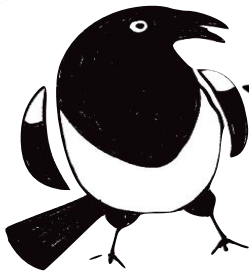


# The King of The Fishes

## Year 4 Workbook

By Jo Pearce

Welcome! Let me introduce you to your virtual teacher, Jo. She will guide you through the activities.



Hello! Please read my instructions carefully. You will need something to write with, or a computer to type on. Have fun!



Let's get started!



# Sparky Start



'The King of the Fishes' is a wishing tale. A wish is a magical request for something that you want.

★ So, my first challenge for you is: What you would ask for if you were given three wishes?

**My three wishes:**

1. I wish I could fly because I would love to visit a different country every week.
2. I wish that the rich people in the world would share their money so that no one was homeless or hungry.
3. I wish for a magic wardrobe which would mean that I could create any outfit I fancied.

**Tip:** The words and phrases I have underlined might help you extend your ideas.

1.

2.

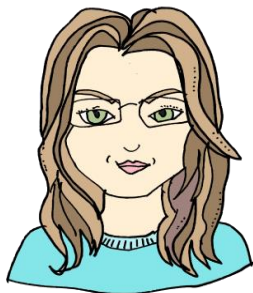
3.

# Our story

The story we are going to look at is 'The King of the Fishes'. This traditional story has been passed around the world by many people which means that there are many different versions of the story out there. Our story is Pie Corbett's version.

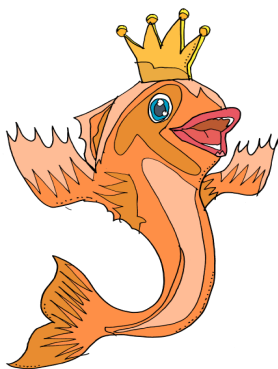
You can listen to a recording of the story here:

<https://soundcloud.com/talkforwriting/fishes/s-v410Lk1dxJy>



I wonder what you will like about the story. What will surprise you? What will it remind you of?

## The King of the Fishes



Once upon a time there was a poor fisherman called Li.

Every day, he went down to the sea to fish. There he stood on the rocks and threw the nets into the icy waters and waited. When he pulled the nets in, he would take any fish back to the market and sell them.

One day, he caught a huge fish. It had silver scales that glittered in the sunlight, blood-red fins and a golden crown. It was so beautiful that Li stood, amazed, staring at the fish as it thrashed about in the net. Suddenly Li felt guilty. It was so beautiful, and surely it must have a family...

So, he scooped it up out of the net and set it free. Li stood watching as the fish swam out to sea. Then, to his amazement, it turned and spoke to him.

"Li, you have saved the King of the Fishes. I grant you one wish. When the moon is high in the sky, come back here and tell me your heart's desire.' With a flick of his fin, the King of the Fishes was gone.

Immediately, Li hurried home, wondering what on earth he should wish for. There were so many things that his family needed. First, he asked his elderly father. "Father, if you had one wish, what would it be?" There was a silence and then his father spoke, 'Why son, I would wish for new eyes, for I am blind and will never see again.'

Next, he asked his mother. "Mother, if you had one wish, what would it be?" His mother thought for a minute and then said, "Why son, I would wish for money, for the roof needs mending and the winter winds whip through the house and make my bones shiver so."

Finally, he asked his beautiful wife. "Wife, if you had one wish, what would it be?" There was a silence and then his wife whispered, "Why Li, I would wish for a baby, for who will care for us when we are old? Yes, nothing would be more precious than a child."

Poor Li could not make up his mind - they needed the money certainly, but his father was blind and that was a terrible thing. However, he also knew that a child would bring joy to them all. All evening, Li paced up and down trying to decide what the wish should be.

Suddenly, he stopped pacing and grinned. Yes, he had it! He rushed out of the house, through the forest and down to the sea. The moon was high in the sky and so it was time to talk to the King of the Fishes. Li ran down onto the rocks and stood there with the foam crashing about him. He could see the moon's reflection on the waves, and then came the King of the Fishes.

"What do you wish for Li?" called the King in a high, silvery voice.

