, you enjoy it. If you dislike something, you don’t. Other prefixes that form opposites include mis- (misunderstand) and un- (as in untruthful).
- Ask students to work with partners to create the antonyms for these familiar words: please, trust, honor, and belief. Have them use both words in sentences.

Focus for Instruction

Reading Skill: Analyze Theme
Word Study Mini-lesson: Prefixes

Vocabulary:
- approved (p. 14)
- regret (p. 8)
- greedy (p. 14)
- satyr (p. 6)
- pirated (p. 8)
- precious (p. 13)
- treasure (p. 5)

Additional Activities
- Library Device: Synonyms
- Writing: Write a Character Sketch

Features of This Text

Supportive Features
- Predictable plot
- Traditional characters with familiar motives
- Illustrations select story events

Challenging Features
- Longer sentences
- Longer line length on page
- Inconsistent text placement

Shared Reading Connection:
- Unit 7, Week 4 (pp. 388–399)

Use this book to inform instruction in the following area:
- Help student identify important elements in a story

Use the following Words Their Way® Word Study Activity in Action sort with this book:
- Level D, Sort 28

Shared Reading Connection:
- Unit 7, Week 4 (p. 386–399)

Options for Further Instruction

Digging Deeper

Literary Device: Synonyms

Ask students to turn to page 10 and reread the first four lines. Have students discuss the words wonderful and meanwhile, exploring what they mean and the situations in which they would use them to express their reactions to something.

Point out that wonderful and meanwhile are synonyms. They are words that have similar meanings. In this story, they both express surprise and delight. Have students suggest other words King Midas might have used to express his reaction when his chair and table turn into gold. Encourage students to suggest words they would say if something like this happened to them. Write the words students suggest on the board.

Then have students work in pairs to order the words, starting with the word they would use to express the highest level of excitement and approval about something on down to the word that expresses only mild excitement and approval.

Ask: Does wonderful mean something better than marvelous? When do awesome and cool fit in?

Help students recognize that dis- is added to a word to create its opposite. For example: If you agree with someone, you share the same opinion; if you disagree, you don’t. If you like something, you enjoy it. If you dislike something, you don’t. Other prefixes that form opposites include mis- (misunderstand) and un- (as in untruthful).

Ask students to work with partners to create the antonyms for these familiar words: please, trust, honor, and belief. Have them use both words in sentences.

Writing: Write a Character Sketch

Explain to students that a character sketch is a written “picture” of a character that tells not only what the character looks like but also how the character thinks, feels, and acts. It tells the character’s good qualities and his or her bad qualities. Ask students to write a character sketch of King Midas.

Focus for Instruction

Reading Skill: Analyze Theme
Word Study Mini-lesson: Prefixes

Vocabulary:
- approved (p. 14)
- regret (p. 8)
- greedy (p. 14)
- satyr (p. 6)
- pirated (p. 8)
- precious (p. 13)
- treasure (p. 5)

Additional Activities
- Library Device: Synonyms
- Writing: Write a Character Sketch

Use this book to inform instruction in the following area:
- Help student identify important elements in a story

Use the following Words Their Way® Word Study Activity in Action sort with this book:
- Level D, Sort 28

Shared Reading Connection:
- Unit 7, Week 4 (p. 386–399)
In This Section

King Midas finds a satyr, a servant of the god Dionysus, asleep in his garden and gives him his garden and gives him his favor. Dionysus rewards King Midas for his kindness by granting him the golden touch: everything that he touches will turn to gold.

Focus Attention

• Read aloud the title and ask if students have ever heard of King Midas and his golden touch. Invite students to share what they know about the character and the story.

• Explain that King Midas & the Golden Touch is a traditional tale. The main characters—the rich and proud Midas—appear in many other stories with similar characters that are found in other traditional tales. Invite students to think of other stories with similar characters.

• Tell students that this traditional tale involves the granting of one character’s greatest wish. Ask students what they would wish for if they could have anything they wanted. How would their lives change if this wish were granted? Encourage students to write about the wishes they would choose for themselves.

Vocabulary

• Explain to students that the word treasure (p. 1) is something valuable. Ask students to suggest examples of things that are considered treasures. Ask: Where would you find a treasure?

• Ask students to determine what the word treasure means from this sentence: "I made a bad decision, and I regret it. I need to make a new decision that means "feel sad or sorry about something." Have students suggest things people do that they regret later. Ask students to complete the following sentence: I regret that _______.

