



	Description	Mark	Achieved
Stage 1	Research	10	
Stage 2	Creative writing	30	
Stage 3	Oral presentation	20	
	TOTAL	60	



CREATIVE WRITING PROJECT

FABLES

TERM 3

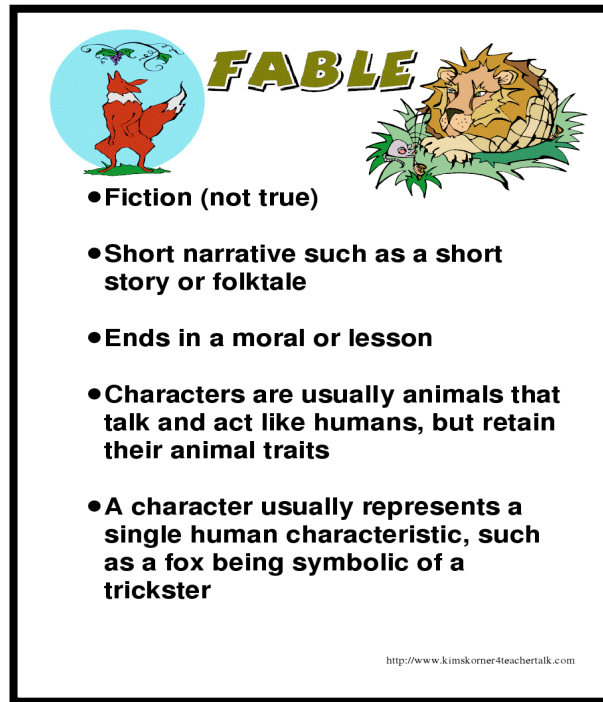
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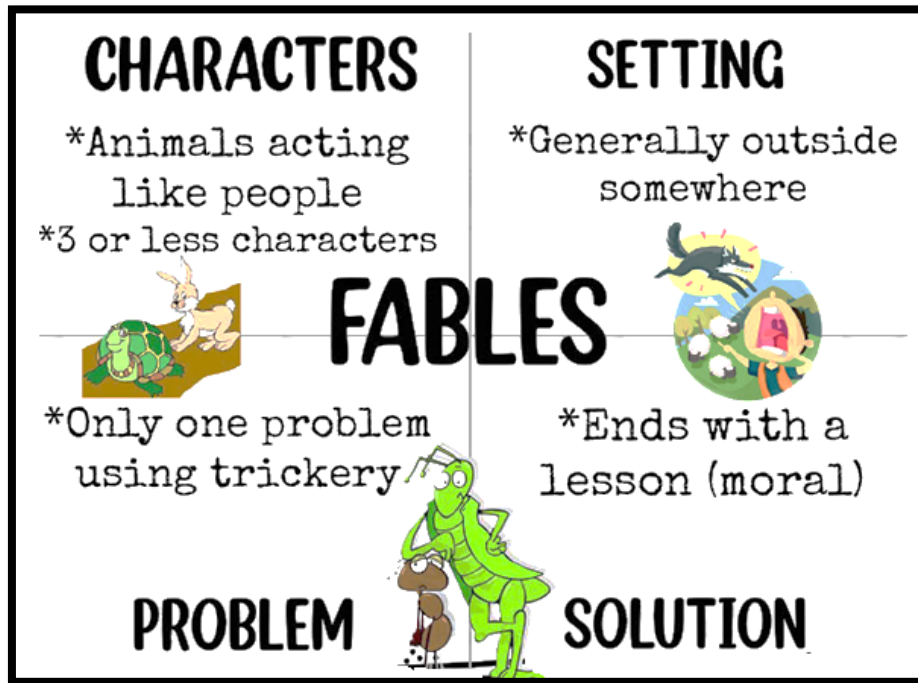
Grade 5 _____

Grade 5 Creative Writing Project: "Fable Fantastic!"

