

**THE VERY HUNGRY CATERPILLAR
AND OTHER ERIC CARLE FAVOURITES
CURRICULUM GUIDE**

Applause! Series
**CIVIC CENTER OF GREATER DES MOINES
MARCH 26 & 29, 2010**

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This study guide was compiled, written, and edited by:
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ABOUT ERIC CARLE: AUTHOR & ILLUSTRATOR



Eric Carle is 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 more than 47 languages. Eric Carle has illustrated more than seventy books, most of which he also wrote.

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 Akademie der bildenden Künste, the art school in Stuttgart. 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. Later, he was the art director of an advertising agency for many years.

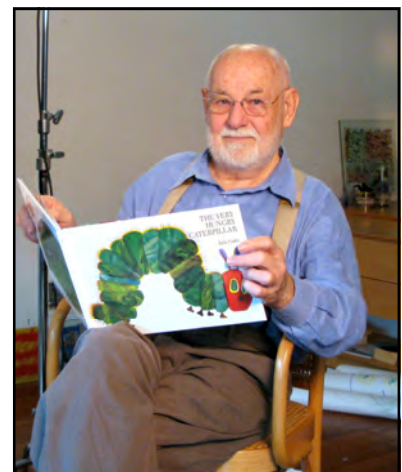
One day, respected educator and author, Bill Martin Jr., called and asked Carle to illustrate a story he had written. Martin's eye had been caught by a striking picture of a red lobster that Carle had created for an advertisement. *Brown Bear, Brown Bear, What Do You See?* was the result of their collaboration. This was the beginning of Eric Carle's true career.

Eric Carle's art work is created in collage technique, using hand-painted papers, which he cuts and layers to form bright and cheerful images. Children often send him pictures they have made themselves which were inspired by Carle's illustrations. He receives hundreds of letters each week from his young admirers.

The secret of 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.

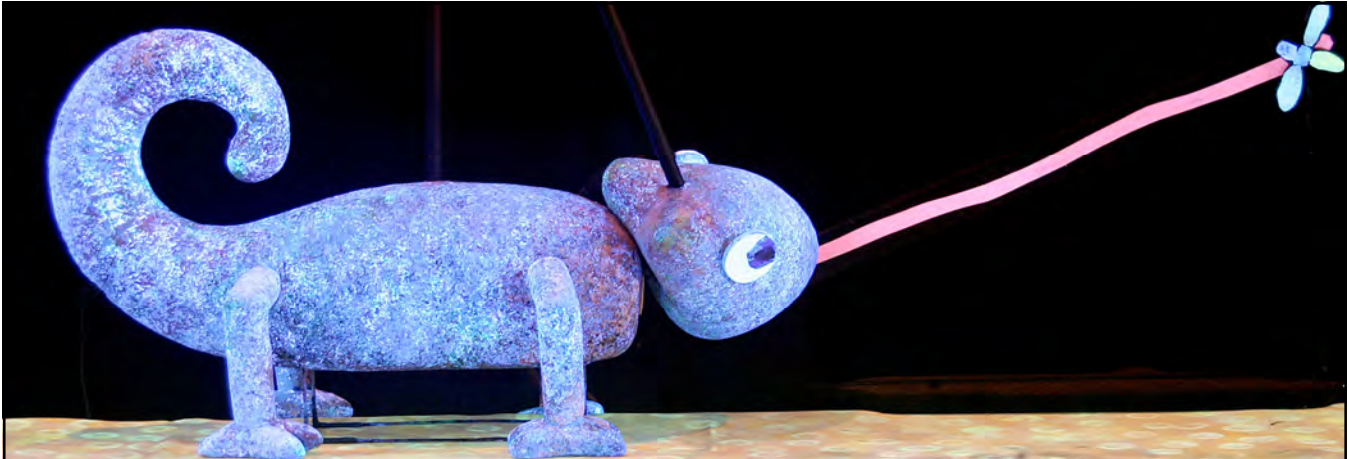
As far back as I can remember I enjoyed drawing pictures and I knew then that I would always draw. When I had grown to the age when kids are asked what they'd do "when they had grown up," I always answered that I would draw pictures, be an artist, be a scribbler. It always felt good to work with pencil, paints, crayons and paper. I will never stop being a scribbler.

