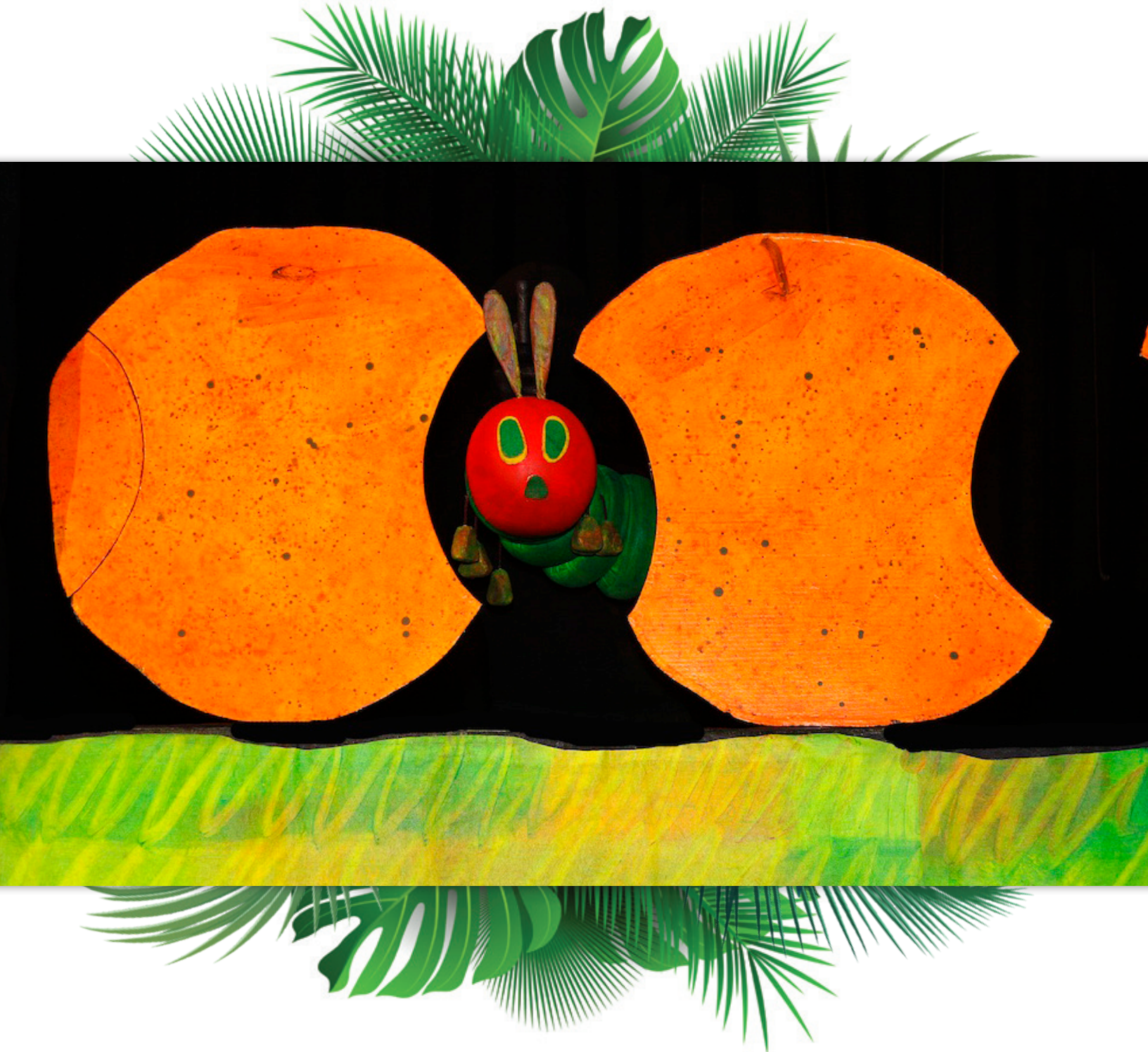


TEACHER RESOURCE GUIDE

The Very Hungry Caterpillar & Other Eric Carle Favorites



School Matinee Performances

Presented by



TEACHER RESOURCE GUIDE

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**COMMUNITY ENGAGEMENT
& EDUCATION**



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts, (2017) and Science (2018-2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical and creative thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's six resident companies: Cleveland Ballet, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the world's largest outdoor chandelier, and the retro Playhouse Square sign with its 9-foot-tall letters!



