

# The King of The Fishes

## 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:

\* I wish I could fly because I would love to visit a different country every week.

\* I wish that the rich people in the world would share their money so that no one was homeless or hungry.

\* I wish for a magic karaoke machine which would mean that I could always have a performance up my sleeve.

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

1.

2.

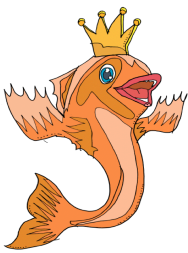
3.

# 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>



## 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...

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Talk to someone at home:

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

As this is the first time you have seen this story I would like you to concentrate on listening to it, reading it and getting to know it. Can you add in your own actions?

Work through the tasks underneath for this week. There is a spelling task, sentence task and a story map task.

## Spellings!

- Here is a 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:

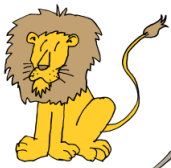
- 1, Julia was upset that the thief had stolen her precious painting.
2. Luckily, the police \_\_\_\_\_ the thief red-handed.
3. The courts must \_\_\_\_\_ what the thief's punishment should be.
4. In Victorian times, the thief may have been hit with a \_\_\_\_\_.
5. Unfortunately for the thief, the 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.

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**.

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

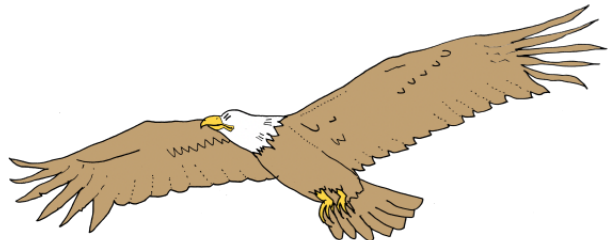
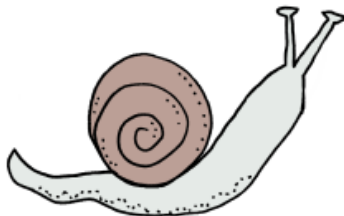
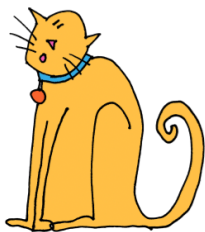
The writer has added extra detail about the scales by using **that** to add onto the main part of the sentence.



Look at my sentence:

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

\* Make up your own sentences by including adjectives in a similar way. Use the pictures to help you.



Use the story to create a story map or flow map. It might help you to consider the key words and phrases that you think are pivotal or significant so that you can make sure they are included in your story map.

Practise the story and add in actions like we do in class. If you feel confident at this, please record your self and send a copy or link to it to

[willaston.enquiries@sch.im](mailto:willaston.enquiries@sch.im)

I would love to see what you have been practising.