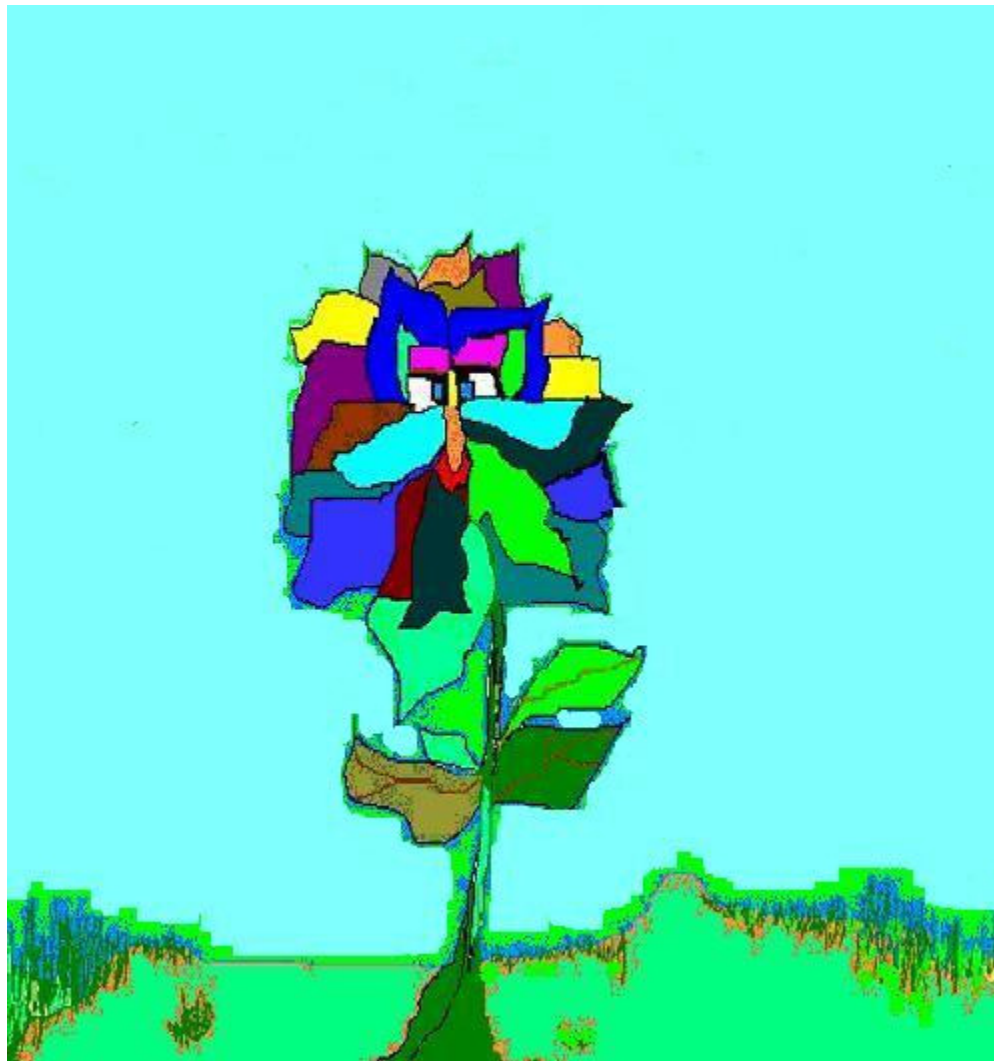


A Teacher's Guide to The Wishing Flower

By

Mosetta M. Penick Phillips-Cermak, Ph.D.



What is The Wishing Flower?

Introduction

The Wishing Flower is an original fairy tale written in the style of fairy tales from around the world. Although each culture and region of the world has its own group of folk tales and fairy tales that it believes to be unique, specific themes and embellishments tend to reoccur throughout history and across cultures. Fairy tales were written for entertainment, to explain situations that humans did not understand, so they could make sense of their lives. Fairy tales taught life-lessons, and scare children into obedience. Because of the time in history that most fairy tales were written, many fairy tales feature children being eaten, sold into servitude, and other aspects that are questionable morel practices by today's standards.

Guiding Questions:

What is a fairy tale?

By definition, fairy tales are stories that were told by word of mouth, and as such they were created and influenced by the oral traditions and histories of many cultures. The definition I teach of a fairytale is: Fairy tales are made-up stories, with magical elements handed down from generation to generation.

What are the characteristics of a fairy tales?

Universal truths about human nature, such as emotional states (love, hate, courage, cowardliness, kindness, and cruelty), and physiological needs such as hunger, thirst, fatigue, and sleepiness, appear in all fairy tales.

What kinds of plots, characters, and settings do we expect to find in these stories?

They have plots with conflicts between good and evil, and with magic and luck as the most important factor to create the happy endings. In addition one finds the settings to be far off places, and controlled by magic. This magical influence was used to explain the vicissitude of life.

Why are fairy tales so prevalent as a form of storytelling throughout the world?

Because of the prevalence of fairy tales throughout the world culture, their imagery and allusion have had a profound impact on many different forms of literature. The elements and concepts from the fairy tales are repeated in plays, movies, and books for all ages. Like the Nursery Rhyme, some fairy tales are allegories, and made political statements.

How have illustrations changed the nature of the fairy tale?

Like the advent of the television in the mid-twentieth century in relationship to the radio, the application of illustrations to the fairy tale allowed the individual reader to view the vision of the artist instead of imagining his/her own visual image.

As You Teach This Book

The "Original Versions" of Fairy Tales:

According to most sources, there is no such thing as an original version of a classic fairy tale.

