



PRESCHOOL TEACHER'S GUIDE

The Arts Start program is supported by



Grow Up Great

The Very Hungry Caterpillar & Other Eric Carle Favorites

Thursday, November 21, 2019
10:30 AM & 12:30 PM



University of Illinois Springfield

PERFORMING
ARTS CENTER



Welcome!

This guide was created for use by teachers in the Springfield Urban League Head Start program, but it will also be sent to other teachers attending the performance who indicate they teach preschool students. Another Teacher's Guide, with content for older students, is available online at <http://uispac.com/education/class-acts/>. We hope the information and activities included in this guide will help your students better understand the performance.

We look forward to seeing you!



Youth programming in the Class Acts series is supported in part by the Helen Hamilton Performing Arts Endowment for Youth Fund, gifts from Elizabeth and Robert Staley, and a grant from the Illinois Arts Council Agency.



The Arts Start program is an initiative of **University of Illinois Springfield** and the **Springfield Urban League Head Start**, funded by **PNC's Grow Up Great**® initiative. Through this arts education program, Head Start students, their teachers, and their families will become involved in live performances, enhancing the students' educational opportunities and school readiness.



Write to Us

We would love to hear from you and your students! If your students write about the performance they saw or create artwork related to it, you are welcome to send it to us via email to azepp2@uis.edu or through the mail to:

Carly Shank
UIS Performing Arts Services
One University Plaza, MS PAC 397
Springfield, IL 62703

We love sharing student work with our Class Acts sponsors, so they can see the impact of their donations.



Attending a Live Performance

Please use the information below to help prepare your young students for attending a live theatrical performance. For many, this will be their first experience with live theater.

Going to a live theatrical performance is different than watching a movie or TV show – the members of the audience are very important, and the way they behave will affect the performance. That’s why theaters have their own special rules about behavior.

- Tell your students that when they arrive in the parking lot, there will be a lot of other buses there too. They will need to follow the instructions of their teachers and walk in a straight line (or maybe in a buddy-system line) to come into the building. Once inside, they need to stay in line because of all the other students who will be there.
- Ask your students how they think an audience should behave at a live performance. What are some of the things they should do and not do? If it is not covered by the student answers, make sure you talk about:
 - **Listen** to the performance (this ties into “don’t talk,” but it can be helpful to keep all the discussion points phrased in the positive and not in the “don’t-do-this” mode); use a “cupped ear” gesture to emphasize listening when it is mentioned
 - **Watch** the performance; point at both sides of your face near your eyes with your index fingers to emphasize watching when it is mentioned
 - **Clap** at the end of songs and at the end of the performance when the performers take their bows. Take the time to practice clapping with the students. Call one student forward who will pretend to take a bow at the end of a performance and the rest of the room will practice clapping for this student.

Repeat the gestures for the three points above and have the students do it with you.

- Let your students know that like in a movie theater, the area where the audience sits for the performance will be rather dark, but there will be lights on the stage and some small lights will remain on in the aisles. If they need to use the bathroom in the middle of the show, they can come to the end of the row and an usher will use a flashlight to make sure they can find their way to the correct bathroom.

Eric Carle and his stories



Eric Carle. Photograph: Maggie Steber

About Eric Carle

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 millions of children all over the world and has been translated into more than 47 languages and sold over 29 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 88 million copies of his books have sold around the world.

The secret of Eric Carle's books' appeal lies in his intuitive understanding of and respect for children, who sense in him instinctively someone who shares their most cherished thoughts and emotions.

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 tells how he creates his pictures:

My pictures are collages. I didn't invent the collage. Artists like Picasso and Matisse and Leo Lionni and Ezra Jack Keats made collages. Many children have done collages at home or in their classrooms. In fact, some children have said to me, "Oh, I can do that." I consider that the highest compliment.

I begin with plain tissue paper and paint it with different colors, using acrylics. Sometimes I paint with a wide brush, sometimes with a narrow brush. Sometimes my strokes are straight, and sometimes they're wavy. Sometimes I paint with my fingers. Or I paint on a piece of carpet, sponge, or burlap and then use that like a stamp on my tissue papers to create different textures.

These papers are my palette and after they have dried I store them in color-coded drawers. Let's say I want to create a caterpillar: I cut out a circle for the head from a red tissue paper and many ovals for the body from green tissue papers; and then I paste them with wallpaper glue onto an illustration board to make the picture.

Excerpted from The Official Eric Carle Website; Used with permission from the Eric Carle Studio.
Visit www.eric-carle.com for more information!



About the Production

Mermaid Theatre of Nova Scotia's *The Very Hungry Caterpillar and Other Eric Carle Favourites* has been touring continuously since 1999. To accommodate demand, the company has had to construct duplicate versions of the puppets and props so that the show can be performed simultaneously in different places across the globe. The show has been performed in Dutch, English, Spanish, Japanese, and Korean!