Guiding the Reading

Day 1

(pp. 1–9)

Before Reading

Analyze Theme

Introduce the term theme and explore its meaning. Explain to students that we sometimes talk about reading books and stories on the same theme, which means they may have the same topic, the same kinds of characters, or similar story lines. If you were reading books with the same theme, you might read books about time travel or stories in which a wolf is the bad character. Then explain to students that when you talk about the theme of a single book or story, you are discussing the major idea or concept of that story. Ask: What is the theme of this story? Students may respond by saying something like, "There are people who make choices that come back to haunt them."

Discuss the Text

Determine Cause and Effect

Tell students that a cause is why something happens in a story. The effect is what happens, or the outcome of some important story action. Encourage students to discuss why King Midas made the wish and to speculate about what the consequences of his wish might be.

Analyze Character

Discuss each character in the story so far. Have students identify the character’s major traits based on what the character says and does, and what the author says about the character.

Make Judgments

Recall with students that King Midas wasn’t happy being rich because he wanted to be even richer. Have students write a paragraph telling what they think King Midas might have been thinking.

Assessment Checkpoint

• Can the student discuss characters and their motivation?
• Can the student make predications about story events?
• Can the student find cause-and-effect relationships in the text?

Day 2

(pp. 10–16)

Before Reading

Analyse Theme

Discuss with students what they have learned about King Midas so far in the story. Then recall with students what Dionysus says after he grants the wish. Ask: If I were you, what would you do with all that gold? Explain this approach: "I am giving you the power to turn everything into gold."

Discuss the Text

Focus Attention

Have students retell what has happened so far in the story. Ask: What have you learned about King Midas? Why did he make the wish he did? What does this tell you about him? Then have students write the rest of the story to find out the consequences of King Midas’s wish. Remind students to record what they learn on the reproducible.

Vocabulary

Introduce the story map on the reproducible on the back cover. Explain that it will help students think about the plot of the story as they read so that, when they have finished reading, they can identify the story’s theme.

During Reading

Prompt for understanding, as appropriate. Possible prompts include: What is the story about? What is the problem or conflict? What is the climax of the story? What is the resolution?

Assessment Checkpoint

• Can the student discuss characters and their motivation?
• Can the student make predictions about story events?
• Can the student find cause-and-effect relationships in the text?
• How do the illustrations help you understand the story?

Make Predictions

Discuss with students the lesson King Midas learned from this experience. Encourage them to express their thoughts about the moral and how it applies to real life. Recall with students that at the beginning of the story, you get the impression that King Midas spends a lot of time counting his gold. Then ask students to write a paragraph describing how they think King Midas might spend his time now.

Assessment Checkpoint

• Can the student identify the theme and main event of the story?
• Can the student make predictions beyond the story?
• Can the student differentiate characters’ main characteristics?
• Can the student find elements of fantasy in the story?

During Reading

Prompt for understanding, as appropriate. Possible prompts include: What is the story about? What is the problem or conflict? What is the climax of the story? What is the resolution?

After Reading

Analyze Theme

Discuss with students what they have learned about King Midas so far in the story. Then recall with students what Dionysus says after he grants the wish. Ask: If I were you, what would you do with all that gold? Explain this approach: "I am giving you the power to turn everything into gold."

Discuss the Text

Distinguish Between Reality and Fantasy

Tell students that many traditional tales contain elements of fantasy. That is, these stories feature characters and events that could not happen in real life. Have students find examples of fantasy in the story. Ask: What is the main fantasy element in the story? How does this add to the enjoyment of the reading experience?

Make Judgments

Recall with students that King Midas learned that there were things that are more precious than gold. Work with students to list these things—including the examples from the story and other examples students bring up.
Focus Attention

• Read the title and ask students if they have ever heard of King Midas and his "golden touch." Invite students to share what they know about the character and the story.

• Explain that King Midas is the Golden Touch is a traditional tale. The main character—the rich king and his pretty daughter, the princess—are characters that are found in other traditional tales. Invite students to think of other stories with similar characters.

• Tell students that this traditional tale involves the granting of one character's greatest wish. Ask students what wishes they would wish for if they could have anything they wanted. Would their lives change if this wish came true? Encourage students to share their wishes and the results of the wish on the character's life as they read.

Vocabulary

• Explain to students that treasure (p. 1) is "something valuable." Ask students to suggest examples of things that are considered treasures. Ask: Where would you find a treasure?

