

About the Book

Text Type: Fiction/Myth Page Count: 16 Word Count: 795

Book Summary

A Golden Tragedy is the story of a king who loved his daughter very much and would do anything to please her. One day, Penelope told her father that she wished her birds could lay golden eggs. In an effort to please his daughter, the king made a wish that would literally change everything. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Analyze the problem and solution
- Identify initial and final consonant *st*-blends
- Identify and use possessive nouns
- Recognize and use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*A Golden Tragedy* (copy for each student)
- Chalkboard or dry erase board
- Problem and solution, possessive nouns, content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **bewildered** (adj.), **frenzied** (adj.), **humble** (adj.), **precious** (adj.), **tragic** (adj.), **wealthy** (adj.)

Enrichment: *dithered* (v.), *embrace* (v.), *enlist* (v.), **fretted** (v.), **furiously** (adv.), **glistened** (v.), *pheasant* (n.), *wake* (n.)

Before Reading

Build Background

- Make connections to other stories that students may have read about making wishes (*The Magic Fish*, *The Mystery Wind*). Ask students how they feel about making wishes. Ask if anyone has ever made a wish that came true.
- Ask students to close their eyes and visualize, or picture, a very wealthy king's palace. Ask them to share what they see.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have them discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Invite students to preview the rest of the book by looking at the illustrations.

Introduce the Reading Strategy: **Visualize**

- Explain to students that one strategy readers use to understand what they are reading is to make pictures in their mind as they read. Visualizing, or making mental pictures, helps them remember what they are reading.
- Model how to visualize.
Think-aloud: Whenever I read a story, I always pause after several pages to picture in my mind what the author is describing. This helps me keep track of everything, and it also helps me make sure I understand what is happening. I am going to try to visualize what is happening in this story as I read.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of how they can use the context clues to work out the meaning of an unfamiliar word.
- Direct students to page 15. Ask students to find the word *humble*. Model how they can use context clues to figure out the meaning of an unfamiliar word. Explain that the sentence before the word explains how King Midas's fancy clothes turn plain and drab. The sentence containing the unfamiliar word states that King Midas's palace shrank into a house. Explain to students that these clues make you think that the word *humble* means *not expensive*. Have students follow along as you reread the sentence to confirm the meaning of the word.
- Remind students to check whether a word makes sense by rereading the unfamiliar word in the sentence.

Set the Purpose

- As students read the book, have them stop and visualize what they're reading to help them remember and understand the story.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 9. Ask if they stopped to visualize, or picture in their mind, any of the images the author described in the book.
- **Think-aloud:** *When I read about the king turning everything to gold, I paused to picture in my mind how that would look. I envisioned the glittering path of golden rocks at his feet and the flowers and trees he touched glistening with gold.*
- Have students share pictures they visualized while reading.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share any other questions they had while they were reading. Ask how using the strategy of visualization helped them understand and remember what they read.
- **Think-aloud:** *When I read about the king trying to eat, I paused for a moment to visualize. I pictured in my mind the silver fork and goblet turning to gold when he touched them and the food turning to solid gold as it touched his lips. This helped me to understand what I had read, and it helped me remember that part of the story.*


Teach the Comprehension Skill: **Problem and solution**

- **Discussion:** Review with students what the king's problem was. (Everything he touched turned to gold, including food and people.) Ask students how the story ended. (The wizard removed the power, and the king became poor.)
- **Introduce and model:** Explain that writers have reasons for what they write. Write the following words on the board: *problem* and *solution*. Explain to students that in this story, the writer poses a problem for the king. The rest of the story shows the events that lead to solving the problem. Review or explain that a *problem* is something that is difficult to deal with or hard to understand, and that must be worked out or solved (such as not being able to touch food or people without turning them to solid gold). A *solution* is an act or a process of solving the problem (such as asking the wizard to remove the power).
- Explain to students that after the problem is revealed in the story, a series of events usually takes place before the solution occurs. These events all lead up to the solution of the story. Point out that in this story, readers might first think that the problem is that the princess's bird couldn't lay a golden egg. The true problem is revealed as the plot continues.
- **Check for understanding:** Have students identify the sentences in the book that show the problem. (*What have I done? What ever shall I drink or eat? Penelope froze in her loving embrace, stiff as a statue...*) Then have them find the words that describe the final solution to the problem. (*The wizard removed the power that had become the king's curse. The king learned that there was much more to life than glitter and gold.*)
- **Independent practice:** Introduce, explain, and have students complete the **problem-and-solution worksheet**. If time allows, discuss their responses aloud once students have finished.
- **Extend the discussion:** When the wizard warned the king that he would regret his wish, he said, "It is more important that I keep my daughter happy." Ask students if they would have had the same response. Ask them if they would have made the same wish the king made.