The Very Hungry Caterpillar and Other Eric Carle Favourites employs a variety of styles of **PUPPETRY**—including rod and hand puppets—to tell the 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 with the puppets. They wear black clothing and black masks and perform 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, and original **MUSIC** composed by Steven Naylor especially for this production.

In This Production

Little Cloud

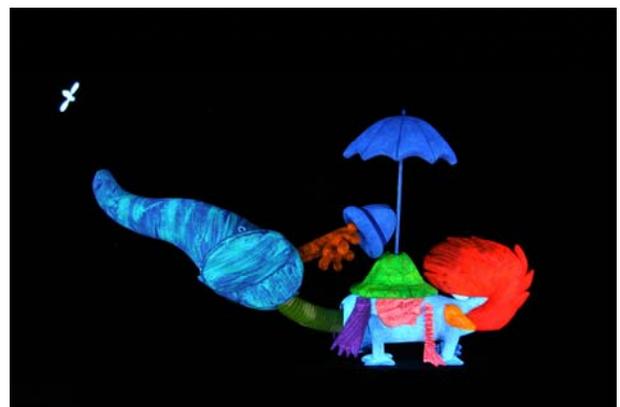
Children will delight in the antics of Little Cloud. High up in a beautiful sky, Little Cloud slips away from the rest and transforms into various shapes of things it sees - a sheep, an airplane, a shark and more.

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, he 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.



From the Mermaid Theatre



Mermaid Theatre
of Nova Scotia

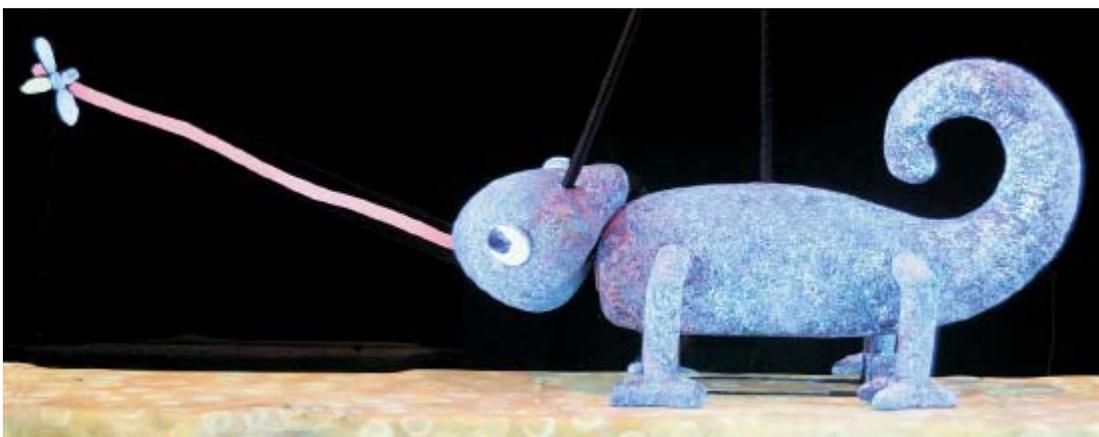
Founded in 1972, Mermaid Theatre's unique adaptations of children's literature have delighted more than four million young people on four continents. The company ranks among North America's most respected theatres for the young, and has won widespread recognition for its important ambassadorial role. Mermaid regularly crosses North America, and has represented Canada in Japan, Mexico, Australia, England, Northern Ireland, Holland, Scotland, Wales, Hong Kong, Macau, Singapore, South Korea, Taiwan and Vietnam.

Mermaid Theatre's emphasis on imaginative design elements, original music, and challenging texts provides a rich opportunity to acquaint young spectators with the visual and performing arts as well as with the pleasures of reading. In addition to its international engagements, Mermaid Theatre regularly tours throughout Nova Scotia with specially designed programs designed to stimulate classroom learning as well as enthusiasm for the art of puppetry. Mermaid's puppetry programs at all levels as well as its dynamic Youtheatre activities offer vital outreach opportunities.

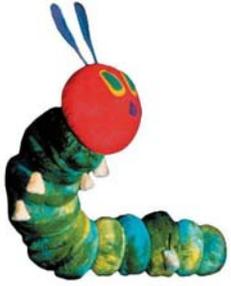
For more information, visit the company's website at <http://www.mermaidtheatre.ns.ca>.

MERMAID CATERPILLAR MILESTONES

- Mermaid Theatre will participate in celebrations marking the Fortieth Anniversary of *THE VERY HUNGRY CATERPILLAR*'s publication with special appearances at two major US children's festivals.
- First published in 1969, *THE VERY HUNGRY CATERPILLAR* has sold more than 29 million copies worldwide, and has appeared in 47 languages.
- Simultaneously, Mermaid will celebrate the Tenth Anniversary of its collaboration with Eric Carle Studios. *THE VERY HUNGRY CATERPILLAR* & *THE VERY QUIET CRICKET* had its debut performance at the Kids On the Waterfront Festival in Dartmouth, NS in May 1999.