Records of fairy tales existed more than two hundred years before the Brothers Grimm. The popularity of the fairy tale in France and Italy during the 17th century was as a parlor game for aristocratic society, mainly the adults. The first of the best-known fairy tales were of stories collected by the Germans Jacob and Wilhelm Grimm in the 19th century. Their collection, *Kinder und Hausmarchen*, contains 277 stories that they transcribed from oral storytellers and re-wrote for publication.

Hans Christian Andersen (April 2, 1805 – August 4, 1875), the Danish author although renowned for his original work, used word of mouth stories to influence his fairy tales, like Thumbelina.

Students can begin to understand that most classic fairy tales are “retold” by comparing and contrasting various versions of the same fairy tale. Ask student to share their favorite

nursery rhyme, and then asked them how they learned it. “Shock” your students with the information that when you were a child you learned a similar rhyme.

Teacher's Lesson Plans
Created For
The Wishing Flower
By
Mosetta M. Penick Phillips-Cermak, Ph.D.

Subject: Language Arts: Reading and Writing

Grade Level: 2-4, ELL

Time: 5 Literacy Block (80 minutes each)

Topic: The Fairytale

Material:

Class sets of the following:

“The Wishing Flower”

“The Farmer and the Cabbage Patch”

“Tom Thumb”

Copies of:

- 1) Story Form
- 2) Graphic Organizer

Objectives: After completing the lessons, the students will be able to:

- 1) Give a simple definition of a fairy tale.
- 2) Identify the literary terms **character**, **setting**, and **plot**.
- 3) Identify the words **fiction** and **nonfiction**

- 4) Write a Re-tell, in their own words of “The Wishing Flower” and another fairytale of their choice.
- 5) Use illustrations to "tell" “The Wishing Flower”.
- 6) Recognize feelings and emotions within fairy tales that are common to all.
- 7) Students will compare and contrast on of the other two stories with “The Wishing Flower”.

Procedure:

Day 1

- 1) Review the words Fiction and Nonfiction.
 - a) Write the words Fiction and Nonfiction on the board.
 - b) Tell the students that a fairytale is fiction, make-believe, not real.
 - c) Ask the students to help you to brainstorm some other things that are make-believe (like cartoons, comic strips, Nancy Drew, Star Wars, etc.).
 - d) Under Nonfiction, ask students to help you identify some things that are nonfiction (like Newspapers, textbooks, and TV news).
- 2) Write the word Fairytale on the board.

Example

Dr. Penick Phillip-Cermak

Room 102

FICTION

NONFICTION

Fairytales
Cartoons

The Newspaper
TV News Reports

FairyTale
The Wishing Flower

Character

Setting

Plot

- 4) Review vocabulary and write words on the board.
 - a) The teacher will read an original fairytale to the students: “The Wishing Flower” by Moseetta M. Penick Phillips-Cermak (published by PM Moon Publishers, Limited [USA])
- 5) Ask the students comprehension questions about the story. Write the words **Character**, **Setting**, and **Plot** on the board. Have the students develop a definition of each term and then complete the category with the teacher on the board.
- 6) Have the students transfer the information from the board to their Story Form.
- 7) Have the students write in their Journals. Students should record emotional statements from the story: “The queen was sad.

Day 2

- 1) Show the video "Cabbage Patch Fib" written by Paul Jennings (published by Penguin Books Canada), from the TV series *Round the Twist*.
 - a) Tell the students that this is based on one of the stories of “The Farmer and the Cabbage Patch” (where the farmer and his wife wish for a son on a falling [shooting] star, and find one in their cabbage patch).
 - b) There are many versions of this story. Stories with many versions are states as “retold by”.
- 3) At the end of the video, have the students use the Story Form to record the characters, the setting, and the plot
- 3) Have students write into their Journals. Students should record emotional statements from the story.

Day 3

- 1) Students will break into their learning groups. Students groups are five (5) students per group.

- 2) Students will use chart paper to draw a standard KWL chart to record what they **know** about the various Fairytales.
- 3) As a group, students will write five questions about what they **want** to know.
- 4) Students will visit <http://www.grimmfairytales.com/en/main> and complete the activities.
- 5) Students will complete their KWL charts as to what they **learned**.
- 6) Each group will share their chart with the rest of the class.

Day 4

- 1) Using choral reading, students will read Tom Thumb with the teacher.
- 2) Working in pairs, students will visit the Tom Thumb website at <http://www.ongoing-tales.com/SERIALS/oldtime/FAIRYTALES/tomthumb.html>.
- 3) Use the Story Form to record the characters, setting, and plot.
- 4) Have students write in their Journals. Students should record emotional statements from the story.

Day 5 Assessment

- 1) Review the three fairy tales.
- 2) Ask the student how the stories are alike and how they are different.
- 3) Review with the students the requirements for writing a re-tell.
- 4) Have the students use their three Story Forms to write a re-tell of “The Wishing Flower” and another story of their choice.

- 5) When students have completed their re-tell, students are to draw pictures and “illustrate” “The Wishing Flower” re-tell.
- 6) Students will work in pairs throughout the day to complete the assigned WebQuest

Suggested Vocabulary Words for “The Wishing Flower

King	passage	although
Queen	mountain	amount
Princess Neve	cheek	appear
Vortex	cherry	peasants
Rainbow	cliff	witches
Village	lake	royalty
castle		

RESOURCES

Other Interactive websites

Hans Christian Andersen: <http://www.andersenfairytale.com/en/main>

Classic folk stories and fairy tales of Hans Christian Andersen. Web-published children's books with Flash animation and narration, featuring cartoons, e-learning, biography of Hans Christian Andersen, and links to the fairy tales.