Coming to the Theater

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Here are a few points to start the discussion:

- ◆ You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- ◆ Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, the performers can too.
- ◆ As you watch the performance, feel free to respond by laughing or applauding.
- ◆ Food, drink and gum are not permitted in the theater for school matinee performances.
- ◆ Photography and recording of performances are not permitted.
- ◆ Mobile phones and other devices that make noise or light up should be silenced and put away before the performance begins.
- ◆ When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- ◆ After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school group by bus number. Check around your seat to make sure you have all of your personal belongings before leaving.



ABOUT THE SHOW

Three beloved stories by Eric Carle, award-winning children's book illustrator and author, are retold on stage through the magic of black light and fanciful puppets.

Little Cloud

Children will delight in the antics of Little Cloud. High up in the beautiful sky, Little Cloud slips away from the rest and transforms into various shapes of things it sees – a sheep, an airplane, a shark and more.

The Mixed-Up Chameleon

A little chameleon is bored with its life – sitting about predictably changing color all day. So, it decides to embark on an adventurous trip to the zoo. Upon seeing the beautiful animals there, the little chameleon tries changing to look like each one of them. The poor chameleon gets so mixed up; it is no longer able to catch a fly when it gets hungry. The little chameleon learns to appreciate its own life, and happily changes back to normal.

The Very Hungry Caterpillar

Based on Eric Carle's 224 word story about a caterpillar who nibbles through apples, strawberries, chocolate cake, lollipops, and more, *The Very Hungry Caterpillar* follows the wonderful adventures of a very tiny and very hungry caterpillar that progresses through an amazing variety of foods towards his eventual metamorphosis into a beautiful butterfly.

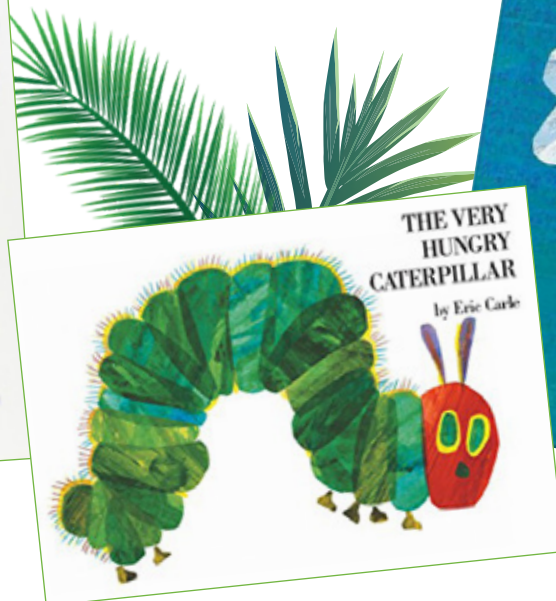
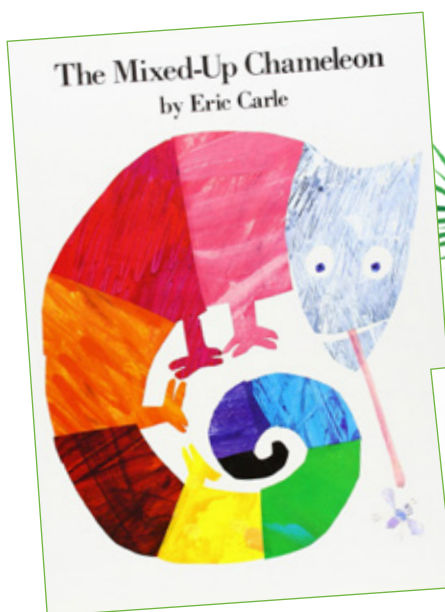
More about the Production

Adapted, designed and directed by Jim Morrow, the hour-long production of *The Very Hungry Caterpillar & Other Eric Carle Favorites* features the imaginative approach to storytelling through theatre that has earned international recognition for Mermaid Theatre of Nova Scotia.

The Very Hungry Caterpillar & Other Eric Carle Favorites employs a variety of styles of Puppetry – including rod and hand puppets – to tell three stories. Amazingly, all of the puppets and scenic elements are manipulated by just two puppeteers!

Part of the visual magic of this production comes from the use of black light, which allows only certain elements onstage to be seen by the audience. The puppets and scenery are painted with fluorescent paint, which glows in the dark under ultraviolet light (also called black light). Under black light, anything black becomes invisible. During the show, the puppeteers will be on stage as they work, wearing all black clothing and black masks and performing in front of a black wall. This makes them almost invisible to the audience and allows them to execute all kinds of visual illusions with the puppets.