Before the show



Read the Books!

Create a reading experience that students will never forget!

Grade Level: Pre-K-2nd

Materials needed: Items that represent each story (ideas listed below); copy of the three stories – *The Little Cloud*, *The Mixed-Up Chameleon*, and *The Very Hungry Caterpillar*.

Note: This is written to include all three stories together in the initial experience. However, you could choose to separate this into 3 parts, having a separate experience with each book.

- Put out 3 groups of items in your room for students to observe and touch. Each group of items will represent one of the stories. For example, for Little Cloud, you could include cotton balls, blue paper for the sky, figurine of a sheep, a hat, pictures of rain and trees; for Mixed-Up Chameleon, you could have a sign for the zoo, a toy chameleon, an umbrella, image of a rainbow, or any of the animals from the story; for The Very Hungry Caterpillar, you could use any version of a caterpillar you choose (create one from a green string and a red bead for a quick fix!) an apple, a lollipop, a leaf, and a picture of a butterfly. These are just a few ideas - the specific items used are up to you.
- Let students look at and touch the items and consider how they might fit together. What do they think and feel about each item? Do they have anything in common? Can they think of a reason they would be together? Some students that are already familiar with the stories may guess the titles. Don't say yes or no if they observe this out loud.
- After all of the students have had the chance to look at each grouping, bring them back together. Tell them each group represents a story you are going to read this week. Ask them to describe what they saw and felt and to predict what each story will be about.
- Leave the items in view during the week while reading the stories.
- During the week, read each story. After each story, ask students to identify the items that they found in the story. Did any students already know the story and guess what they were? Why do they think you chose the items you did to represent the story? Would they have picked something different?

Talk about the Show!

- After reading the books, start talking about the show they will see. Which story are they the most excited about seeing onstage? What part or character are they looking forward to seeing?
- Share information from our "About the Production" section. Explain to them the use of puppets and black lights. Can they guess how many people it would take to act out the whole story? Would they believe only two people will act out all three stories?
- Bring in a black light and show them how it affects colors in your classroom.
- Do they think the show will look like Eric Carle's pictures?

Very Hungry Caterpillar Storyboard

Illustrate the Very Hungry Caterpillar in the correct sequence.

1 In the light of the moon..... 	2 One Sunday morning..... 	3 He started to.....
4 On Monday.....	5 On Tuesday.....	6 On Wednesday.....
7 On Thursday.....	8 On Friday.....	9 On Saturday.....
10 The next day was Sunday again.....	11 Now.....	12 ...he was a



Preschool Activities

These activities can be used together in any combination that works for the teacher. It would be best to do some activities before the performance, to help students understand the plot of the story, and some activities after the performance, to reinforce what they have seen.

Pre-show Discussion Questions

Discuss the different types of performing arts (music, dance, theater) to help students understand that they are going to see people perform. Ask if they have ever experienced a live theater performance before. What did they see? What was it like?

How is live theater different than movies and TV?

- There are real people on the stage.
- The performance will never be exactly the same again.

Familiarize your students with the following words – theater, play, actor, stage, costume, usher, puppet

Literacy and Writing

As a journaling activity related to *The Very Hungry Caterpillar*, ask student to think about what food they would like to eat if they were very hungry, like the caterpillar. Have them draw pictures of all the different foods. You can also reinforce learning the days of the week by having a different journal page for the foods they will eat each day of the week.

Fine Arts



Theatre – Students can pretend to be a caterpillar turning into a butterfly. First, they need to act like a caterpillar, wiggling around and keeping their arms and legs together. Next, the caterpillar goes inside a cocoon, so students should curl up to a tight ball. Then, the caterpillar turns into a butterfly, so student should stand up and move around the room as if they were flying. They can move their arms up and down like wings. To enhance acting like a butterfly, find some pieces of colorful fabric students can hold in their hands and wave up and down like wings.

Other Activities

Math – When reading the story of *The Very Hungry Caterpillar*, have student count the different types of food out loud with you. Find other food items in your classroom, such as plastic “play” food or your snack that day, and count the different types of food.

Snack – Eat like a caterpillar! Make a fruit salad with the different types of fruit used in the book, or make your own fruit salad with whatever fruit you have. Have the students identify all the different types of fruit in your salad.

Science & Art – *Little Cloud* changes into many different shapes in the sky. Have students look at real clouds in the sky with you and discuss what shapes they think they look like. What other shapes have they seen in the clouds on other days?