"I wish for my father to see our son in a cradle made of gold," shouted Li. There was a silence and the great fish disappeared. The waves stilled and Li could see the stars like silvery freckles in the dark night sky. Then out of the darkness he heard a noise, drifting down through the forest. It was a baby crying...

# What did you think?



Do you remember I asked you three questions before we read the story?

1. What did you like about the story?
2. What surprised you?
3. What did it remind you of?

Let's share those ideas now!

1. I loved the part when Li chose to put the fish back in the water because it told me that he was a kind man.
2. The final wish surprised me because it was so clever!
3. This story reminded me of Aladdin because they are both wishing tales.

**Tip:** The word because might help you extend your ideas.

What did you like about the story?

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What surprised you?

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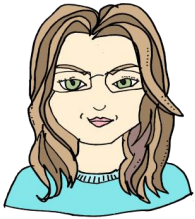
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What did it remind you of?

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# Words! Words! Words!




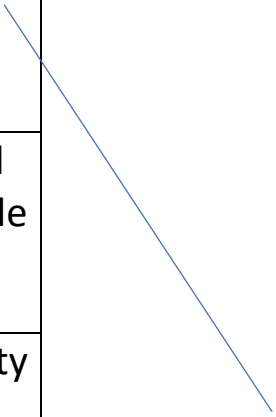



★ Go back over the story and underline or highlight any words that you don't know.

★ Ask an adult to help you find the meaning or look in a dictionary online. You might also want to use google images to see pictures of the word.

★ Can you see I have highlighted my words in **yellow**? Let's investigate those together:





1. My first word is **whip**.

★ Whip has many meanings. Can you match the definition to the picture?  
I've done the first one for you.

Definition		Picture
To beat a liquid fast to make it light and fluffy		
To move fast and suddenly		
A length of rope or material used to hit animals or people		
A member of a political party who makes sure that other members turn up to meetings and vote		



★ Write a short sentence to match each picture. Make sure you use the word 'whip', 'whipping' or 'whipped'. I have done the first one for you.

Picture	Sentence
	Last week, the chief whip ordered members of the party to vote in favour of schools closing.
	
	
	

2. My second word is **precious**. Precious means 'something very special to be treated with care'.

★ Squeeze the word: What do you think of when you hear the word precious? Add your ideas to mine below:

time with my family ← **precious** → gold

3. My final word is **reflection**.

★ Have a look at the pictures and the definitions of the word. Write a sentence under mine:

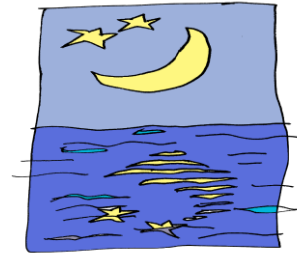
## Reflection



**Meaning 1:** Careful thought and consideration

**My sentence:** Upon careful reflection, Tim decided not to purchase a new bike.

Your sentence:



**Meaning 2:** An image you can see in a mirror, glass or water.

**My sentence:** Polly caught sight of her reflection in the mirror and gasped.

Your sentence:



# Read and Understand



★ First go back to page 3 and re-read the story. Then try to answer the questions below.

★ Circle the correct answer. I have done the first one for you.

1. What did Li usually do with the fish that he caught?

take them to market to sell

put them back

eat them

2. What was special about the king of the fishes?

it was large

it was beautiful

it had a family

3. How did Li save the King of the Fishes?

he scooped it up

he put it back in the sea

he gave it a wish

4. How long did it take Li to decide on his wish?

all evening

a few weeks

all day

5. Whose baby did Li hear at the end?

his and his wife's

a neighbour's

someone's in the forest

# Spellings!



- ★ Here is your spelling list.
- ★ Practise the words so that you know how to spell them and then copy them correctly into the sentences.
- ★ There are some ideas for practising spellings below. You may need extra paper and something to write with.

✓ precious	whip	reflection
decide	caught	thought

## Ideas to practise spellings:

- ★ Write each word and underline or circle the tricky bit. How will you remember it?
- ★ Speed write – how many times can you write the words in one minute?
- ★ Find a friend or a grown up and play hangman.
- ★ Say the word as it is spelt, not as it sounds. For example, for 'whip' you could say 'w-Hip' to remind you that there is a silent 'h'.

