King Midas and other tales

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

Synopsis

This book features three stories from around the world that feature prayers, wishes, silver and gold.

- **Silver Tongues**: This is a folk tale from Bolivia. The people of the mountain valley are invaded by cruel, greedy men who force them to work in silver mines under the mountain. When the people pray to the mountain spirits, a stranger comes and helps them rid the valley of the invaders.

- **The Golden Fish**: When Lin Chun is taken away as a slave to build the Great Wall of China, he gives his wife a golden fish with three wishes and warns her never to cry. His wife travels to find him, but when she uses the last wish, she finds that he has died. She then discovers the power of her tears.

- **King Midas**: This is a retelling of the story of how King Midas wished that everything he touched would be turned to gold, with consequences he had not foreseen.

Background information

- Silver from the mountains of Bolivia fuelled the Spanish empire.
- In the building of the Great Wall of China in 200BC, many peasants perished. Some were said to have been entombed within the wall itself. This is a version of one of the best-known stories about the Great Wall of China, the story of a girl called Meng Jiang Nü.
- Midas was a king whose foolish acts annoyed the gods. Not only did his wish for gold cause him distress, but he also fell into an argument with Apollo about a singing contest and had his ears turned into those of a mule.
- In this retelling Silenus is depicted as a satyr. Whereas in some versions he is assisted by them.

Group or guided reading

Introducing the book

- **(Questioning, Clarifying)** Look at the front cover and read the title. Ask the children if they know anything about King Midas.
- **(Questioning, Predicting, Imagining)** Read the contents list and ask the children to speculate on what the stories might be about. Invite them to read the letter from the author on page 2.
- **(Clarifying)** Invite the children to look briefly through the book, focusing on the illustrations. Discuss how important they think the illustrations are in setting the contexts.

Strategy check

- Remind the children to use the sounds of letters to work out new and unfamiliar words. Find the names of the mountains on page 4. Help the children to say the words using the pronunciation guide (footnotes).
- Point to the words ‘armour’ and ‘scoured’ on page 5. Ask volunteers to read the words and suggest strategies for working them out if the children are unsure.
If the children meet words where the meaning is unclear, remind them to read the whole sentence and work out the meaning from the context.

During reading

(Clarifying) Invite the children to read the first story, Silver Tongues. Explain that you want them to note any references to silver in the text.

As the children read independently, listen to them in turn and prompt as necessary. Note the strategies used to decode words.

Independent reading

Objective: Explain how writers use figurative and expressive language to create images and atmosphere.

(Clarifying)

Point out the simile on page 3 ‘like silver ribbons’. While the children read, ask them to identify other examples of figurative language.

When the children have read the story, invite them to share the notes they made during reading. Discuss how the author uses silver both literally and figuratively and its affect on the atmosphere.

Invite the children to read the remaining two stories independently.

Assessment:

- Can the children identify similes in the text?

Returning and responding to the text

Objective: Explain how writers use figurative and expressive language to create images and atmosphere.

(Clarifying, Deducing, Imagining)

Focus on the story, The Golden Fish. Read The First Emperor, TreeTops Graphic Novels, Level 13, which gives more background information about the building of the Great Wall of China.

Ask the children to explain why Lin Han asked the emperor to grant the three conditions before she would marry him.

Ask the children to explain the significance of the gold and the silver fish.

Turn to page 43. Invite the children to explain why Midas decided to list things that should not turn to gold.

Turn to page 48. Why did everyone hold their breath when Midas patted the courtier?

Invite the children to choose one story from the collection that they prefer and to give reasons for their choice.

Assessment: Check that the children:

- can find evidence in the text to support their ideas about each story.
- can explain how the author’s use of language affects the atmosphere of the stories.
- can identify features that the stories have in common.

Speaking and listening activities

Objective: Offer reasons and evidence for their views, considering alternative opinions. Develop scripts based on improvisation.
Myths and Legends

Discuss which story would be the best to turn into a play and ask the children to give reasons for their opinions. Using the story that the majority chose (probably King Midas), arrange the children into groups and ask them to allocate roles and improvise the story.

Invite the groups to perform their improvisations and compare their similarities and differences.

Assessment:
- Can the children work together to allocate roles and plan their improvisations?

Writing activities

Objective: Choose and combine words, images and other features for particular effects.