-Eric Carle



Eric Carle. Photos courtesy of eric-carle.com.

ABOUT THE COMPANY: MERMAID THEATRE



*Mermaid Theatre
of Nova Scotia*

Now in its thirty-seventh season, Mermaid Theatre of Nova Scotia ranks among North America's most respected creators of family entertainment. Nearly four million young people around the world have delighted in Mermaid's unique adaptations of children's literature.

Mermaid Theatre's choice of material is based on the belief that young people benefit greatly, both in their emotional and aesthetic development, from early exposure to literature, the arts, and the power of imagination.

Mermaid Theatre is best known for its unusual mix of striking visual images, evocative original music, scripts whose language is moderately demanding, and puppets and staging which draw young spectators into a world of fantasy and wonder.

The company's creative ambition is to produce work which is quality theatre—entertaining, informative, and stimulating to all the senses—along with the goal of encouraging literacy and generating enthusiasm for the art of reading.

Extensive international engagements allow the company to play an important ambassadorial role for the Province of Nova Scotia and for Canada. Mermaid Theatre's Institute of Puppetry in Windsor, Nova Scotia, offers puppetry instruction at both community and professional levels. The Institute's touring programs entertain and educate students and teachers throughout Nova Scotia. In addition, Mermaid is committed to providing dynamic outreach opportunities for the region's adolescents through its Youtheatre program.



Jim Morrow, Mermaid Theatre's Artistic Director, carves the body and head of a chameleon puppet out of foam. Mermaid Theatre of Nova Scotia has their own production studio, which creates all the puppets and props used in the company's productions.

Image courtesy of
mermaidtheatre.ns.ca

ABOUT THE PERFORMANCE



The Very Hungry Caterpillar and Other Eric Carle Favorites is a stage adaptation of three books by Eric Carle: *Little Cloud*, *The Mixed-Up Chameleon*, and *The Very Hungry Caterpillar*. “Black light” staging techniques illuminate stunning puppets and props to tell the stories. A prerecorded narrator reads the books as two performers, dressed all in black and barely visible against the black backdrop, manipulate the large scale puppets. Accompanied by a tender musical score, the vibrant puppets appear to leap, float, and fly, bringing Eric Carle’s beloved stories to life.

In ***Little Cloud***, Little Cloud slips away from the rest of the clouds and transforms into various shapes of the things it sees— a sheep, an airplane, a shark and more. Eventually, Little Cloud rejoins the rest of the clouds. They come together and make it rain.

In ***The Mixed-Up Chameleon***, a little chameleon is bored with its life as it sits about predictably changing color all day. It decides to embark on an adventurous trip to the zoo. Upon seeing the beautiful animals there, the little chameleon wishes to change appearance to look like each one of them. Parts of each animal become parts of the chameleon’s body until the chameleon becomes very mixed-up, so mixed-up that it can’t even catch a fly when it gets hungry! The unhappy chameleon wishes to be itself again, its wish is granted, and it is able to catch the fly.

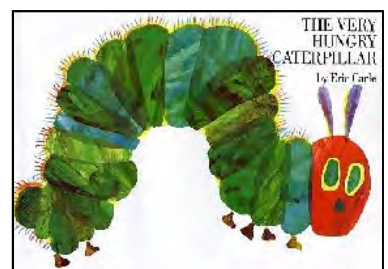
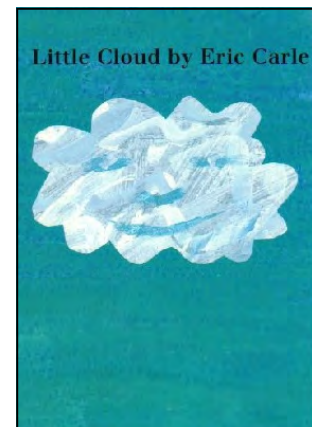
The Very Hungry Caterpillar follows the adventures of a very tiny and very hungry caterpillar. The audience watches the caterpillar emerge from his egg and immediately start to look for some food. On Monday he eats through one apple, but he is still hungry. On Tuesday he eats through two pears, but he is still hungry. As the week goes on, the caterpillar eats through lots of different foods until he is finally full. He makes a cocoon around himself and later emerges as a beautiful butterfly.