## Put the correct word in these sentences:

1. Julia was upset that the thief had stolen her precious painting.
2. Luckily, the police \_\_\_\_\_ the thief red-handed.
3. The courts must \_\_\_\_\_ what the thief's punishment should be.
4. In Victorian times, the thief may have been hit with a \_\_\_\_\_.
5. Unfortunately for the thief, the courts \_\_\_\_\_ that he should be sentenced to time in prison.
6. In prison, the thief had time for \_\_\_\_\_ and decided to change his ways in the future.

# Grammar



- ★ Let's work on our sentences!
- ★ You will need a piece of paper or a note pad, and something to write with, or a computer.

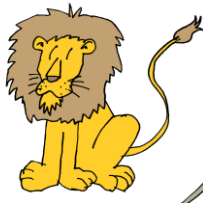
## The Substitution Game

a) In this sentence from *The King of the Fishes*, the writer has picked three parts of the fish to describe in detail.

It had **silver** **scales** **that** glittered in the sunlight, **blood-red** **fins** and a **golden** **crown**.

b) The **nouns** have **adjectives** before them.

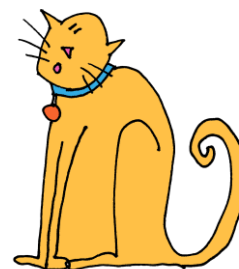
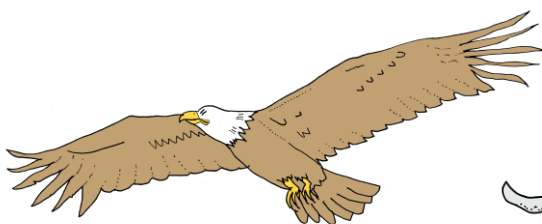
The writer has added extra detail about the scales by using **that** to add on a relative clause: 'that glittered in the sunlight'.



c) Can you see that my sentence is the same but it is about a lion? I am substituting the words in the sentence for new ones. Don't forget your comma!

It had **giant** **paws** **that** thundered across the earth, **sandy** **fur** and a **fearsome** **roar**.

d) Make up your own sentences by substituting! You can use the pictures below for some ideas



# Grammar



- ★ Let's do a little bit more!
- ★ You will need a piece of paper or a note pad, and something to write with, or a computer.

## Similar or different?

a) The writer of our story uses 'fronted adverbials' to tell the reader **where**, **when** or **how** something is happening. Two examples:

Immediately, Li hurried home, wondering what on earth he should wish for.

Suddenly, he stopped pacing and grinned.

b) These fronted adverbials – **immediately** and **suddenly** – have a similar meaning: '*to do something very fast, without waiting.*' 'Suddenly' also makes the reader feel as though it has been a surprise; something unexpected.

c) Sort the words below. Are they similar to the meaning of 'immediately' or are they more like 'slowly'? Write them under the word they are most similar to, or in the middle if you're not sure!

d) Practise them in sentences of your own.

*Leisurely, Steadily, Straight away, All at once,*  
*Suddenly, Bit by bit, As quick as flash, Gradually,*

**Immediately,**

*Suddenly,*

**Slowly,**

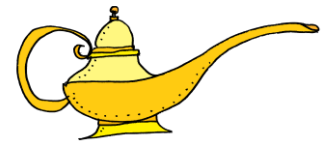
# Boxing up



- ★ The King of the Fishes is a wishing tale.
- ★ Let's look at the underlying pattern of the story by putting each section of the plot into a separate box. Later, we can use this to help us plan a new story.

A typical wishing tale will follow this type of plot:

Main character (MC) really wants something
MC tries to get what they want
A barrier gets in the way
MC overcomes the barrier
MC gets what they wished for
Sometimes all is well – sometimes not!