Literature Genre Focus: Fables

Fables are short stories that usually feature animals as characters and teach important life lessons or morals. They are passed down through generations and often explain how to live wisely.





STAGE 1: RESEARCH (10 marks)

Objective:

Learn about fables—what they are, their features, and why they matter.

Task 1: What Is a Fable?

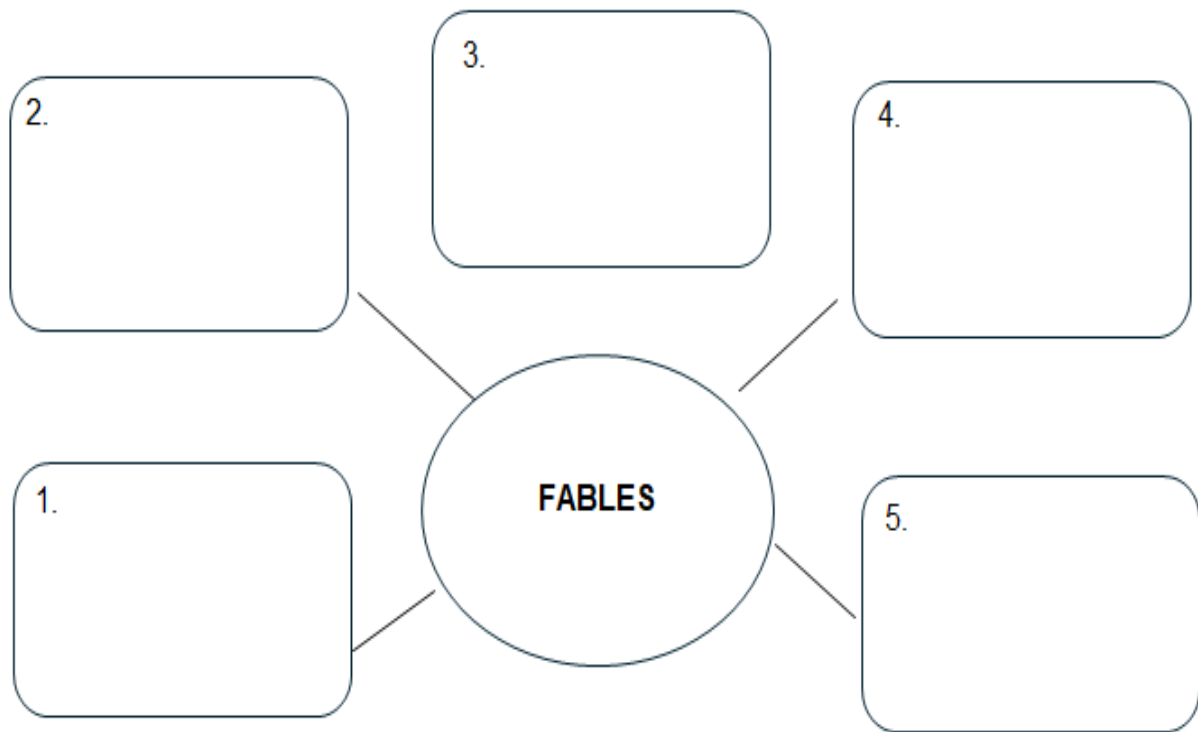
Activity:

Create a colourful **mind map** answering: What is a fable?

1. Who was Aesop?
2. Why are animals used as characters?
3. What's a moral?
4. Why are fables important today?

Fun Tip: Use icons, doodles, and colour codes for animals, morals, etc.

Mind Map



Task 2: Explore and Compare Fables

Read two classic fables: *The Hare and the Tortoise* and *The Ant and the Grasshopper* (or any other fables of your choice).