***The Very Hungry Caterpillar and Other
Eric Carle Favourites has been on tour
continuously since 1999.***

PRE-SHOW ACTIVITIES AND DISCUSSION



1. Get a copy of each of the Eric Carle books featured in the performance. Read the stories aloud in class or have students read them to become familiar with the characters and the events in the show.
2. Provide students with a variety of puppets or have them make their own. Ask students to explore the abilities of each puppet's design. What sort of illusion can each puppet create? How much imagination does the puppet's design require of the audience? Encourage your students to think about how the performers will tell the stories included in the performance, considering puppet design, movement, text, music, and lighting.
3. *Little Cloud* is inspired by many things he has seen and changes shape to look like those things. Explain the idea of inspiration to your students. Ask them to share times they have been inspired by someone or something. Have they ever tried to do something new as a result?
4. In *The Mixed-Up Chameleon*, the chameleon wishes he could be like other animals because he thinks they are more special than he is. He eventually realizes that he likes being a chameleon. Encourage students to think about what makes each of them special. Have them share their ideas with one another as appropriate.
5. *The Very Hungry Caterpillar* opens with a tiny caterpillar emerging from an egg. Discuss the life cycle of the butterfly, including the egg, caterpillar, cocoon, and butterfly stages. Have students talk about how they have changed and how they will change as they continue to grow. Are there things they can do now that they couldn't do when they were younger? What can't they do yet that they will be able to do when they are older?



VOCABULARY



narrator: person who tells a story using writing or speech.

black-light: invisible ultraviolet light or lamp that radiates black light. Switch one on, and white clothes, teeth, and various other things glow in the dark, while the bulb itself only emits faint purple light.



Special black-light bulbs.

puppetry: an art form in which objects, often with human or animal characteristics, are brought to life by puppeteers.

cloud: a visible body of very fine water droplets or ice particles suspended high in the air.

drift: to be carried along by currents of air or water.

trail: to follow behind.

ocean: vast body of salt water that is home to sharks, whales, fish, and other underwater creatures.

dash: to run quickly.

meadow: an open area of land covered in grasses.

huddle: to pack together in a group.

water cycle: sequence in which water is recycled as it turns to water vapor, condenses into clouds, and then falls back to earth as rain, sleet, or snow.

chameleon: a type of lizard characterized by its ability to change color. Most change from brown to green and back, but some types of chameleons can change to almost any color.

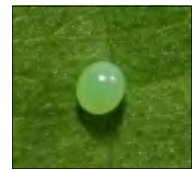


A chameleon on a branch. Do you think he looks like one of the leaves?

camouflage: special coloring and patterns that allow an animal or person to appear to blend into their surroundings for safety.

metamorphosis: a change of the form and physical appearance of an animal.

egg: a tiny round object that contains the very first stage of life for a young animal. Birds, fish, reptiles, amphibians, and insects hatch from eggs.



A butterfly egg on a leaf. Can you tell how small it is?

caterpillar: the worm-like phase that makes up a butterfly's feeding and growth stage.