When you box up *The King of the Fishes*, it follows a similar pattern:

The King of the Fishes	Plot Pattern	My New Story Plan
Li is a poor fisherman.	<b>MC is poor</b>	
Li catches the King of the fishes but chooses to put it back	<b>MC rescues an animal that is the King or Queen of its kind.</b>	
The King of the Fishes grants Li one wish.	<b>The animal grants the MC one wish.</b>	
Li asks each member of his family what they would wish for. He struggles to decide.	<b>The MC struggles to decide what to wish for.</b>	
Li combines three wishes into one and asks the King of the Fishes for his wish.	<b>The MC chooses his wish, asks the creature and his wish is granted.</b>	
Everyone is happy. Li is now rich.	<b>All is well. The MC is now rich.</b>	

# Innovation Ideas

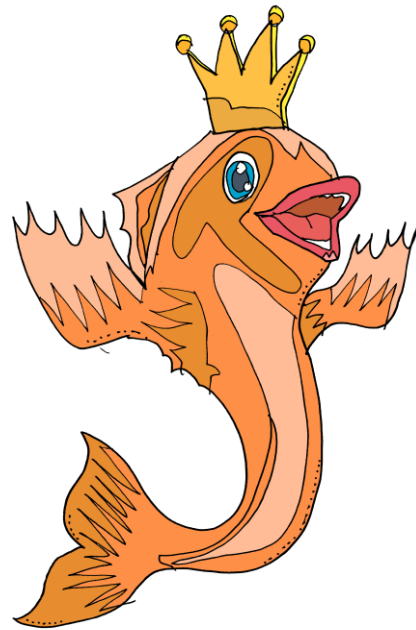


- ★ In your story, your main character will need to rescue a King or a Queen of a species.
- ★ Here's a chance to get creative. Pick an animal and draw or describe what the King or Queen of its kind would look like. You could use paper and coloured pens or pencils. You could make a model or use a computer.

This is what Zoe (Y4) thought the King of the Aliens would look like!



And here is another Y4 pupil's work – The Queen of the Iguanas!



# Innovation Ideas



- ★ I have planned two new stories. One hugs very closely to the model and one just shakes hands with it.
- ★ Have a look at mine. Then, on the next page, there is a blank boxing up grid for you to plan your new story. Will you hug close to the model or just shake hands with it? It's up to you!

## Hugging Close to the Model

Use the same basic story and just change the key characters and objects.

King of the Fishes	Plot Pattern	My New Story Plan
Li is a poor fisherman.	MC is poor	<i>Zoe is a poor oyster diver .</i>
Li catches the King of the fishes but chooses to put it back	MC rescues an animal that is the King or Queen of its kind.	<i>Zoe catches an oyster with a fabulous pearl. Puts it back. Turns out it is the Queen of the oysters.</i>
The King of the Fishes grants Li one wish.	The animal grants the MC one wish.	<i>Oyster grants Zoe one wish.</i>
Li asks each member of his family what they would wish for. He struggles to decide.	The MC struggles to decide what to wish for.	<i>Zoe wants her uncle to have money to fix the leaks, her mother to walk again and she wants to have a puppy.</i>
Li combines three wishes into one and asks the King of the Fishes for his wish.	The MC chooses his wish, asks the creature and his wish is granted.	<i>Zoe wishes for her mum to dance around with her puppy in the garden of their mansion.</i>
Everyone is happy.	All is well. The MC is now rich.	<i>Zoe is rich and all her dreams have come true.</i>

# Shaking Hands with the Model

- ★ Use the same wishing story idea but break away from the model and make the story your own

King of the Fishes	Plot Pattern	My New Story Plan
Li is a poor fisherman.	MC is poor	<i>Zoe is a poor, runaway dancer who dances for crowds in London. Cut off from family.</i>
Li catches the King of the fishes but chooses to put it back	MC rescues an animal that is the King or Queen of its kind.	<i>Zoe helps a lost alien find his ship. Alien is king of his planet.</i>
The King of the Fishes grants Li one wish.	The animal grants the MC one wish.	<i>Alien grants Zoe one wish.</i>
Li asks each member of his family what they would wish for. He struggles to decide.	The MC struggles to decide what to wish for.	<i>Zoe wants to dance for the royal ballet, give her mum back her sight and go back in time so she never chose to leave home.</i>
Li combines three wishes into one and asks the King of the Fishes for his wish.	The MC chooses his wish, asks the creature and his wish is granted.	<i>Zoe wishes for her mum to watch her dance swan lake in 2018.</i>
Everyone is happy.	All is well. The MC is now rich.	<i>MC is now a famous, rich dancer and friends again with mum.</i>



