

CONTENTS & EXPLANATION

Making Predictions	As they read the story for the first time , students write their predictions in the chart. They also write the story details that inspired their prediction.
Revising and Confirming Predictions	Students choose one prediction to revise or confirm. They revise the prediction as they learn more OR confirm the prediction if their thinking was correct.
INTERACTIVE NOTEBOOK PAGE Making Predictions	Students lift the flaps and write their predictions as they read. *Students cut out and glue the page into their interactive notebook.
Theme	As they read, students take notes on the important events in the story. These details will help lead to the theme.
Supporting the Theme	Students support the provided theme with 4 story details.
INTERACTIVE NOTEBOOK PAGE Theme	Students lift the flaps and write the theme and three details from the story that support the theme. *Students cut out and glue the page into their interactive notebook.
Main Selection Text Questions	Students use evidence from the text to answer text-dependent comprehension questions about the story.

UNIT 6 WEEK 1

CONTENTS & EXPLANATION

Paired Selection Text Questions	Students use evidence from the text to answer questions about the story.
INTERACTIVE NOTEBOOK PAGE Author's Purpose	Students write about the author's purpose. * Students cut out and glue this page into their interactive notebook.
Essential Question	Students journal write to answer the essential question.
Vocabulary: Word Wall Words	The 8 vocabulary words are available to be cut and hung for use on a Word Wall.
Vocabulary: Definition and Sentence Writing	Students use the glossary at the back of the book to look up the meanings of the words. Then, students write the vocabulary words into sentences that show they understand the meaning of the word.
INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions	Students use the glossary at the back of the book to look up the meanings of the words. * Students cut out and glue this page into their interactive notebook.
Vocabulary: Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.
Vocabulary: Synonyms	Students match each word to its synonym.
Vocabulary: Root Words	Students write the root of each word.

CONTENTS & EXPLANATION

Spelling Lists

Spelling lists are provided (3 to a page) to be used with the spelling pages.

IMPORTANT Like in the curriculum, the spelling lists and pages are differentiated by Approaching, On Level, and Beyond. Each list can be identified by the shape in the upper right corner:

 Approaching

 On Level

 Beyond

Spelling Words Writing 3x Each

Students write their spelling words 3 times each.

Spelling Sort

Students sort spelling words based on their prefix.

Spelling: Triangle Words

Students write each spelling word, one letter at a time, so that they take the shape of triangles.

INTERACTIVE NOTEBOOK PAGE Spelling Sort

Students lift the flaps and write the spelling words according to their prefix (dis-, pre-, re-, and un-.)

*Students cut out and glue the page into their interactive notebook.

Answer Keys

Answers keys for all applicable sheets are at the end of the unit.

Name: _____

Making Predictions

Directions: As you read, complete the graphic organizer. Make predictions about what will happen next in the story. Give the story details that caused you to predict.

PAGE	STORY DETAILS	MY PREDICTION I think _____ will happen because ...

Name: _____

Revising & Confirming Predictions

Directions: Choose one of your predictions from your Prediction Chart. As you read, you can revise this prediction as you learn more OR confirm the prediction if your thinking was correct.

MY PREDICTION

OR

CONFIRM

- Is your prediction correct?
- How do you know?

REVISE

- Is your prediction incorrect?
- What story clues are helping you to revise?

Name: _____

Making Predictions

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and write about the main problem, events leading to the solution, and the solution.

Glue down the rectangular strip only

King Midas and the Golden Touch	I predict...
	I think...
	Maybe...
	If...
	Possibly...

Cut flaps



Name: _____

Theme

Directions: As you read, take notes about the important details and events in the story. These details should support the theme.

Detail

Detail

Detail

Detail

Theme

Family and friends are more valuable than all the gold in the world.

Name: _____

Theme

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and write three important details that show the theme of the story. Then, write the theme!

Cut flaps

Glue down the rectangular strips only

	Detail 1	Detail 2	
	Detail 3	THEME	

Glue down the rectangular strips only

Name: _____

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. How does King Midas feel about gold in the beginning of the story? How do you know?

2. Circle the word that you think best describes Marigold. Support your choice with *at least one* detail from the story.

wise

loving

disappointed

3. All of a sudden, the Traveler says his leg is better and he must be on his way. Why do you think the Traveler came to King Midas' castle?

4. How does King Midas feel about gold at the end of the story? How do you know?

Name: _____

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. Why do you think Carlos wanted to cry when he was handed the flat, square box?

2. At first, how does Carlos feel about volunteering at the animal shelter? How do you know?

3. Complete the sentence:

The dog of Carlos' dreams is a _____.

4. Explain why the shelter is having a hard time finding a home for Pepper.

5. How did Carlos' "dream" change by the end of the story?

Name: _____

Author's Purpose

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write about the author's purpose.

Glue down this rectangular strip only ↓

King Midas and
the Golden Touch

Author's Purpose
Unit 6 Week 1

What may be the
author's message
to readers?

Make a connection
● to the story.

Make a list of the
things in your life
that you value.

wealth

alarmed

anguish

necessary

Name: _____

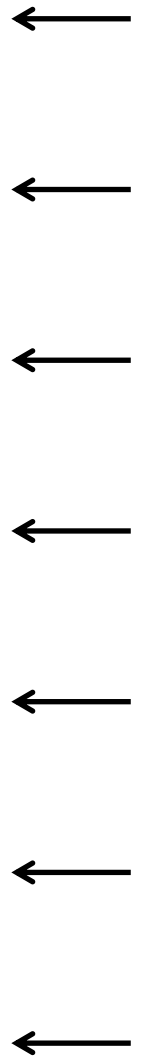
Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write the definition of each vocabulary word.