Activities:

1. Complete the mind map for each fable.
2. Create a **Venn Diagram** comparing the two fables you have selected:
 - Characters
 - Settings
 - Problems
 - Resolutions
 - Morals

Table 1 _____

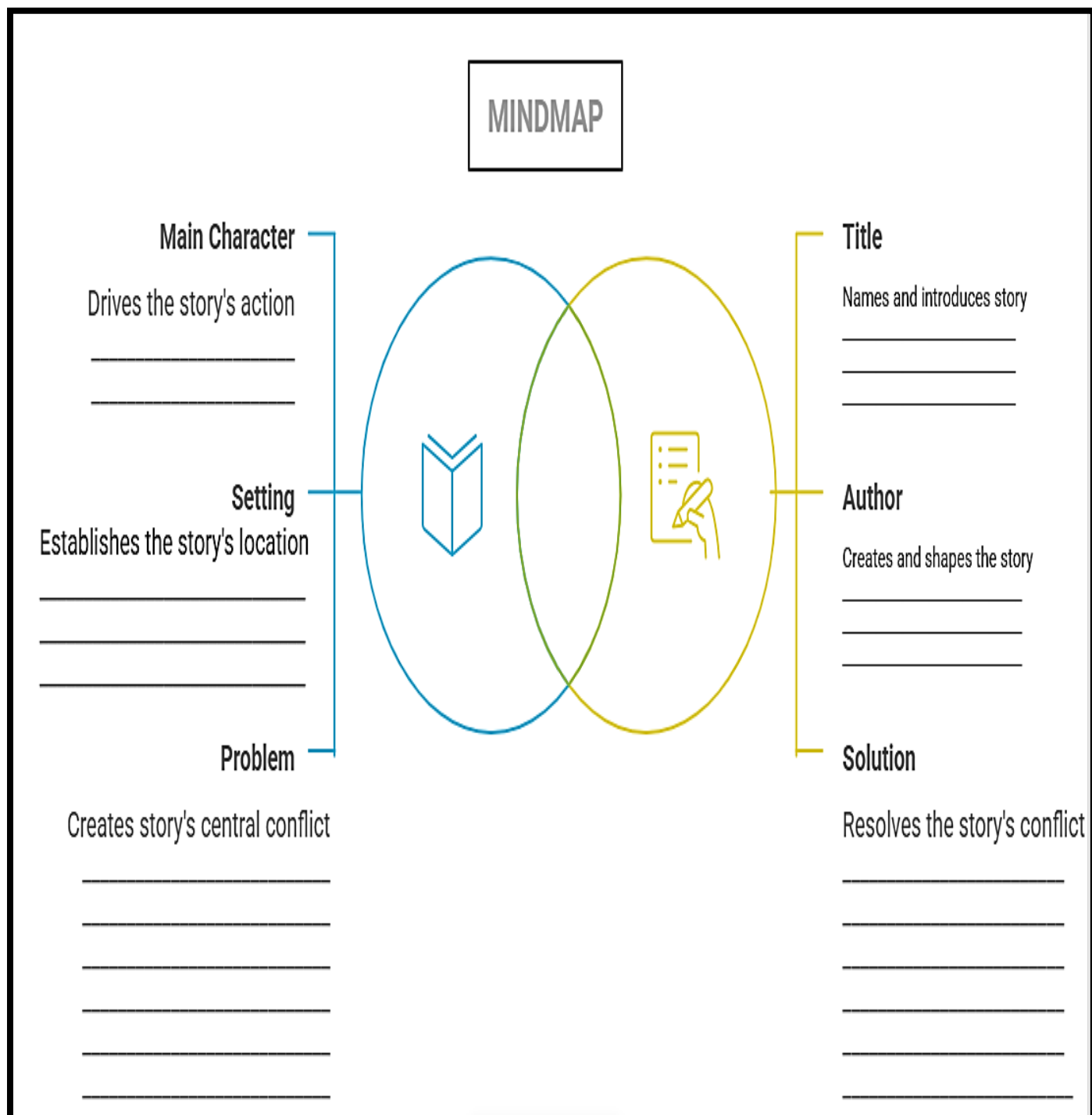
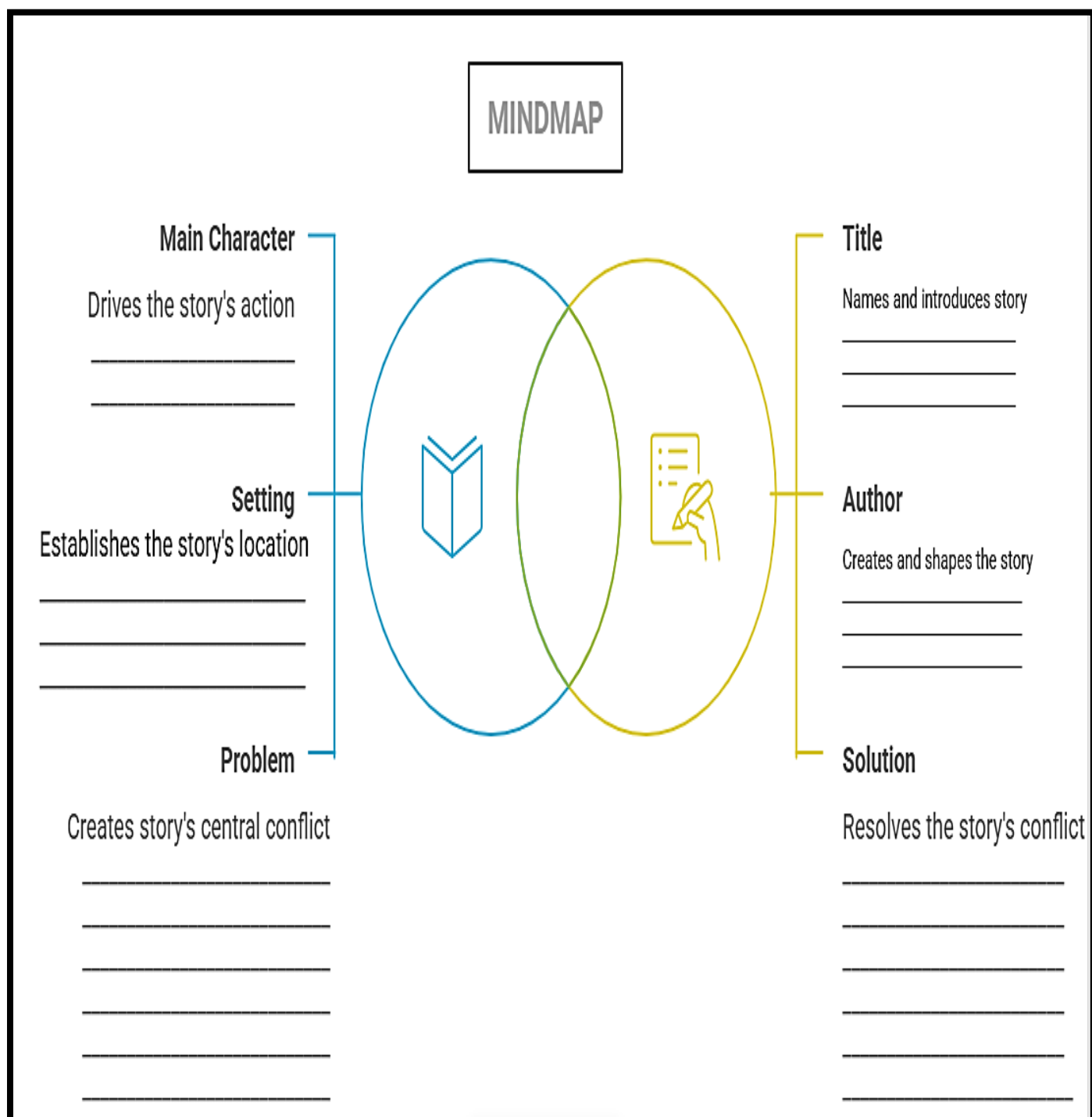