# Plan your story

King of the Fishes	Plot Pattern	<i>My New Story Plan</i>
Li is a poor fisherman.	MC is poor	
Li catches the King of the fishes but chooses to put it back	MC rescues an animal that is the King or Queen of its kind.	
The King of the Fishes grants Li 1 wish.	The animal grants the MC one wish.	
Li asks each member of his family what they would wish for. He struggles to decide.	The MC struggles to decide what to wish for.	
Li combines three wishes into one and asks the King of the Fishes for his wish.	The MC chooses his wish, asks the creature and his wish is granted.	
Everyone is happy.	All is well. The MC is now rich.	

# Write your story



- ★ Now it's time to write your story! You will need a computer, tablet or paper and something to write with. I'll give you a bit of help on each section as I write my own.
- ★ We can write it together, bit by bit.

## First section

Use your boxed-up planner to help you. Look back at Pie Corbett's model text to help you too. In this section I want you to:

- ★ introduce your MC and show the reader that the MC is poor;
- ★ give a bit of detail about your MC's daily life by using a fronted adverbial like 'every day' or 'each week' or 'during her working hours'.

Here's my first paragraph. Use it to help you write yours:

### *The Queen of the Oysters*

*A long time ago in a land of sea and stars, there lived a poor oyster diver named Zoe.*

*When the tide was right, she went deep, deep down in the sea to catch oysters. There she would swim, desperately searching for the secret shells. After her dive, she would take her catch to the market to sell for coins.*

- ★ Check your punctuation and spelling.
- ★ Have you remembered full stops? Are there capital letters after the full stops? Have you remembered the comma after your fronted adverbials?

## Second section

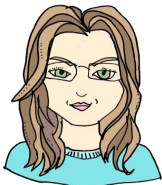
Use your boxed-up planner to help you. Look back at the model text to help you too. In this section I want you to:

- ★ introduce the new character who is ‘helped’ in some way by the MC;
- ★ describe the new character in detail using the sentence practise from earlier in the workbook.

Here’s my second paragraph. Use it to help you write yours:

*One night, she caught an unusually large oyster. She couldn’t help herself and she peaked inside. It had diamonds on its shell that glittered in the moonlight, a shimmering pearl and an angelic voice. As the oyster sang its mournful moan, Zoe froze in the water. She was mesmerised. Instantly, she realised that she couldn’t take this oyster, so she placed it back on the seabed.*

- ★ Check your punctuation and spelling.
- ★ Have you remembered full stops? Are there capital letters after the full stops? Have you remembered the comma after your fronted adverbials?
- ★ Remember to do this for the next section as well



## Third section

Use your boxed-up planner to help you. Look back at Pie Corbett’s model text to help you too.

- ★ In this section I want you to grant the main character a wish.

Here’s my third paragraph. Use it to help you write yours.

*As soon as the oyster touched the sand, it spoke to Zoe.  
“Zoe, you have saved the Queen of the Oysters. I will grant you one wish. Come back to me when the moonlight dances on the waves and I will give you what your heart desires.”*

- ★ Check your punctuation and spelling.

- ★ Have you remembered full stops? Are there capital letters after the full stops? Have you remembered the comma after your fronted adverbials?

#### Fourth section

- ★ Use your boxed-up planner to help you. Look back at Pie Corbett's model text to help you too.

In this section I want you to:

- ★ make sure your main character thinks about what her family and friends need.

Here's my fourth paragraph. Use it to help you write yours.

*So that night Zoe returned home and tried to listen to what her heart desired. On the one hand, her mum could not walk so it would be wonderful if she could be cured. On the other hand, Zoe's family were so poor that their roof was leaking in two places, so they really needed money for a new house. Zoe dreamed of having a puppy of her very own. She wanted all of these things, but there was only one wish. How was she going to decide?*

- ★ Check your punctuation and spelling.
- ★ Have you remembered full stops? Are there capital letters after the full stops? Have you remembered the comma after your fronted adverbials?