• Ask students to determine what regret (p. 13) means from this sentence: "I made a bad decision, and I regret it." Explain that regret means "feel sad or sorry about something." Have students suggest things people do that they regret later. Ask students to complete the following sentence: I regret that _____________.

During Reading

Prompt for understanding, as appropriate. Possible prompts include the following:

• What is the prefix for that word?

• What does the illustrator help you understand the story?

Other Words to Know

• pleased (p. 6): “happy; satisfied”

• precious (p. 9): “very valuable”

• satyr (p. 6): "a creature in Greek mythology that is part man and part beast, often horse"

Analyze Theme

Discuss with students what they have learned about King Midas so far in the story. Remind students what Dionysus says after he grants the wish: "Now, it is time, you may come to regret it!" Explain that the implication is that, sometime in the future, Midas will come to regret his wish.

Discuss with students what they think the theme of the story might be. Ask: Have students begin to complete the reproducible. When they turn in their work, have students share their responses with the class.

Discuss the Text

Determine Cause and Effect Tell students that a cause is why something happens in a story. The effect is what happens, or the outcome of some important story action. Encourage students to discuss why King Midas made the wish and to speculate about what the consequences of his wish might be. Have students write down their ideas.

Analyze Character Discuss each character in the story so far. Have students find examples of the character's major traits based on what the character says and does, and what the author says about the character.

Make Judgments Recall with students that King Midas wasn't happy being rich because he wanted to be even richer. Have students write a paragraph noting what they think about King Midas and his greed.

Assessment Checkpoint

• Can the student discuss characters and their motivations?

• Can the student make predictions about story events?

• Can the student find cause-and-effect relationships in the text?

Other Words to Know

• greedy (p. 14): "wishing more than you need"

• statues (p. 13): "the figures of a person or animal created in wood, stone, or metal"

Analyze Theme

Discuss with students what they have learned about King Midas and the princess—her pretty nature, her unexpected consequences of his wish when his beloved daughter turns into a golden statue. He quickly begs Dionysus to free him from the curse that his wish has become.

Analyze Theme

Distinguish Between Reality and Fantasy Tell students that many traditional tales contain elements of fantasy. That is, these stories feature characters and events that could not happen in real life. Have students find examples of fantasy in the story. Ask students to discuss with their partners how these elements add to the enjoyment of reading the story.

Make Judgments Recall with students that King Midas learned that there were things that are far more precious than gold. Work with students to list these things—including the examples from the story and other students bring up.

Assessment Checkpoint

• Can the student identify the theme and the setting of the story?

• Can the student make predictions beyond the story?

• Can the student define each character's major characteristics?

• Can the student find elements of fantasy in the story?
King Midas finds a satyr, a servant—everything he touched would turn to gold.

**Before Reading**

**Focus Attention**
- Read aloud the title and ask students if they have ever heard of King Midas and his "golden touch." Invite students to share what they know about the character and the story.
- Explain that King Midas is the Golden Touch in a traditional tale. The main characters—the rich king and his pretty daughter, the princess—are characters that are found in other traditional tales. Invite students to think of other stories with similar characters.
- Tell students that this traditional tale involves the granting of one character’s greatest wish. Ask students what they wish for if they could have anything they wanted. How would their lives change if this wish were granted? Encourage students to write about the wish and the results of it on the character’s Life as They Read.

**Vocabulary**
- Explain to students that there is a "something valuable." Ask students to suggest examples of things that are considered treasures. Ask: Where would you find a treasure?
- Ask students to determine whatinyou mean from this sentence: "I made a bad decision, and I regret it. It is necessary, explain that means "feel sad or sorry about something." Have students suggest things people do that they regret later. Ask students to complete the following sentence: I regret that _________________.

**Other Words to Know**
- pleased (p. 6) "happy, satisfied"
- precious (p. 6) "very valuable"
- satyr (p. 6) a creature in Greek mythology that is part man and part beast, often horns

**Analyze Theme**
- Introduce the term theme and explain its meaning. Explain to students that we often talk about reading books and stories on the same theme, which means they may have the same topic, the same kinds of characters, or similar story lines. If you were reading books with the same theme, you might read books about time travel or stories in which a wolf is the bad character. Explain to students that when you talk about the theme of just one book or story, you are discussing the major idea or concept of that story. Have students understand the concept of theme, model your thought process:
  "The theme of this story is the big idea the author wants to share with the reader through the story. When I'm reading, I don't necessarily think about the theme. I think about the characters and why they do what they do. I think about the plot of the story and how it's like the plot of other stories I've read. When I do this while I'm reading, I can figure out the theme by the time I've finished reading.