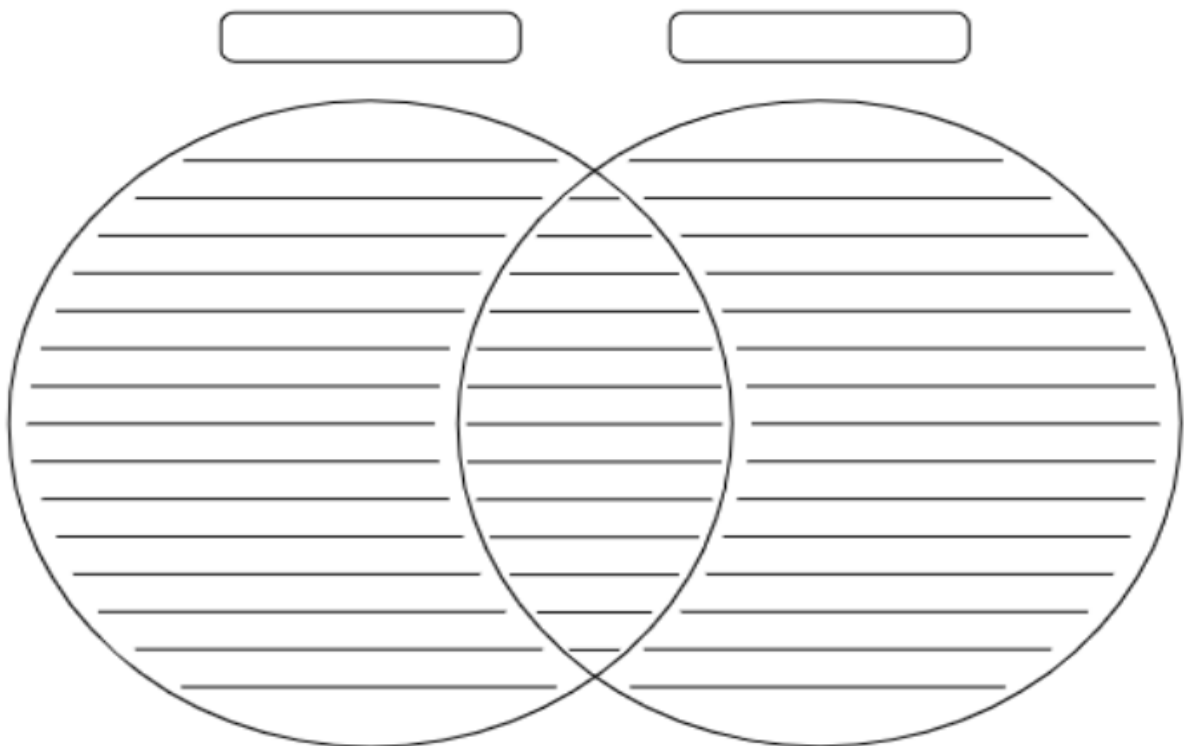
Table 2 _____



Venn Diagram

Complete the Venn diagram showing the similarities of the 2 fables you selected.

	Fable 1	Similarities	Fable 2
Main characters			
Setting			
Problem			
Resolution			
Moral			



Task 3: Fable Interviews

Interview a peer and an adult.

Ask:

Interview questions	Responses (Peer)	Responses (Adult)
Do you enjoy fables? Why?		
Do you remember a fable? Which one?		
If you could write a fable, what would it be about?		

Present the results as:

- Two maps (one for each person)

Task 4: Your Own Research Question

Create and answer ONE of your own questions about fables, such as:

- Why are fables good for children?
- Do animals in fables behave like humans?

Write a short paragraph (6–8 lines).

Bibliography Guidelines

Whenever you use information from books, websites, or interviews—cite your sources!