#### Fifth section

Use your boxing up planner to help you. Look back at Pie Corbett's model text to help you too.

In this section I want you to:

- ★ have your main character return to the wish-granting character;
- ★ combine the needs of your MC's friends or family into one wish;
- ★ describe the setting.

**Here's my fourth paragraph. Use it to help you write yours.**

*As quick as a flick, it came to her! She knew what to wish for. The sun was setting, and the moon was beginning to take over the day. Zoe could see the moon's light reflecting on the surface of the waves. It was time to talk to the Queen of the Oysters.*

*Down, down, down she swam. The Queen of the Oysters was there, waiting. Zoe used her hands to wish underwater. She used actions and hand signals to ask for her heart's desire: "I wish for my mum to be chasing my puppy around my mansion's garden."*

- ★ **Check your punctuation and spelling.**
- ★ **Have you remembered full stops? Are there capital letters after the full stops? Have you remembered the comma after your fronted adverbials?**

### **Final section**

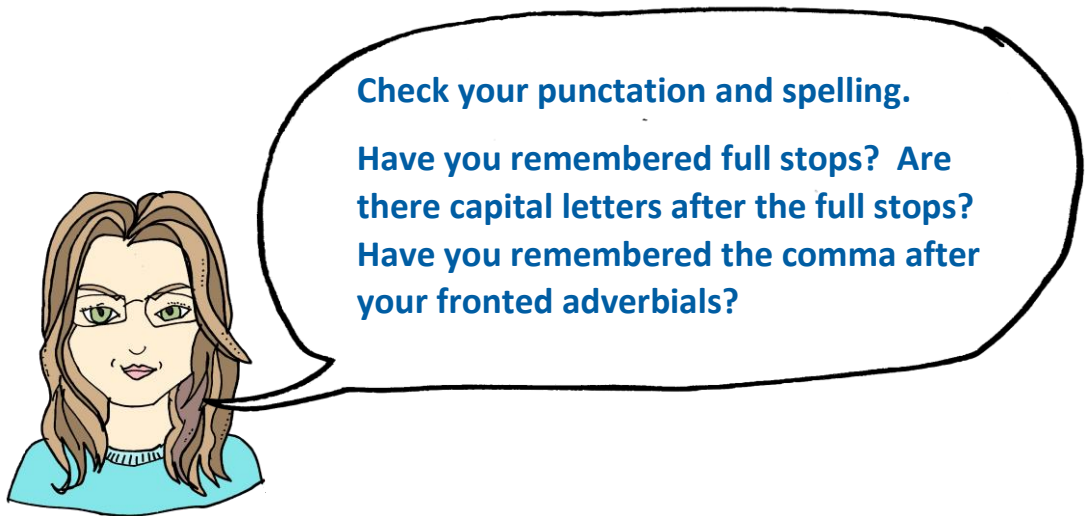
Use your boxing up planner to help you. Look back at *The King of the Fishes* model text to help you too.

In this section I want you to:

- ★ **have the wish come true;**
- ★ **make sure your reader knows that your main character has changed because of the wish, like the example below:**

*Suddenly, the oyster shimmered. The water felt cooler and the seaweed seemed to stand still. Zoe swam up to the surface and as soon as she broke into the air, she heard it: a dog barking in the distance.*

*Zoe smiled. Her worries were finally over, and she walked back to her mansion in the moonlight.*



Well done!

Thank you for working with me. Have you enjoyed writing your story?

Now that you have a new story, why not publish it? Below are some simple instructions for making a mini book from a piece of A4 paper. You can use the last sheet of paper in this booklet to do it if haven't got any at home.

If you have access to the Internet, type this into Google:



<https://cutt.ly/QtvAkwa>

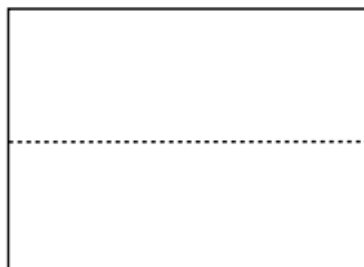
Here, you can watch a mini-book being made and follow the instructions.