The show also employs pre-recorded narration of Eric Carle's text to the three stories, by Gordon Pinsent, and



original music composed by Steven Naylor especially for this production.

In 2014, the production celebrated its fifteenth year of continuous touring and welcomed its two millionth spectator. To date, over 3,500 performances have been presented in thirteen countries. Presentations have been offered in Dutch, English, Spanish, Japanese, Korean, French, and Mandarin.



About the Author

Eric Carle is acclaimed and beloved as the creator of brilliantly illustrated and innovatively designed picture books for very young children. His best-known work, *The Very Hungry Caterpillar*, has eaten its way into the hearts of literally millions of children all over the world and has been translated into 65 languages and sold over 46 million copies. Since the Caterpillar was published in 1969, Eric Carle has illustrated more than seventy books, many best sellers, most of which he also wrote, and more than 145 million copies of his books have sold around the world.

Born in Syracuse, New York, in 1929, Eric Carle moved with his parents to Germany when he was six years old; he was educated there, and graduated from the prestigious art school, the Akademie der bildenden Künste, in Stuttgart. But his dream was always to return to America, the land of his happiest childhood memories. So, in 1952, with a fine portfolio in hand and forty dollars in his pocket, he arrived in New York. Soon he found a job as a graphic designer in the promotion department of The New York Times and later became the art director for an advertising agency.

One day, respected educator and author, Bill Martin Jr, called to ask Carle to illustrate a story he had written.

Martin's eye had been caught by a striking picture of a red lobster that Carle had created for an advertisement. *Brown Bear, Brown Bear, What Do You See?* was the result of their collaboration. It is still a favorite with children everywhere. This was the beginning of Eric Carle's true career. Soon Carle was writing his own stories, too. His first wholly original book was *1,2,3 to the Zoo*, followed soon afterward by the celebrated classic, *The Very Hungry Caterpillar*.

Eric Carle's art is distinctive and instantly recognizable. His work is created in collage technique, using hand-painted papers, which he cuts and layers to form bright and cheerful images. Many of his books have an added dimension – such as the twinkling lights in *The Very Lonely Firefly* and the lifelike sound of a cricket's song in *The Very Quiet Cricket* – giving them a playful quality: a toy that can be read, a book that can be touched.

The themes of his stories are usually drawn from his extensive knowledge and love of nature—an interest shared by most small children. Besides being beautiful and entertaining, his books always offer the child the opportunity to learn something about the world around them. It is his concern for children, for their feelings and their inquisitiveness, for their creativity and their intellectual growth that, in addition to his beautiful artwork, makes the reading of his books such a stimulating and lasting experience.

Eric Carle currently lives in the Florida Keys and has two grown-up children, a son and a daughter.

About Mermaid Theatre of Nova Scotia

Founded in 1972, Mermaid Theatre's unique adaptations of children's literature have delighted more than five million young people in sixteen countries on four continents. Based in Windsor, a small rural town in Nova Scotia's Avon Region, the company performs for more than 300,000 spectators annually, and currently ranks among North America's most active touring organizations.

Closer to home, Mermaid offers instruction at all levels through its institute of Puppetry Arts, welcome artists-in-residence through its Theatre Loft, and offers a vibrant performing arts series at MIPAC (the Mermaid Imperial Performing Arts Centre).

PRE-SHOW ACTIVITIES

Little Cloud

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
K.ESS.1, 2.ESS.2

The play *The Very Hungry Caterpillar & Other Eric Carle Favorites* focuses on three of Eric Carle's books. The first is *Little Cloud*. Before students watch the play, have them investigate clouds.

Explain to your students how clouds take different shapes and sizes as they float through the sky. Sometimes they look like animals and sometimes they change into different shapes. The clouds in *Little Cloud*, change from a shark, to trees, to a sheep!

Explain to students that clouds can do so much more than just change shapes – they can actually help us predict the weather! People have been using the clouds to predict the weather for thousands of years. We can do this by looking at the shape of the clouds and also by noticing how high in the sky the clouds are.

Introduce the book *Clouds*, by Anne Rockwell (see resource page) to your students. You will use this book to learn how to predict the weather based on the clouds that you see in the sky. As you read the book as a class, have students pay attention to the types of clouds and the weather that is typically associated with them.

After reading the book, have students complete the graphic organizer on the following page which will help them as they observe the clouds in the sky. While the book covers eleven different types of clouds, we'll focus on the four most common cloud types – fog, stratus, cumulus and cirrus.