Make unique cloud paintings in the classroom after looking at real clouds outside. Start with a dark or light blue piece of construction paper. Fold the paper in half, crease it, and then open it back to its full size. Have students place a small spoonful of thick white paint on the crease and fold the paper again. Students can use their hands to spread the paint around inside the paper. When they open the paper, each will have a very unique cloud. Add a caption that says, “It looked like _____” and fill in the blank with what each child thinks their cloud looks like.

Post-show Discussion Questions

After attending the performance, it is very important to talk to your students about their experience, memory, and reaction to the live performance. These are some possible questions:

- Tell me about what you saw on the field trip.
- Tell me about what you heard on the field trip.
- What will you remember about the performance?
- What surprised you about our field trip?
- What was the most exciting part of our field trip for you?



The Very Hungry Caterpillar

by Eric Carle

ERIC CARLE

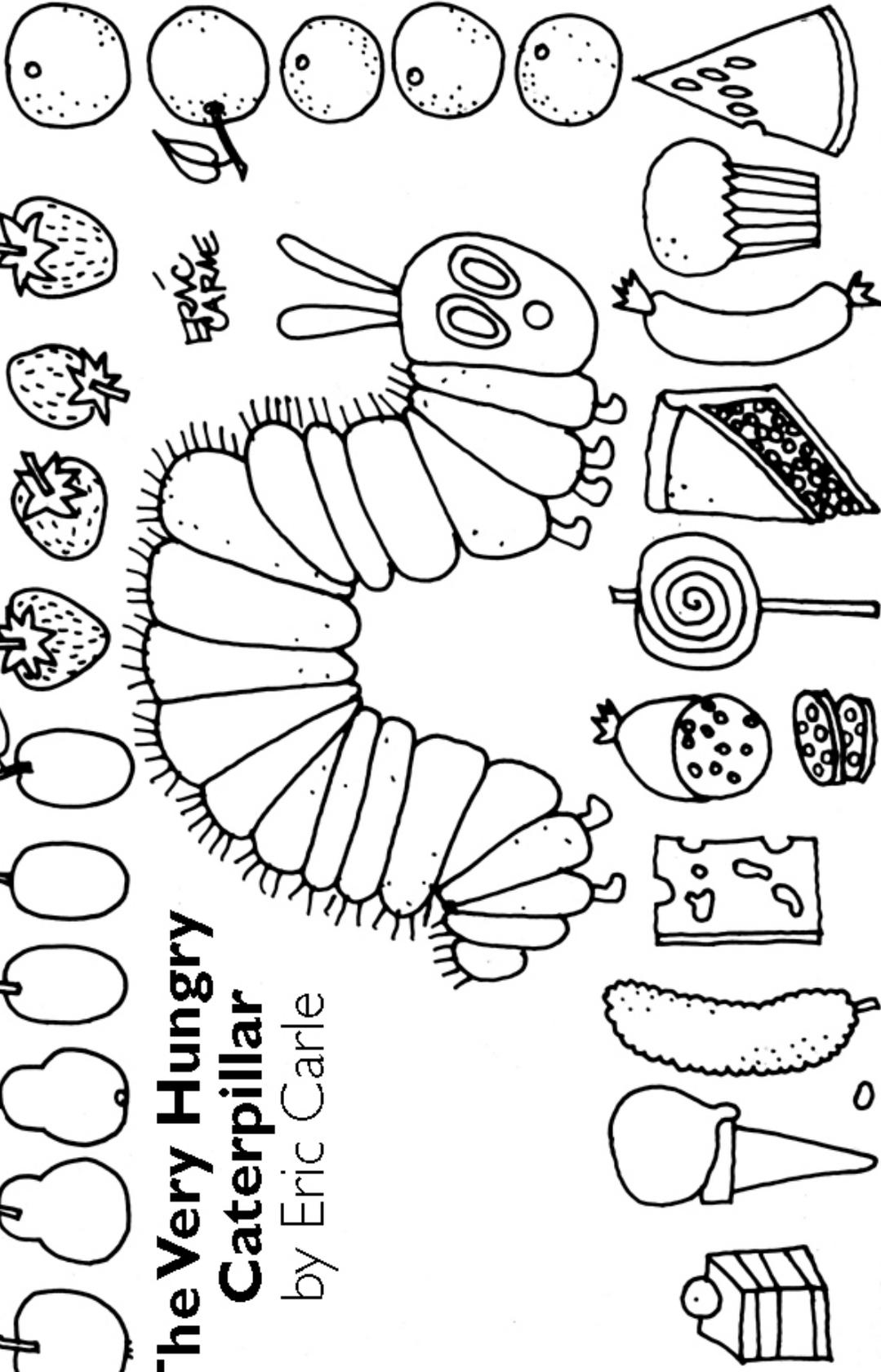


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