Or try the instructions on the final page:

## How to Make a Six-Page Book With One Sheet of Paper!



1. One sheet of white paper.  
12" X 18" is a good size to use.



2. Fold in half lengthwise. Also known as a "Hotdog Fold".



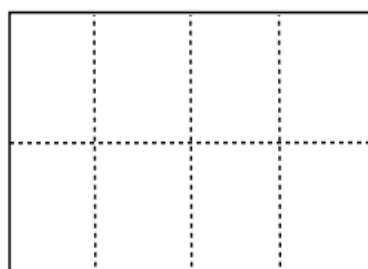
3. Fold in half again.



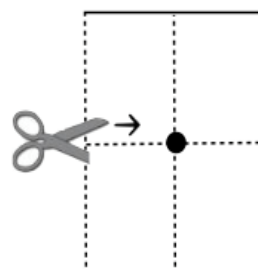
4. Fold in half again.



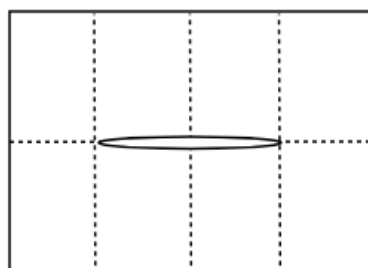
5. Now you have a very small folded sheet of paper. But it isn't a book yet.



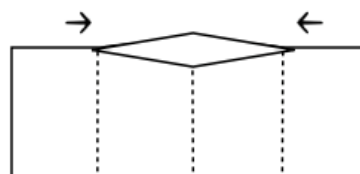
6. Unfold everything. Now it is a big sheet of paper with lots of fold lines.



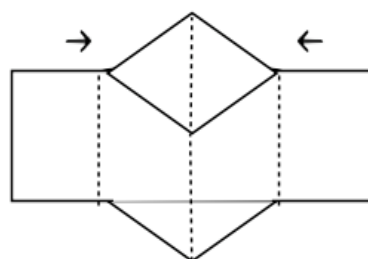
7. Fold in half in the middle- this time a "Hamburger Fold". Make a mark with your pencil in the center of the folded sheet. Take your scissors and cut from the *folded edge* to the center dot. Stop cutting at the dot!



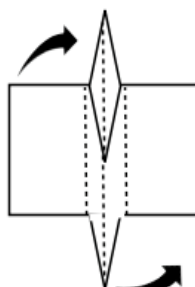
8. Unfold your sheet of paper. It should look like this with an open slit in the middle. Fold it in half length-wise again. (Hotdog Fold.)



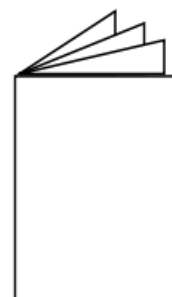
9. Push folded edges towards center allowing the slit to open up into a diamond shape.



10. Keep pushing edges together until diamond becomes a slit again, perpendicular to folded edges.



11. Fold one edge toward slit and the opposite slit toward folded edge.

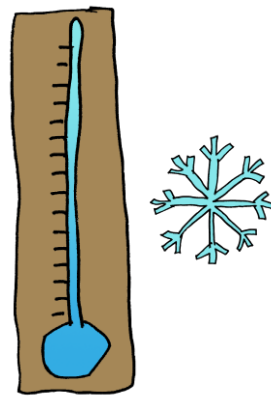
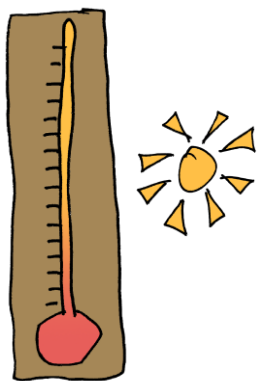


12. Be sure to go over the creases to make them sharp. Now you have a small six-page book!

*I really enjoyed ...*



**I would rate my journey through this booklet (tick hot or cold):**







*This workbook has helped me learn ...*



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**Jo Pearce, former teacher and headteacher, now works with Talk for Writing to help schools develop the approach.**

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