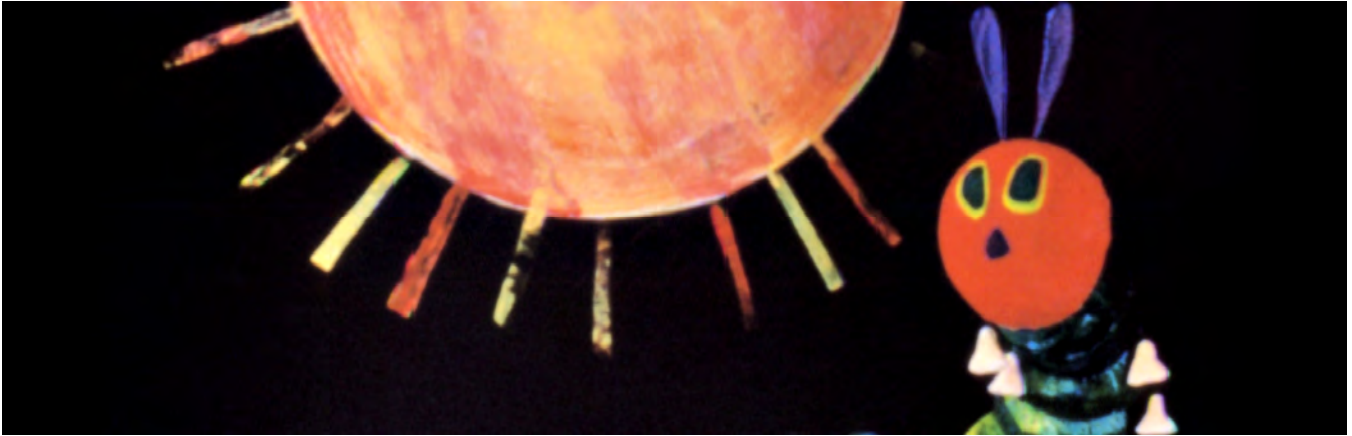
cocoon: a case of silk or other material spun by a caterpillar that serves as a protective covering as it transforms into a butterfly. For many butterflies, this covering is called a chrysalis.



A cocoon spun by a caterpillar. Most cocoons are brown or green so that they will blend into the background.

butterfly: a type of insect that usually has a slender body, knobbed antennae, and four broad wings that are often colorful.

POST-PERFORMANCE CURRICULUM CONNECTIONS



Mathematics

1. The Very Hungry Caterpillar eats his way through a variety of foods throughout the week. Have students graph the number of items that the caterpillar ate each day. Then provide students with several word problems that they can solve using the graph they created. For example, how many total pieces of food did the caterpillar eat on Monday and Wednesday? How many more pieces of food did the caterpillar eat on Saturday than he did on Tuesday?
2. After reading the book or seeing the performance, ask students to estimate how many shapes Little Cloud became. Use pictures or cutouts of each of Little Cloud's shapes (sheep, plane, shark, etc.) to help students count Little Cloud's total transformations. Was their estimate more than or less than the number of Little Cloud's shapes?

Health

1. Provide cutouts or representations of each food item the caterpillar consumes. Ask students to sort the foods into food groups and discuss whether each food is a healthy item or an unhealthy item. Make a chart of how much healthy food they should eat in relation to snack food and discuss healthy food choices and eating habits.

"On Monday he ate through one apple, but he was still hungry."

Science

1. In *The Very Hungry Caterpillar*, the audience is able to witness the life cycle of the butterfly beginning with the caterpillar hatching from an egg all the way through its metamorphosis into a beautiful butterfly. Help students research the life cycle of the butterfly, including the egg, caterpillar, cocoon, and butterfly stages. Ask them to compare and contrast what they learn with what they saw during the performance. Are the stages the same? What do caterpillars really eat? Last, provide students with pictures of each of the stages of the butterfly's life. Ask them to write or give an explanation of what is happening in each picture and place the pictures in sequence
2. Although the Mixed-Up Chameleon does not feel special at first, the chameleon is a very unique animal because of its ability to change color. There are many reasons why a chameleon changes color, such as its temperature, mood, and need to camouflage itself. Explain the concept of camouflage to your students and how different animals use camouflage to protect themselves from predators. Make several transparent chameleon cutouts using a double sheet of contact paper or other appropriate material and hide them around the room for students to find. Or, provide students with paper cutouts of chameleons so that they can create their own camouflage patterns using crayons, colored pencils, or paints. How well can they hide their chameleons on various items and surfaces in the classroom?

(Continued on page 9)

POST-PERFORMANCE CURRICULUM CONNECTIONS



Science, cont.