Introduce the story map on the reproducible on the back cover. Explain that it helps students think about the plot of the story as they read so that, when they have finished reading, they can identify the story's theme.

**During Reading**

**Assessment Checkpoint**
- Can the student discuss characters and their motivation?
- Can the student make predictions about story events?
- Can the student find cause-and-effect relationships in the text?

Prompt for understanding, as appropriate. Possible prompts include the following:
- What is the problem in this text?
- What is the conflict?
- How does the situation in this text compare with the story?

**Other Words to Know**
- greedy (p. 14) "wanting more than you need"
- satyr (p. 13) "the figure of a person or animal created in wood, stone, or metal"

**After Reading**

**Analyze Theme**
Discuss with students what they have learned about King Midas so far in the story. Then recall with students what Dionysus says after he grants the wish. Ask: "What is it that you, may come to regret?" Explain that the term regret means, or give a clue about what it means. Then ask students to discuss why King Midas may have probably also relevant to the theme of the story. Discuss with students what they think the theme of this story might be and why: Have students begin to complete the reproducible.

**Discuss the Text**
**Determine Cause and Effect**
Tell students that a cause is why something happens in a story. The effect is what happens, or the outcome of some important action. Encourage students to discuss why King Midas made the wish and to speculate about what the consequences of his wish might be. Have students retell what has happened so far in the story.

**Analyze Character**
Discuss each character in the story so far. Have students identify qualities based on what the character says and does, and what the author says about the character.

**Make Judgments**
Recall with students that King Midas wasn't happy being rich because he wanted to be even richer. Have students write a paragraph saying what they think about King Midas and his greed.

**Assessment Checkpoint**
- Can the student discuss characters and their motivation?
- Can the student make predictions about story events?
- Can the student find cause-and-effect relationships in the text?

**Other Words to Know**
- greedy (p. 14) "wanting more than you need"

**After Reading**

**Analyze Theme**
Have students complete the reproducible and share what they wrote with the group. Then discuss the theme of the story with students. Help students recognize that there may not be exactly the same thing! The lesson King Midas learns is about how he can change. The larger theme of the story might be expressed as: "Be careful what you wish for." Ask students to discuss why this is the case. How might King Midas wish for? Would he wish for more wealth or more power or more ice cream would have the same theme.

**Discuss the Text**
**Distinguish Between Reality and Fantasy**
Tell students that many traditional tales contain elements of fantasy. That is, these stories feature characters and events that could not happen in real life. Have students find examples of fantasy in the story. Ask students about the unusual elements in the story.

**Make Judgments**
Recall with students that King Midas learned that there were things that are more precious than gold. Work with students to list these things—including the examples from the story and other examples students bring up.
Fill in the boxes as you read the book.

Problem

Consequences of Problem

Resolution

Theme

Word Study Mini-lesson: Prefixes

- Write the words appeared (p. 14) and disappeared (p. 9) on the board. Ask volunteers to tell what each word means. Help students recognize that appeared and disappeared are antonyms. One means the opposite of the other. Point out that antonyms can be nouns, verbs, adjectives, or adverbs.

- Point out that when the prefix dis- is added to a word, it turns the word into its opposite. Demonstrate this with other familiar words. If you agree with someone, you share the same opinion; if you disagree, you don’t. If you like something, you enjoy it; if you dislike something, you don’t. Other prefixes that form opposites include mis- (misunderstand) and un- (as in unhappy).

- Ask students to work with partners to create the antonyms for these familiar words: please, trust, honest, and believe. Have them use both words in sentences.

The characters of Dionysus and the satyr may continue students. Explain that the story of King Midas is part of Greek mythology, which is a whole collection of very ancient stories about gods and goddesses and their interactions with people. Tell students that, in Greek mythology, there are gods for different aspects of life. Dionysus is the god of wine and good times. There is a god of war (Ares), a goddess of love (Aphrodite), a god that rules the sea (Poseidon), and a goddess of wisdom (Athena), to name just a few.

Options for Further Instruction

Digging Deeper

Literary Device: Synonyms

Ask students to turn to page 10 and reread the first four lines. Have students discuss the words wonderful and miserable. Ask if students notice any similarities in the meaning of these two words. Then have them compare how they ordered the words. When all the pairs are finished, have them share their answers. Do wonderful and miserable have similar meanings? Do they both express approval and disagreement? Do wonderful and miserable express the highest level of excitement and approval about something or someone? Explain that every language has a set of words that are similar in meaning, but not identical. Such words are called synonyms. Synonyms include words that are similar in meaning but not identical in sound, spelling, or form. They may express a similar idea, or they may express a different idea.