Examples:

- **Book:** Aesop. *Aesop's Fables*. 2000, Penguin, London.
- **Website:** Storyberries, <https://www.storyberries.com>, Accessed on 10 June 2025.
- **Interview:** Interview with Mr. Dlamini, on 5 June 2025, at home.

BIBLIOGRAPHY TEMPLATE

Source Type	Citation
Book	
Website	
Interview	

WORKSHEET: STAGE 1

Task	Done (✓)
Mind map about fables	
Mind maps for 2 fables	
Venn diagram comparing fables	
Interview mind maps	
Paragraph answering your question	

RESEARCH RUBRIC (10 marks)

Criteria	Excellent (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
1. Mind Maps & Diagrams	All mind maps and diagrams are detailed, neat, and correctly labelled	Most mind maps/diagrams are complete and understandable	Few diagrams completed; messy or unclear
2. Interview & Comparison Task	Two interviews are clearly presented	Interviews and comparison are mostly clear	One or no interviews; comparison unclear or missing
3. Research Paragraph		Paragraph answers the question, with detail	Paragraph is off-topic, too short, or unclear
4. Overall Presentation & Effort		Work is well organised, neat, and colourful	Minimal effort; work is untidy or incomplete

STAGE 2: WRITING A COMIC STRIP FABLE (30 marks)

Objective:

Write your own fable as a comic strip or short dialogue.

Task 5: Plan and Create a (5.1) Comic Strip OR (5.2) dialogue

Use this 7-frame plan:

Frame	What Happens
1	Introduce setting and characters
2	Begin the problem
3	Problem gets worse
4	Turning point
5	Resolution
6	Ending
7	Show or tell the moral

For the comic strip Include:

- Speech bubbles
- Thought bubbles
- Captions
- Colour and illustrations

Alternative Option: Write your fable as a **dialogue** script between animal characters.

Writing Frame (Comic Strip Dialogue)

1. Title: _____
2. Characters: _____
3. Setting: _____
4. Moral: _____
5. My story is about: _____
6. The lesson I want to teach is: _____

Dialogue

[illegible]

Task 6: Explain Your Moral

Write a paragraph:

- What is the lesson?
- Why did you choose it?
- Why is it important?

WORKSHEET: STAGE 2

Task	Done (✓)
Comic strip or dialogue created	
Speech/thought bubbles used	
Moral paragraph written	
Colour and creativity used	

WRITING RUBRIC (30 marks)

Comic Strip Writing Rubric (30 marks)

Criteria	Excellent 5 marks	Good 4 marks	Satisfactory 3 marks	Developing 2 marks	Needs Work 1 mark
1. Story Structure (7 frames)	All 7 frames present; logical beginning, middle, and end with smooth flow	6 frames present; mostly clear structure and transitions	5 frames; structure is uneven with some unclear parts	4 frames or disjointed story flow	Fewer than 4 frames or unclear story
2. Moral / Life Lesson	Clear, powerful moral clearly shown or stated in final frame	Clear moral stated or implied	Moral is present but weak or disconnected from the story	Moral is vague or confusing	No moral or unrelated ending
3. Characterisation	Characters are distinct with emotions, actions, and expressions	Characters are distinguishable; some emotion or personality	Characters are simple or generic	Characters lack emotion or identity	Characters are confusing or inconsistent
4. Visual Elements (Creativity & Effort)	Excellent artwork; colourful, detailed, thoughtful design	Good effort; mostly neat, creative with some detail	Some colour and visuals; basic drawing effort	Limited visuals; rushed or unclear drawings	Minimal effort or hard to interpret visuals
5. Use of Comic Features (Bubbles & Captions)	Accurate and consistent use of speech bubbles, thought bubbles, and captions; 0–1 errors	Mostly accurate; 2–3 errors	Some features used correctly; 4–5 errors	Features misused or missing; 6–7 errors	Many missing/incorrect features; 8+ errors
6. Language Use (Grammar & Spelling)	0–1 grammar/spelling errors; language suits characters and setting	2–3 errors; mostly accurate with suitable tone	4–5 errors; some awkward or unclear wording	6–7 errors; simple or inconsistent language	8+ errors; interferes with understanding