3. After seeing the performance, discuss the three different types of clouds: stratus, cumulus, and cirrus. Ask students to identify what kind of cloud Little Cloud was (cumulus, because it's big and fluffy!) Then take your students outside and have them try to identify what types of clouds are present. Encourage them to share what they think the clouds look like. Ask students to think about what happened at the end of Little Cloud's story when all of the clouds came together. Why and how did it rain? Introduce the water cycle to students, discussing the processes of evaporation, condensation, precipitation, and collection.

Theater

1. Collect a number of puppets and have your students present scenes inspired by the performance or create new scenes by adapting other favorite stories or picture books.
2. Encourage each student who saw the production to take five minutes to think about the thoughts and feelings that the show inspired in them. Have students artistically express these feelings in a poem, picture, story, or letter. Let them choose whichever form of expression they feel will best represent their individual experience. Encourage them to share these reflections with the other students in their class.

English/Language Arts

1. Have students read other books by Eric Carle. Have them discuss how they are similar to the stories featured in the performance and how they are different.
2. Just like the Mixed-Up Chameleon, we all feel as if we aren't special at one time or another. Invite students to think about a friend, acquaintance, or family member that may need to be reminded about how special they are. Have each student write a letter to that person about why he or she is special to the student.
3. Have students imagine that Little Cloud is going to visit their classroom. Then ask each student to compose a sentence or two about what they think Little Cloud would turn into after seeing their classroom and have them illustrate their ideas. Combine the students' pages into a classroom book. Let them take turns reading it to one another.
4. The main character in each of the stories featured in the performance undergoes some kind of change. Little Cloud changes shape, the Mixed-Up Chameleon takes on characteristics of many different animals, and the caterpillar transforms into a butterfly. Invite students to tell or write a story about an adventure that involves a person or animal changing in some creative way.

Then the chameleon's long sticky tongue shot out and caught the fly. That was its life. It was not very exciting.

POST-PERFORMANCE CURRICULUM CONNECTIONS



Visual Art

1. Invite students to create collages in the style of Eric Carle's illustrations. Have students begin by painting an entire sheet of drawing paper with just water. Then ask students to paint the paper a primary color of tempera paint using long horizontal strokes. They can overlap other primary colors on their paper to make secondary colors (purple, green, orange). Once the papers are completely dry, invite students to cut them into shapes, arrange them into a picture, and glue them to a thicker sheet of paper. Students may choose to imitate an illustration from one of Eric Carle's books or to create a scene of their own. Visit the official Eric Carle website (eric-carle.com) for examples and step-by-step instructions.
2. Using the Eric Carle Museum of Picture Book Art as inspiration, display your students' favorite picture book illustrations throughout the room to create your own art gallery. Encourage students to describe all aspects of what they see in the pictures, including form, medium, color, texture, and content. Assign each student an illustration and ask students to write or tell a story using the illustration as a starting point.

*"Little Cloud, Little Cloud," they called.
"Come back." Little Cloud drifted towards
the clouds. Then all the clouds changed into
one big cloud and rained!*

The Eric Carle Museum of Picture Book Art



The Eric Carle Museum of Picture Book Art was founded by Eric Carle and his wife, Barbara, in Amherst, Massachusetts.

The museum opened in 2002 and is the only full-scale museum in the United States devoted to showcasing original illustrations from children's picture books. Art exhibited is from countries all across the world.

The Museum's 40,000 square-foot building includes:

- 3 Galleries
- 1 Hands-on Studio
- 1 Auditorium
- 1 Library
- 1 Café
- 1 Museum Shop

"Picture books are an introduction to literature for the very young reader. We wanted to help build a museum that would be the same thing for the first time museum visitor: an introduction to the experience of looking at art."

-Eric Carle

GOING TO THE THEATER . . .



YOUR ROLE AS AN AUDIENCE MEMBER

Attending a live performance is a unique and exciting opportunity. Unlike the passive experience of watching a movie, audience members play an important role in every live performance. As they act, sing, dance, or play instruments, the performers on stage are very aware of the audience's mood and level of engagement. Each performance calls for a different response from audience members. Lively bands, musicians, and dancers may desire the audience to focus silently on the stage and applaud only during natural breaks in the performance. Audience members can often take cues from performers on how to respond to the performance appropriately. For example, performers will often pause or bow for applause at a specific time.