You can also use the websites listed on the resource page of this guide to find pictures of cloud types to show your students, which they can study and use to fill out their graphic organizer.

For younger students, you can create a class version of this table.





Name of Cloud	Drawing	Weather associated with cloud
Fog		
Stratus		
Cumulus		
Cirrus		



The Very Hungry Caterpillar

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

K.LS.1, 1.LS.1

RI.K.9, RI.1.9, RI.2.9

Before watching the play, read the following two stories to your class (see resource page):

From Caterpillar to Butterfly

The Very Hungry Caterpillar

Read one story on one day, and the second story on the following day. Have students retell the stories by drawing the major events.

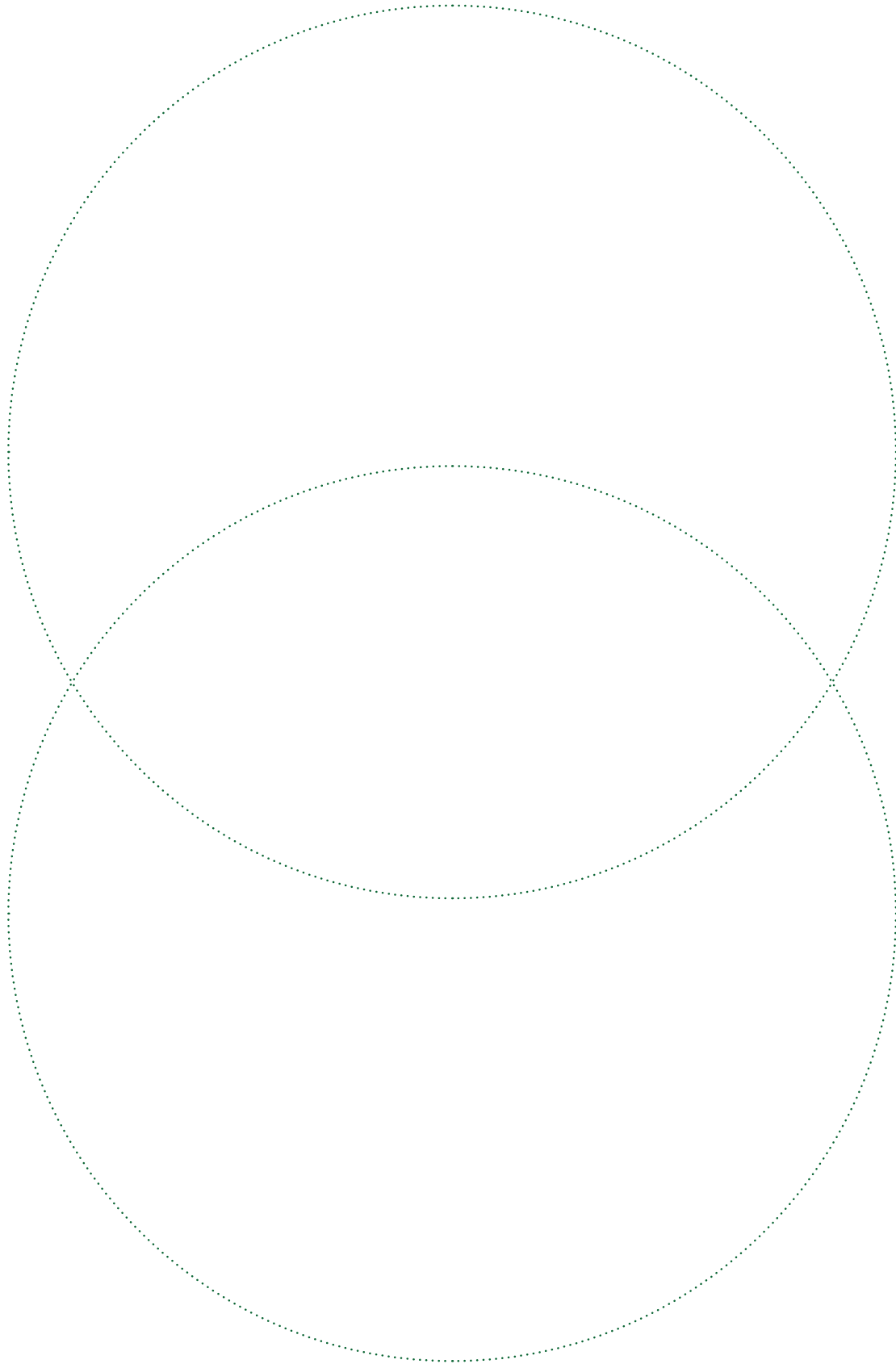
On the third day, discuss as a class the similarities and differences between the two stories. Together, complete the Venn-diagram on the following page to compare the two stories.





