

Worksheet | The Primary Stage of Grades (4-5)

2023-2024

Name:

Subject: English Language

Fiction Writing Worksheet #3

Date: / /

Class: Grade 5 (A,B, C, D, E, F, G, H)

Writing Fables and Folktales

Objective/s:

- ❖ Distinguish different features of fables and folktales.
- ❖ Apply the narrative (fable) structure to the students' own writing.
- ❖ Write a folktale

Traditional tales (folktales) and fables are similar. For example, both:

- Are short, simple stories designed for telling and retelling.
- Often use animal characters displaying human behaviour.
- Are often set in the countryside or a forest.
- Are set in an indistinct time.

Fables however, conclude with a moral. A moral is a message or a lesson that the story aims to teach the reader.

Traditional tales often find their origins in the tradition of folk tales and oral storytelling. Unlike other types of traditional stories, like fables and parables, a traditional tale is not told primarily to pass on a moral message.

Traditional tales are intended to entertain, although there- are often life lessons to be learned from them too.

The following passage is a traditional tale from Palestine.

A Promise Fulfilled

Once upon a time, in a small village, there lived a fisherman named Abu Hamdan. He was known for his poor luck in catching fish. One day, his wife suggested casting the nets in their son's name, hoping for better luck.

Abu Hamdan followed his wife's advice and cried, "Bring me good luck, Hasan!" Miraculously, he caught a massive fish, the biggest he had ever seen. Instructing Hasan to guard the fish, Abu Hamdan went to fetch a cart.

While guarding the fish, Hasan heard it speak. The fish pleaded for help, explaining its duty to protect its many children from larger fish. Despite Hasan's fear of his father's anger, he empathized with the fish and gave it a push back into the sea.

When Abu Hamdan returned, discovering the fish missing, he flew into a rage and cast out Hasan from their home. Alone and unsure of what to do, Hasan met another boy, Omar, who had also been thrown out by his father. The two boys, finding solace in their shared experiences, became brothers and embarked on a journey together. They supported each other through thick and thin, sharing whatever little they had.

Their adventures led them to a grand city where they heard about a proclamation offering the princess's hand to anyone who could make her speak. Despite Hasan's apprehension, Omar was determined to try his luck.

Omar found himself in the palace, facing the princess. He shared a captivating story about three men and a statue. When asked to interpret the story's meaning, Omar cleverly explained that the hermit's love was the purest and thus deserved the statue's hand.

Impressed, the princess confirmed Omar's words, causing a joyful commotion. However, as the king arrived to witness her speaking, Omar slipped away, revealing his true identity to Hasan.

Omar revealed himself as the fish Hasan had helped, the King of the Fishes. He couldn't stay in the palace as he would transform back into a fish. Omar

congratulated Hasan, claiming he had orchestrated everything to fulfill his promise.

Although confused, Hasan accepted his newfound fate. He married the princess and embraced a happy life together, except for one peculiarity. Hasan's aversion to eating fish puzzled the princess.

And so, their love story continued, reminding them of the fish's selfless act and the enduring bond between Hasan and Omar. From that day forward, they lived happily ever after, cherishing their unique connection and the lessons learned from their remarkable journey.

- You have read the story “A promise Fulfilled”. Rewrite the extract from a Hasan’s point of view.
- Remember to describe the setting and characters well.
- Describe Hasan’s feeling using strong verbs, adjectives and adverbs.
- Add figurative language to describe what can be seen, heard, smelled and felt.

A series of 20 horizontal lines for writing, spaced evenly down the page.

Fables and Folktales Rubric:

1. Creation of Text:	/4
Writing is developed so that the features of the text type are clearly established. Simple plot, simple language and a lesson to be learned.	
Consistent view point well presented.	
2. Vocabulary and Language:	/2
The setting and characters are well-described (using powerful adjectives and adverbs to add interest and effect).	
Figurative language is used to vividly describe what can be seen, heard, smelled or felt.	
3. Grammar and Punctuation:	/6
Overall grammar and use of English are appropriate for the text type. (Past tense and first-person pronouns) A mixture of short and long sentences is used to build up tension towards an exciting climax	
Accurate use of punctuation: full stops, capital letters, commas, questions marks... Punctuation is used for effect, like an ellipsis for a dramatic pause	
4. Structure of text:	/6
The chosen point of view is consistent throughout and the action is all in the past tense.	
Well-organised ideas in paragraphs and/or sections support overall cohesion and shaping of a narrative.	
Cohesion within and between paragraphs is achieved by using devices such as connectives, e.g., time connectives used to support content.	
5. Word Structure (Spelling)	/2
Correct spelling of high frequency words and polysyllabic words including compound words	