The book, King Midas & the Golden Touch, focuses on two main characters: King Midas and the satyr. These characters are both human and animal, making them an interesting mix of qualities. King Midas is a king of Greece, but he also has animal characteristics. The satyr is a mythical creature that is part human and part animal. Despite their differences, King Midas and the satyr are similar in many ways. They are both known for their good and bad qualities. The satyr is known for his bad qualities, while King Midas is known for his good qualities. The satyr is also known for his love of wine and parties, which King Midas also enjoys.

Word Study Mini-lesson: Prefixes

- Explain to students that a character sketch is a written “picture” of a character that tells not only what the character looks like but also how he or she thinks, feels, and acts. It tells of a character’s good qualities and his or her bad qualities. Ask students to write a character sketch of King Midas.

- Explain to students that prefixes are groups of letters placed in front of a word to form a new word. Some common prefixes include un-, mis-, dis-, and re-. Each prefix has a specific meaning, and when added to a word, it changes the word’s meaning. For example, the prefix un- means “not” and is added to words to form opposites. When added to the word “happy,” for example, the prefix un- changes the word to “unhappy.”

- Ask students to turn to page 10 and reread the first four lines. Have students discuss the words wonderful and miserable. Ask if students notice any similarities in the meaning of these two words. Then have them compare how they ordered the words. When all the pairs are finished, have them share their answers. Do wonderful and miserable have similar meanings? Do they both express approval and disagreement? Do wonderful and miserable express the highest level of excitement and approval about something or someone? Explain that every language has a set of words that are similar in meaning, but not identical. Such words are called synonyms. Synonyms include words that are similar in meaning but not identical in sound, spelling, or form. They may express a similar idea, or they may express a different idea.

- Explain to students that a character sketch is a written “picture” of a character that tells not only what the character looks like but also how he or she thinks, feels, and acts. It tells of a character’s good qualities and his or her bad qualities. Ask students to write a character sketch of King Midas.

- Explain to students that prefixes are groups of letters placed in front of a word to form a new word. Some common prefixes include un-, mis-, dis-, and re-. Each prefix has a specific meaning, and when added to a word, it changes the word’s meaning. For example, the prefix un- means “not” and is added to words to form opposites. When added to the word “happy,” for example, the prefix un- changes the word to “unhappy.”

- Ask students to turn to page 10 and reread the first four lines. Have students discuss the words wonderful and miserable. Ask if students notice any similarities in the meaning of these two words. Then have them compare how they ordered the words. When all the pairs are finished, have them share their answers. Do wonderful and miserable have similar meanings? Do they both express approval and disagreement? Do wonderful and miserable express the highest level of excitement and approval about something or someone? Explain that every language has a set of words that are similar in meaning, but not identical. Such words are called synonyms. Synonyms include words that are similar in meaning but not identical in sound, spelling, or form. They may express a similar idea, or they may express a different idea.

- Explain to students that prefixes are groups of letters placed in front of a word to form a new word. Some common prefixes include un-, mis-, dis-, and re-. Each prefix has a specific meaning, and when added to a word, it changes the word’s meaning. For example, the prefix un- means “not” and is added to words to form opposites. When added to the word “happy,” for example, the prefix un- changes the word to “unhappy.”

- Ask students to turn to page 10 and reread the first four lines. Have students discuss the words wonderful and miserable. Ask if students notice any similarities in the meaning of these two words. Then have them compare how they ordered the words. When all the pairs are finished, have them share their answers. Do wonderful and miserable have similar meanings? Do they both express approval and disagreement? Do wonderful and miserable express the highest level of excitement and approval about something or someone? Explain that every language has a set of words that are similar in meaning, but not identical. Such words are called synonyms. Synonyms include words that are similar in meaning but not identical in sound, spelling, or form. They may express a similar idea, or they may express a different idea.

- Explain to students that prefixes are groups of letters placed in front of a word to form a new word. Some common prefixes include un-, mis-, dis-, and re-. Each prefix has a specific meaning, and when added to a word, it changes the word’s meaning. For example, the prefix un- means “not” and is added to words to form opposites. When added to the word “happy,” for example, the prefix un- changes the word to “unhappy.”