Build Skills


Phonics: **Initial and final consonant st-blends**

- Write the words *stack* and *stand* on the board and say them aloud with students. Have students say the /st/ sound aloud. Then run your finger under the letters in the words as students say each whole word aloud. Ask students which two letters together stand for the /st/ sound in the words *stack* and *standing*. Circle the initial consonant *st*-blend at the beginning of each word. Explain to students that the *st* letter combination represents the /st/ sound in the words *stack* and *stand*.
- Ask students to turn to page 11 in the book and reread the page. Have students circle any words with the initial consonant *st*-blend (*stiff*, *statue*). Review their responses as a class.
- Write the words *most* and *coast* on the board and say them aloud with students. Have students say the /st/ sound aloud. Then run your finger under the letters in the words as students say the whole word aloud. Ask students which two letter stand for the /st/ sound. Ask students what they notice about the placement of the consonant *st*-blend in these words that is different from the previous words (the consonant blend is located at the end of the word). Have students name other words that have a final consonant *st*-blend.
- Have students turn to page 15 in the book and reread the page. Ask students to circle any words with the final consonant *st*-blend (*wrist*, *lost*).

 **Check for understanding:** Have students reread pages 3 through 8 with a partner. As they read, have students circle any word with the initial or final consonant *st*-blend. On a separate sheet of paper, ask students to record words with initial consonant *st*-blends in one column and words with final consonant *st*-blends in the other.

Grammar and Mechanics: Possessive nouns

- Review or explain that a *possessive noun* is formed by adding an 's to the end of a noun to show ownership, or possession.
- Direct students to page 10. Ask them to find the possessive word (*father's*). Explain that the 's added to *father* indicates that the neck belongs to her father.
- Explain that there are exceptions to the rule of adding 's to a noun when creating a possessive noun. Write the following sentence on the board: *Billy colored on his sisters' papers*.
- Circle the possessive noun (*sisters'*). Explain that the word is not pronounced "sisterses," so only an apostrophe was added to create the possessive noun. Point out to students that this is a general rule that applies to plural possessive nouns, and that exceptions to this rule exist.
- Ask students to identify what the sisters have ownership of in the sentence on the board (their papers).
- Review or explain that not all words with an 's are possessives. Some words are contractions in which the 's takes the place of the word *is* (as in *he's worried*, short for *he is worried*).

 **Check for understanding:** Have students turn to page 15 and ask them to circle the two words that are possessive (*King's* and *Midas's*). Have them underline the words that the king and Midas have ownership of (*curse* and *clothes*).

- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). If time allows, discuss their answers aloud.

Word Work: Content vocabulary

- Write the following words on the board: *wealthy*, *precious*, *bewildered* and *tragic*. Give each student a piece of paper and ask students to fold the paper into four sections. At the top of each section instruct students to write each word. Have students draw or write what they think each word means. Have students share their responses with the class.
- Direct students to the vocabulary words in the text and have a volunteer reread the sentence containing the word. After reading the sentence aloud as a class, ask students if they want to revise their personal definitions.
- Have students turn to the glossary. Ask volunteers to read aloud the definitions of *wealthy*, *precious*, *bewildered*, and *tragic* one at a time. Between each word pause to discuss each definition as a class.
- **Check for understanding:** Have students work with a partner to use each word *wealthy*, *precious*, *bewildered*, and *tragic* in a complete sentence.
- **Independent practice:** Introduce, explain, and have students complete the [content vocabulary worksheet](#). Instruct students to choose vocabulary words that have not yet been discussed by the class. If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students write about a wish they would make if they met the wish-granting wizard. Explain that they must make a wish that will solve a problem. Have students explain the problem and how the wish would solve it.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Art Connection

Use the illustrations in the book as examples to show students the many ways that illustrators show a character's emotions. Have students draw a picture of themselves meeting the wizard in the book. Have them draw the picture showing how they would feel—happy, scared, excited, and so on.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the reading strategy of visualizing to better comprehend the text
- accurately analyze the problem and solution in the story to complete a worksheet
- correctly identify initial and final consonant *st*-blends during discussion and on a worksheet
- correctly recognize and use possessive nouns to successfully complete a worksheet
- consistently understand and use content vocabulary words in discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)