As you experience the performance, consider the following questions:

- What kind of live performance is this (a play, a dance, a concert, etc.)?
- What is the mood of the performance? Is the subject matter serious or lighthearted?
- What is the mood of the performers? Are they happy and smiling or somber and reserved?
- Are the performers encouraging the audience to clap to the music or move to the beat?
- Are there natural breaks in the performance where applause seems appropriate?

THEATER ETIQUETTE

Here is a checklist of general guidelines to follow when you visit the Civic Center:

- Leave all food, drinks, and chewing gum at school or on the bus.
- Cameras, recording devices, and personal listening devices are not permitted in the theater.
- Turn off cell phones, pagers, and all other electronic devices before the performance begins.
- When the house lights dim, the performance is about to begin. Please stop talking at this time.
- **Talk before and after the performance only.** Remember, the theater is designed to amplify sound, so the other audience members and the performers on stage can hear your voice!
- Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage—they will let you know what is appropriate.
- Open your eyes, ears, mind, and heart to the entire experience. Enjoy yourself!

*GOING TO THE THEATER information is adapted from the Ordway Center for the Performing Artist study guide materials.

CIVIC CENTER FIELD TRIP INFORMATION FOR TEACHERS



Thank you for choosing the Applause Series at the Civic Center of Greater Des Moines. Below are tips for organizing a safe and successful field trip to the Civic Center.

ORGANIZING YOUR FIELD TRIP

- Please include all students, teachers, and chaperones in your ticket request.
- After you submit your ticket request, you will receive a confirmation e-mail within five business days. Your **invoice will be attached to the confirmation e-mail.**
- Payment policies and options are located at the top of the invoice. **Payment (or a purchase order) for your reservation is due four weeks** prior to the date of the performance.
- The Civic Center reserves the right to cancel unpaid reservations after the payment due date.
- Tickets are not printed for Applause Series shows. Your invoice will serve as the reservation confirmation for your group order.
- Schedule buses to arrive in downtown Des Moines at least 30 minutes prior to the start of the performance. This will allow time to park, walk to the Civic Center, and be seated in the theater.
- Performances are approximately 60 minutes unless otherwise noted on the website and printed materials.
- All school groups with reservations to the show will receive an e-mail notification when the study guide is posted. Please note that study guides are only printed and mailed upon request.

DIRECTIONS AND PARKING

- Directions: From I-235, take Exit 8A (Downtown Exits) and the ramp toward 3rd Street and 2nd Ave. Turn right on 3rd Street and head south.
- Police officers are stationed at the corner of 3rd and Locust Streets and will direct buses to parking areas with hooded meters near the Civic Center. Groups traveling in personal vehicles are responsible for locating their own parking in ramps or metered (non-hooded) spots downtown.
- Buses will remain parked for the duration of the show. At the conclusion, bus drivers must be available to move their bus if necessary, even if their students are staying at the Civic Center to eat lunch or take a tour.
- Buses are not generally permitted to drop off or pick up students near the Civic Center. If a bus must return to school during the performance, prior arrangements must be made with the Civic Center Education staff.

ARRIVAL TO THE CIVIC CENTER

- When arriving at the Civic Center, please have an **adult lead your group** for identification and check-in purposes. You may enter the building through the East or West lobbies; a Civic Center staff member may be stationed outside the building to direct you.
- Civic Center staff will usher groups into the building as quickly as possible. Once inside, you will be directed to the check-in area.
- Seating in the theater is general admission. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may determine a group's specific location in the hall.
- We request that an **adult lead the group into the theater and other adults position themselves throughout the group**; we request this arrangement for supervision purposes, especially in the event that a group must be seated in multiple rows.
- Please allow ushers to seat your entire group before rearranging seat locations and taking groups to the restroom.

IN THE THEATER

- In case of a medical emergency, please notify the nearest usher. A paramedic is on duty for all Main Hall performances.
- We ask that adults handle any disruptive behavior in their groups. If the behavior persists, an usher may request your group to exit the theater.
- Following the performance groups may exit the theater and proceed to their bus(es).
- If an item is lost at the Civic Center, please see an usher or contact us after the performance at 515.246.2355.