The Very Hungry Caterpillar

From Caterpillar to Butterfly



The Mixed-Up Chameleon

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
K.LS.2, 1.LS.2

Part I

Explain to student that in order to survive in the wild, many animals use camouflage to blend in with their surroundings. This makes it difficult for their predators (enemies) to see them. Read the story *Red Eyes or Blue Feathers: A Book About Animal Colors* to your class (see resource page). This book will help them to learn how different animals blend in with their environments.

After reading the book, have students complete the chart on the following page to describe different animals and their camouflage techniques. Have them identify the color of the animal and then explain how that color helps the animal to blend into its environment.

Younger students can color in the box for color, and they can draw a picture (ex. leaf, tree, etc.) to describe how it blends in with the environment.

Part II

After reading the book and completing the chart, show students animal camouflage pictures from the National Geographic website (see resource page for link). You can either look at the pictures as a class or print the pictures and give them to students in groups. See if they can find the animal and then have them discuss features of the animal that allow it to blend into its environment.





Animal	Color	How it blends in
Green Frog		
Polar Bear		
Red Fox		
Seahorse		
Killer Whale		
Macaw		
Black Rhinoceros		
Jewel Beetle		
Chameleon		

POST-SHOW ACTIVITIES

Little Cloud

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
K.ESS.1, 2.ESS.2

Ask your students if they know, or have wondered, how clouds got their names. The book *The Man Who Named the Clouds* (see resource page), is a biography that details the life and work of Luke Howard. Luke was the first person to create a practical scientific system for naming clouds. He was able to do this because he observed clouds on a regular basis.

Read *The Man Who Named the Clouds* to your students. After reading the book as a class, have students use the chart on the following page as a template for their very own weather journal, just like Luke Howard! After observing the weather and clouds for one to two weeks, have students submit a written response about the patterns they notice in their weather journal.

Younger students can draw or use the weather pictures found on the websites provided on the resource page of this guide.





Date and Time	Temperature	Clouds or Sunny (draw types of clouds if clouds are present)	Precipitation	Wind



The Very Hungry Caterpillar

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
K.LS.1, 1.LS.1

The Very Hungry Caterpillar, by Eric Carle, beautifully illustrates the life cycle of a butterfly. This activity will allow students to observe the complete life cycle of a Painted Lady Butterfly.

Materials Needed:

- ◆ The book, *From Caterpillar to Butterfly* (see resource page)
- ◆ OWLS Chart
- ◆ Observation sheets
- ◆ Painted Lady Butterfly eggs or larvae and butterfly house (see resource page – order in advance of activity)
- ◆ Hand lenses
- ◆ Sugar water for adult butterflies

Before reading the book *From Caterpillar to Butterfly*, have students state what they know about butterflies. Tell them that you are going to read a book about butterflies. As you read the book, have them pay attention to scientific words. Write down these words in the “S” column (scientific words) of your OWLS chart. Key words include *egg*, *caterpillar*, *pupa*, *adult*, and *life cycle*.

Reread the book, but this time, have students pay attention to the illustrations. Can they put together the sequence

of the life cycle of a butterfly? Draw the stages of the life cycle in the “L” column (learning). Have them observe the illustrations for each stage. In the “O” column (observing), draw or write their observations. You may need to explain that an observation will describe what the organism looks like, what it is doing, how big it is, and so forth.

Tell students that over the next 21 days (approximately), they are going to watch a butterfly go through each stage of its life cycle. They will record their observations on their observation sheet (provided on the following page) and they will try to identify the life cycle that it is currently in. Before students make their observations, go over the safety instructions that are provided with your eggs or larvae. Students will have questions, or “I wonder statements.” When they do, record them in the “W” column (wondering) of the OWLS chart.

Have them compare their drawings and descriptions to the illustrations in the book. How are they similar? How are they different? What questions were they able to answer? Do they have any questions that remain? (That’s ok! Scientists have lots of questions that aren’t answered!)

If you are unable to have a class pet, visit the Florida Museum webpage to view a butterfly life cycle remotely (see resource page for link). Students can still fill out the observation chart based on this live feed of the butterfly!