- Ask the children to work in pairs and choose one of the stories. Remind them of the authors’ use of figurative language.
- Ask them to collaborate to rewrite the story on a computer, using their own words and including similes and metaphors. Encourage them to experiment by adding images and sounds to create atmosphere.

Assessment:
- Can the children include similes and metaphors?

Cross-curricular links

Art and Design
- Use silver foil to model 3-dimensional objects for a classroom display.

ICT
- Display and share the children's stories written on a computer with added sounds and images.
King Midas and other tales (Oxford Level 13) curriculum coverage chart

**Links to Oxford Reading Criterion Scale:**

**Reading**
- Can read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, widening knowledge of vocabulary). (READ) [ORCS Standard 4, 1]
- Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts. (E) [ORCS Standard 4, 7]
- Can identify language the author has chosen to use to capture the reader’s interest and imagination. (E) [ORCS Standard 4, 9]
- Is able to quote directly from the text to answer questions. (R) [ORCS Standard 4, 12]
- Can identify language the author has chosen to create images and build mood and tension. (E) [ORCS Standard 4, 19]

**Comprehension strategies**
- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: Predicting, Questioning, Clarifying, Imagining, Deducing

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### ENGLAND The National Curriculum in England: Years 3–4

<table>
<thead>
<tr>
<th>Spoken language</th>
<th>Pupils should be taught to articulate and justify answers, arguments and opinions (SpokLang.4)</th>
<th>Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others (SpokLang.11)</th>
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</thead>
<tbody>
<tr>
<td>Reading: Comprehension</td>
<td>Pupils should be taught to understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning (Y3/4 ReadComp.2vi)</td>
<td></td>
</tr>
<tr>
<td>Writing: Composition</td>
<td>Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary (Y3/4 WritComp.1i)</td>
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### SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First level

<table>
<thead>
<tr>
<th>Listening and talking</th>
<th>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a)</th>
<th>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions […] (LIT 1-09a)</th>
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<tbody>
<tr>
<td>Reading</td>
<td>I can share my thoughts about structure, characters and/or setting, […] and comment on the effective choice of words and other features (ENG 1-19a)</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Having explored the elements which writers use in different genres, I can use what I learn to create my own stories […] with interesting […] characters and/or settings (ENG 1-31a)</td>
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### WALES Programme of Study for English: Year 3

<table>
<thead>
<tr>
<th>Oracy</th>
<th>Learners are able to explain information and ideas using relevant vocabulary (Y3_OracSpea.1)</th>
<th>Learners are able to check understanding by asking relevant questions or making relevant comments (Y3_OracList.2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Learners are able to read aloud using punctuation to aid expression (Y3_ReadStrat.4)</td>
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<tr>
<td>Writing</td>
<td>Learners are able to use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning (Y3_WritMean.5)</td>
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### NORTHERN IRELAND
Levels of Progression in Communication across the curriculum: Primary Level 2

| **Talking and listening**          | Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)  
|                                   | Pupils can use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3) |
| **Reading**                       | Pupils can recognise some forms and features of texts (L2_com_read.4) |
| **Writing**                       | Pupils can talk about what they are going to write and how they will present their writing (L2_com_writ.1i) |
Midas For other uses, see Midas (disambiguation). For the legend of Gordias, a person who was taken by the people and made King, in obedience to the command of the oracle, see Gordias. In the Nathaniel Hawthorne version of the Midas myth, Midas sâ€¦ â€¦ Wikipedia. Happily Ever After: Fairy Tales for Every Child â€” Intertitle Genre Animation Written by â€¦ Wikipedia. List of Barney and Friends episodes and videos â€” Contents 1 Episodes by season 1.1 Season one 1.2 Season two 1.3 Season three 1.4 Season four â€¦ King Midas was not the first non-Greek monarch to send gifts to Delphi (where they wound up in Corinthian treasury) and he married the daughter of Agamemnon, king of Cyme in Aeolis, an important coastline city. In return, the Greeks expanded to the west coast and acquired Phrygian textiles and slaves. The Tale: King Midas and the Golden Touch. In the play â€œMetamorphoses," the madness and chaos of some 250 stories is laid out in 700 lines of poetry and are woven together by the theme of metamorphosis or transformation. Ovid tells the story of Midas, king of Phrygia, son of Gordius and Cybe