

THE GIRL WHO CRIED FLOWERS

THE GIRL WHO CRIED FLOWERS

by Jane Yolen and Umesh Shukla

Themes: Folktales, Generosity, Family,

Concern for Others, Magic

Grade Level: 1–7 (ages 6–12)

Running Time: 25 minutes

SUMMARY

Olivia was found by her parents in the branches of an olive tree. They were amazed at her miraculous tears of flower blossoms. As Olivia grew, she gave flowers selflessly to all who asked. Soon, she spent all of her time crying to keep others happy. A young man named Panos met and fell in love with Olivia. He told her wonderful stories that made her joyful. His only request was that Olivia not cry any longer. However, when Olivia is tricked by an old woman, she begins to weep again, and this time she finds that she cannot stop. Children will learn the power of generosity and love through this artful folktale set in ancient Greece.

OBJECTIVES

- Students will identify the characteristics of a folktale.
- Students will compare and contrast this folktale with another folktale.
- Students will make text-to-text connections.
- Students will work as a group to write and act out a folktale.

BEFORE VIEWING ACTIVITIES

Read several folktales from different cultures to the students. Tell students that all of the stories that they just heard were folktales. Make a poster or chart that identifies the main characteristics of a folktale:

- some element of magic or fantasy
- usually set in the past
- teaches a lesson
- is specific to a culture or group of people
- is passed down through generations

Work with students to identify some or all of these

characteristics in the folktales that you read. Tell students that they will be watching a movie of a folktale from ancient Greece. Encourage them to watch and listen for the elements of a folktale in the movie. Older students can take notes on a graphic organizer as they watch.

Teach or review text-to-text connections with students. Text-to-text connections are when a book or movie has a similarity to another book or video. Help students make text-to-text connections between the folktales that they've read. Make lists on butcher or chart paper of connections that the students come up with. These can be hung in the classroom as reminders of good strategies that help students understand books and movies more. Tell students that they will be making "movie-to-text" connections with the movie that they are about to see. Teach them simple hand signals, such as: hands making a film projector movement (movie), hands making a book (text), hands clasping together (connection). Encourage them to make these signals when they notice a connection between the movie and folktales that they've read or heard.

AFTER VIEWING ACTIVITIES

Have students use colored tissue paper to make flower blossoms. Encourage them to think of a time that they were really sad, and pretend that they cried flowers like Olivia in the movie. Guiding questions:

- What colors would your flower tears be?
- Would you cry whole flowers or just blossoms?
- Who would you give your flowers to?

Have students make tissue flower bouquets for friends and family. Remind them of Olivia's generosity in the book and encourage them to emulate her.

Revisit the text-to-text connections chart that you made before viewing the movie. Add students' connections that they made with the movie. Provide students with a Venn diagram to show how *The Girl Who Cried Flowers* is different than the other folktales and how it is similar. Guiding questions:

- What elements of a folktale do *The Girl Who Cried Flowers* and the other folktale(s) have?
- What are the differences between the two texts? Setting?

Magical element?

- Is the lesson in the two texts different or similar?
- What culture is represented in the different folktales?

Using the characteristics of a folktale as a planning guide, complete a shared writing activity with the class. Go through the steps of the writing process together (brainstorming, planning/organizing, drafting, revising, editing, publishing) to write a folktale. Start with having students make connections with the folktales that they have read and have them brainstorm some ideas of their own. Then, plan out the story, using a graphic organizer. Write students' ideas together, guiding them through the beginning, middle, and end of the story. Once the folktale is complete, give students the opportunity to turn it into a dramatic production. Arrange a time to perform for parents and other classes.

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