Glue down the rectangular strip only

King Midas and the Golden Touch Vocabulary	wealth
	alarmed
	anguish
	necessary
	obsessed
	possess
	reward
	treasure

Cut flaps



Name: _____

Vocabulary: Context Clues

Directions: Use context clues (clues within the sentence) to complete each sentence using the given vocabulary words.

wealth	alarmed	anguish	necessary
obsessed	possess	reward	treasure

1. Derek was _____ when he heard footsteps outside the tent.
2. It is _____ to have a sharp pencil at the beginning of class.
3. "Do you _____ a skateboard, or would you like to borrow mine?" Tyler asked.
4. At the end of the month, students who met their reading goal will receive a small _____.
5. Let's look for buried _____. Maybe we'll find some gems!
6. _____ and money are not what makes a person happy. Rather, friendships and family bring fulfillment.
7. I have been _____ about the upcoming math test. It's all I think about!
8. The girl felt _____ when her pet died.

Name: _____

Vocabulary: Synonyms

Directions: Synonyms are words with similar meanings. Determine the synonym for each vocabulary word. Write the letter of the correct match.

VOCABULARY WORD

wealth

alarmed

anguish

necessary

obsessed

possess

reward

treasure

SYNONYMS

a. agony; suffering

b. fascinated;
pre-occupied

c. required

d. riches

e. own; to have

f. jewels

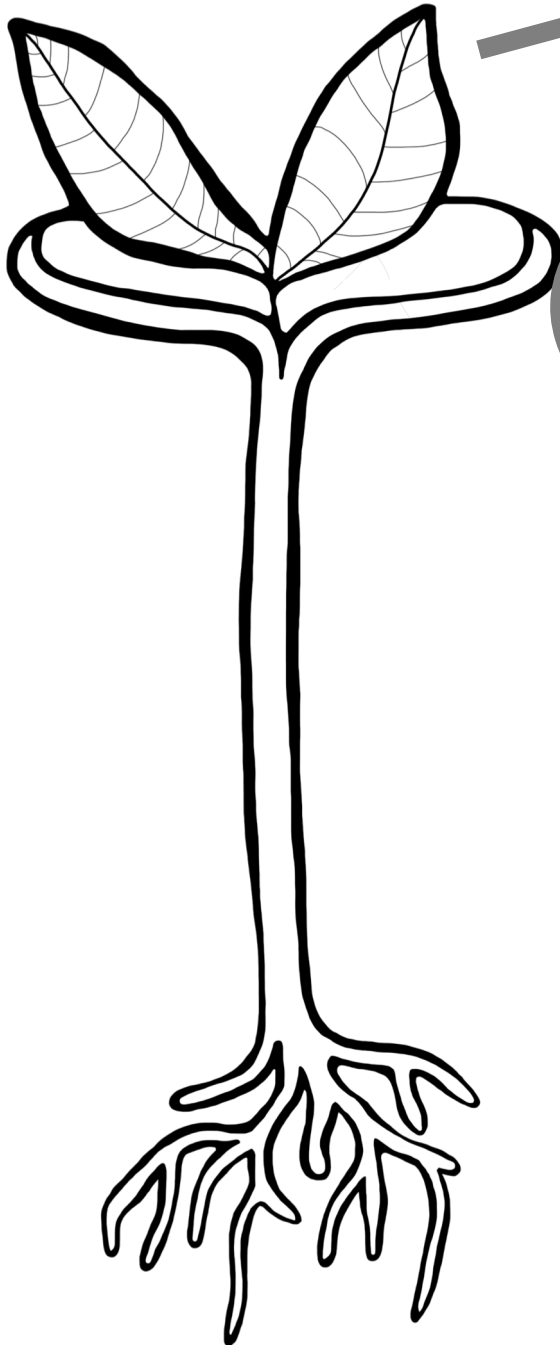
g. afraid; frightened

h. prize; bonus

Name: _____

Vocabulary: Root Words

Directions: Write the root of each word.



WORD

ROOT

disappear

impatient

unworried

supersize

rewrite

laughable

raining

friendly

Name: _____

Spelling List

Unit 6, Week 1

disagreed

prepaid

previous

resell

unlucky

dislike

preschool

rebuild

reprint

untied

disappear

precook

return

unwrap

unbeaten

Unit 6, Week 1

disagreed

prepaid

previous

resell

unlucky

dislike

preschool

rebuild

reprint

untied

disappear

precook

return

unwrap

unbeaten

Unit 6, Week 1

disagreed

prepaid

previous

resell

unlucky

dislike

preschool

rebuild

reprint

untied

disappear

precook

return

unwrap

unbeaten

Name: _____

Vowel Sound Sort

Directions: Write the spelling words into the correct sort.

dis-	pre-	re-	un-

disagreed

prepaid

previous

resell

unlucky

dislike

preschool

rebuild

reprint

untied

disappear

precook

return

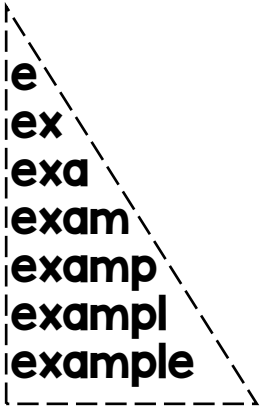
unwrap

unbeaten

Name: _____

Spelling Triangles

Directions: Using your Spelling List, write your spelling words as triangle words. Write the word, adding one letter at a time. Your word will take the shape of a triangle! Look at the example to help you. (If you need more room, use the back of this paper.)



Name: _____

Spelling Sort

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write the words in the correct columns.

Glue down this rectangular strip only ↓

Spelling Words		Unit 6 Week 1	
dis-	pre-	re-	un-



Cut flaps