- Ask students to turn to page 10 and reread the first four lines. Have students discuss the words wonderful and miserable. Ask if students notice any similarities in the meaning of these two words. Then have them compare how they ordered the words. When all the pairs are finished, have them share their answers. Do wonderful and miserable have similar meanings? Do they both express approval and disagreement? Do wonderful and miserable express the highest level of excitement and approval about something or someone? Explain that every language has a set of words that are similar in meaning, but not identical. Such words are called synonyms. Synonyms include words that are similar in meaning but not identical in sound, spelling, or form. They may express a similar idea, or they may express a different idea.

- Explain to students that prefixes are groups of letters placed in front of a word to form a new word. Some common prefixes include un-, mis-, dis-, and re-. Each prefix has a specific meaning, and when added to a word, it changes the word’s meaning. For example, the prefix un- means “not” and is added to words to form opposites. When added to the word “happy,” for example, the prefix un- changes the word to “unhappy.”

- Ask students to turn to page 10 and reread the first four lines. Have students discuss the words wonderful and miserable. Ask if students notice any similarities in the meaning of these two words. Then have them compare how they ordered the words. When all the pairs are finished, have them share their answers. Do wonderful and miserable have similar meanings? Do they both express approval and disagreement? Do wonderful and miserable express the highest level of excitement and approval about something or someone? Explain that every language has a set of words that are similar in meaning, but not identical. Such words are called synonyms. Synonyms include words that are similar in meaning but not identical in sound, spelling, or form. They may express a similar idea, or they may express a different idea.

- Explain to students that prefixes are groups of letters placed in front of a word to form a new word. Some common prefixes include un-, mis-, dis-, and re-. Each prefix has a specific meaning, and when added to a word, it changes the word’s meaning. For example, the prefix un- means “not” and is added to words to form opposites. When added to the word “happy,” for example, the prefix un- changes the word to “unhappy.”

- Ask students to turn to page 10 and reread the first four lines. Have students discuss the words wonderful and miserable. Ask if students notice any similarities in the meaning of these two words. Then have them compare how they ordered the words. When all the pairs are finished, have them share their answers. Do wonderful and miserable have similar meanings? Do they both express approval and disagreement? Do wonderful and miserable express the highest level of excitement and approval about something or someone? Explain that every language has a set of words that are similar in meaning, but not identical. Such words are called synonyms. Synonyms include words that are similar in meaning but not identical in sound, spelling, or form. They may express a similar idea, or they may express a different idea.
**Word Study Mini-lesson:**

### Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>disappear, disappear, appeared, disappeared</td>
</tr>
<tr>
<td>re-</td>
<td>re-arrange, refer, regret</td>
</tr>
<tr>
<td>un-</td>
<td>unhappy, undo, unflowered</td>
</tr>
</tbody>
</table>

### The characters of Dionysus and the satyr may continue students. Explain that they are Greek gods and goddesses. As a reward, Dionysus offers to grant him one wish. King Midas wished that everything he touched would turn to gold. The greedy king soon learns to regret his wish.

### Vocabulary

- **appeared (p. 14)**
- **disappear (p. 9)**
- **greedy (p. 14)**
- **statue (p. 13)**
- **precious (p. 13)**
- **treasure (p. 5)**

### Focus for Instruction

- **Word Study Mini-lesson:** Prefixes
- **Vocabulary:**
  - appeared (p. 14)
  - disappear (p. 9)
  - greedy (p. 14)
  - statue (p. 13)
  - precious (p. 13)
  - treasure (p. 5)

### Features of This Text

- **Predictable plot:**
- **Traditional characters with familiar motives:**
- **Illustrations select story events:**

### Supporting Features

- **Features of This Text:**
  - Longer sentences
  - Longer line length
  - Inconsistent text placement

### Using This Book with Guided Reading Lessons

- **DRA 2 Level 30:**
- **Shared Reading Connection:**
  - Unit 7, Week 4 (pp. 386-399)
- **Use this book to inform instruction in the following areas:**
  - Help student identify important elements in a story

---

**Focus for Instruction:**

- **Word Study Mini-lesson:** Prefixes
- **Vocabulary:**
  - appeared (p. 14)
  - disappear (p. 9)
  - greedy (p. 14)
  - statue (p. 13)
  - precious (p. 13)
  - treasure (p. 5)

---

**Options for Further Instruction:**

### Writing a Character Sketch

Explain to students that a character sketch is a written “picture” of a character that tells not only what the character looks like but also how the character thinks, feels, and acts. It tells a character’s good qualities and his or her bad qualities. Ask students to write a character sketch of King Midas.