EXAMPLE OWLS CHART

Observing	Wondering	Learning	Scientific words
Egg stage	Questions that students have or “I wonder” statements	Life cycle stages	Egg
Larva stage			Caterpillar
Pupa stage			Pupa
Adult stage			Adult
			Life cycle

Observation Sheet: Using the chart below, draw what you see. Older students should also include a written description. For each day, write the stage that the butterfly is in (egg, larva, pupa or adult). What information from the book helps you to identify the stage?

Day 1 Stage:	Day 2 Stage:	Day 3 Stage:	Day 4 Stage:	Day 5 Stage:	Day 6 Stage:	Day 7 Stage:
Day 8 Stage:	Day 9 Stage:	Day 10 Stage:	Day 11 Stage:	Day 12 Stage:	Day 13 Stage:	Day 14 Stage:
Day 15 Stage:	Day 16 Stage:	Day 17 Stage:	Day 18 Stage:	Day 19 Stage:	Day 20 Stage:	Day 21 Stage:

The Mixed-Up Chameleon

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

K.LS.2, 1.LS.2

W.K.2, W.1.2, W.2.2

After watching the play and reading the story *Red Eyes* or *Blue Feathers: A Book About Animal Colors* (see resource page), have students create a diorama that represents an animal from the book or from the National Geographic Animal Camouflage pictures (see resource page for link). The diorama should include the animal, its surroundings, and how it uses camouflage to blend into its environment.

For older students, they should also include a written statement that includes the following:

- ◆ Name of animal
- ◆ Where the animal lives (habitat)
- ◆ Facts about the animal (when it sleeps, what it eats, animals that are their predators, etc.)
- ◆ Description of the environment
- ◆ How it is using color to blend in with the environment (camouflage)



RESOURCES



READING

The Very Hungry Caterpillar by Eric Carle

Little Cloud by Eric Carle

The Mixed-Up Chameleon by Eric Carle

The Man Who Named Clouds by Julie Hanna and illustrated by Joan Holub

Available on Amazon, or as a .pdf

http://painton.weebly.com/uploads/2/1/1/2/21123860/the_man_who_named_the_clouds.pdf

Clouds by Anne Rockwell and illustrated by Frane Lessac- part of the “Let’s Read and Find Out” Series in Science, Level 1

Read-aloud version available on Youtube:

<https://www.youtube.com/watch?v=EdAzLV1zW3s>

From Caterpillar to Butterfly by Deborah Heiligman and illustrated by Bari Weissman

Read-aloud version available on YouTube:

<https://www.youtube.com/watch?v=emd23BkmYbE>

Red Eyes or Blue Feathers: A Book About Animal Colors by Patricia M. Stockland and illustrated by Todd Irving Ouren

Read-aloud version available on YouTube:

<https://www.youtube.com/watch?v=D6UTD8jID6Y>

WEB

Weather activities and charts

<https://fun-a-day.com/21-awesome-ideas-for-a-preschool-weather-theme/>

Cloud activities and diagrams

<https://www.superteacherworksheets.com/weather.html>

Animal camouflage pictures

www.nationalgeographic.com/camouflage-animals

Painted Lady Butterfly larvae- Carolina Biological Supply Company

<https://www.carolina.com/browse/product-search-results?Ntt=painted+lady+butterflies&Nr=OR%28product.type%3AProduct%29&tab=p&question=painted+lady+butterflies&searchExecByFormSubmit=true>

Florida Museum – Butterfly Rainforest Chrysalis Cam

<https://www.floridamuseum.ufl.edu/exhibits/butterfly-rainforest/chrysalis-cam/>

Curriculum Standards Index

Standard	Description	Grade	Activity	Page
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K.LS.1	Living things have specific characteristics and traits.	K	The Very Hungry Caterpillar Pre- and Post-show activities	9, 15
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic.	K	The Very Hungry Caterpillar Pre-show activities	9
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	The Mixed-Up Chameleon Pre- and Post-show activities	11, 17
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	K	The Mixed-Up Chameleon Post-show activity	17
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	The Very Hungry Caterpillar Pre- and Post-show activities	9, 15
RI.1.9	Identify basic similarities in and differences between two texts on the same topic.	1	The Very Hungry Caterpillar Pre-show activities	9
1.LS.2	Living things survive only in environments that meet their needs.	1	The Mixed-Up Chameleon Pre- and Post-show activities	11, 17
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	1	The Mixed-Up Chameleon Post-show activity	17
2.ESS.2	Water is present in the atmosphere.	2	Little Cloud Pre- and Post-show activities	7, 13
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	2	The Very Hungry Caterpillar Pre-show activities	9
W.2.2	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2	The Mixed-Up Chameleon Post-show activity	17