Dialogue Writing Rubric (30 marks)

Criteria	Excellent 5 marks	Good 4 marks	Satisfactory 3 marks	Developing 2 marks	Needs Work 1 mark
1. Characterisation	Distinct, believable characters with clear, consistent voices and traits	Mostly distinct characters; voices mostly consistent	Characters show some traits but are not well developed	Characters are hard to distinguish or underdeveloped	Characters are confusing, unrealistic, or inconsistent
2. Moral / Life Lesson	Moral is clearly stated , strongly linked to events, and meaningful	Moral is clear and related to the story	Moral is present but not well explained or loosely linked	Moral is vague or poorly developed	No clear moral or off-topic
3. Structure / Organisation	Dialogue has a clear beginning, middle, and end ; smooth transitions	Mostly well-structured; one part may be underdeveloped	Structure is present but uneven ; some jumps	Dialogue is disorganised ; lacks coherence	No clear story flow or disjointed scenes
4. Language Use (Grammar & Vocabulary)	0–1 errors in grammar; varied and appropriate vocabulary used	2–3 errors ; mostly appropriate vocabulary	4–5 errors ; some repetition or simple words	6–7 errors ; limited vocabulary, poor grammar	8+ errors ; grammar interferes with understanding
5. Punctuation & Dialogue Conventions	All dialogue uses correct punctuation (commas, capitalisation); 0–1 errors	Few punctuation errors (2–3); mostly uses correct format	Some errors (4–5); quotation marks and commas sometimes missing	Frequent errors (6–7); unclear speaker turns	Many errors (8+); dialogue format is hard to follow
6. Creativity & Originality	Story is highly creative, humorous or emotional, and engaging	Creative idea with some originality and interest	Some creative parts, but mostly predictable	Few original ideas; clichéd or dull	Lacks creativity; seems copied or off-topic

STAGE 3: ORAL PRESENTATION (20 marks)

Objective:

Tell your fable or act out the dialogue for an audience.

Task 7: Prepare and Present

Choose one:

- Present your comic strip as a **storyteller**.
- Act out your dialogue as a **role play** with voices and gestures.

Include:

- Voice projection
- Clear expression of the moral
- Confidence and energy
- Use of visuals or props

ORAL PRESENTATION WORKSHEET

1. I chose to: (Storytell / Act it out)
2. My fable is about: _____
3. The moral is: _____
4. I used (props / drawings / voices)

ORAL PRESENTATION RUBRIC (20 marks)

Criteria	Excellent 4 marks	Good 3 marks	Satisfactory 2 marks	Needs Work 1 mark
1. Voice & Clarity	Voice is loud, clear, expressive; excellent pronunciation and pacing	Voice is clear and audible; minor hesitations or mispronunciations	Voice is soft or uneven; noticeable stumbles or unclear words	Difficult to hear or understand; mumbled, too fast/slow
2. Confidence & Engagement	Very confident; maintains eye contact, uses gestures; engages the audience	Generally confident; some eye contact and expressive gestures	Some nervousness; limited eye contact; reads without much expression	Very nervous or disengaged; avoids eye contact; no expression
3. Expression of the Moral	Moral is clearly stated and strongly connected to the story; well explained	Moral is clear and linked to story; reasonably explained	Moral is present but not well connected or explained	Moral is unclear, weak, or missing
4. Use of Props / Visual Aids	Creative use of visuals (e.g. props, drawings); supports storytelling well	Visuals used effectively; help the presentation	Some visuals shown but not clearly explained or used	No visuals or visuals poorly integrated