QUESTIONS?

Please contact the Education department at 515.246.2355 or education@civiccenter.org.
Thank you!

ABOUT THE CIVIC CENTER OF GREATER DES MOINES



The Civic Center of Greater Des Moines is a cultural landmark of central Iowa and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities. The Civic Center has achieved a national reputation for excellence as a performing arts center and belongs to several national organizations, including The Broadway League, the Independent Presenters Network, International Performing Arts for Youth, and Theater for Young Audiences/USA.

Four performing arts series currently comprise the typical season—the Willis Broadway Series, Prairie Meadows Temple Theater Series, Wellmark Blue Cross and Blue Shield Family Series and the Applause Series. The Civic Center is also the performance home for the Des Moines Symphony and Stage West.

The Civic Center is a private, nonprofit organization and is an integral part of central Iowa's cultural community. Through its education programs, the Civic Center strives to engage patrons in arts experiences that extend beyond the stage. Master classes bring professional and local artists together to share their art form and craft, while pre-performance lectures and post-performance Q&A sessions with company members offer ticket holders the opportunity to explore each show as a living, evolving piece of art.

Through the Applause Series—curriculum-connected performances for school audiences—students are encouraged to discover the rich, diverse world of performing arts. During the 2009-2010 season, the Civic Center will welcome more than 26,000 students and educators to 11 professional productions for young audiences.

Want an inside look? Request a tour.

Group tours can be arranged for performance and non-performance dates.
Call 515-246-2355 or visit civiccenter.org/education to check on availability or book your visit.

DID YOU KNOW?

More than 250,000 patrons visit the Civic Center each year.

The Civic Center opened in 1979. We just celebrated our 30th birthday!

The Civic Center has three theater spaces:

- *Main hall, 2735 seats*
- *Stoner Studio, 200 seats*
- *Temple Theater, 300 seats (located in the Temple for the Performing Arts)*

No seat is more than 155 feet from center stage in the Main Hall.

Nollen Plaza, situated just west of the Civic Center, is a park and amphitheater that is also part of the Civic Center complex. The space features the Brenton Waterfall and Reflection Pool and the Crusoe Umbrella sculpture.

The Applause Series started in 1996. You are joining us for

RESOURCES



CLASSROOM RESOURCE RECOMMENDATIONS

Websites

- The Official Eric Carle Website: <http://www.eric-carle.com/>
- The Eric Carle Museum of Picture Book Art: <http://www.carlemuseum.org/>
- The Children's Butterfly Site: <http://www.kidsbutterfly.org>
- Weather Wiz Kids: <http://www.weatherwizkids.com/>
Information about all types of weather. Section on clouds includes FAQs, pictures and descriptions of cloud types, and links to activities.
- Web Weather for Kids: <http://eo.ucar.edu/webweather/index.html>
Information on types of clouds, how clouds form, and how clouds impact weather events.
- Environmental Protection Agency: http://www.epa.gov/ogwdw000/kids/kids_k-3.html
EPA site for students about water and the water cycle. Links to a water cycle diagram, an animated water cycle representation, and directions for creating your own water cycle demonstration in the classroom.
- National Geographic Kids: <http://magma.nationalgeographic.com/ngexplorer/0210/articles/mainarticle.html>
Article on how and why chameleons change color.

Books

- Carle, Eric. *The Very Hungry Caterpillar*. New York: Philomel Books, c1994.
- Carle, Eric. *Little Cloud*. New York: Philomel, c1998.
- Carle, Eric. *The Mixed Up Chameleon*. New York: Harper Festival, c1998.

STUDY GUIDE SOURCES

- Civic Center of Greater Des Moines: <http://www.civiccenter.org>
- Mermaid Theatre of Nova Scotia: <http://www.mermaidtheatre.ns.ca/about/index.shtml>
- Kids Entertainment: <http://www.kidsentertainment.net/roster/ericCarle/>
- Ordway Center for the Performing Arts: Study Guides: <http://www.ordway.org/education/studyguides/>