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HOT Season for Young People
Teacher Guidebooks

The Very Hungry Caterpillar

and Other Eric Carle Favourites

Mermaid Theatre of Nova Scotia





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Dear Teachers,



Eric Carle's books create a lasting impression on children all over the world. Whether writing about a brown bear, a quiet cricket, or even a hungry caterpillar, his stories instill happiness in people of all ages.

Mermaid Theatre of Nova Scotia is celebrating its 37th birthday during 2009. The company's unique adaptations of children's literature have served to introduce more than four million youngsters on four continents to the magic of live theatre. Using three of Eric Carle's beloved stories, The Mermaid Theatre creates an experience like no other.

In this production, students will be enthralled as Little Cloud floats across the stage, the Mixed-Up Chameleon goes on an adventure to the zoo, and The Very Hungry Caterpillar nibbles through the scenes. Audience members will feel like the pages of the books have come to life onstage. We know children and adults alike will giggle with delight at this spectacular visual production.

TPAC EDUCATION

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Guidebook written and compiled by Cassie LaFevor. Editing by Susan Sanders and Kristin Dare-Horsley.

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All production photos by Margo E. Gesser.

A note from our Sponsor - Regions Bank

Regions is proud to be a part of the Middle Tennessee Community. We care about our customers, and we care about our community. We also care about the education of our students.

That is why we are proud to support TPAC's Humanities Outreach in Tennessee Program. What an important sponsorship this is - reaching over 25,000 students and teachers - some students would never see a performing arts production without this program. Regions continues to reinforce its commitment to our community and education and, in addition to supporting programs such as HOT, we will have over 76 associates teaching financial literacy in local classrooms this year.

Thank you, teachers, for giving your students this wonderful opportunity. They will certainly enjoy the experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.



Jim Schmitz
Area President
Middle Tennessee



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

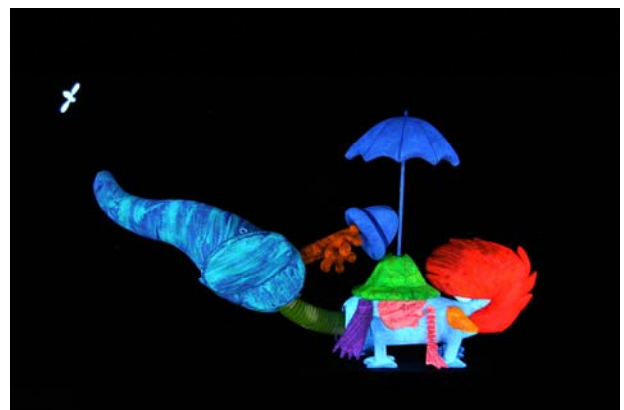
Children will delight in the antics of Little Cloud. High up in a beautiful sky, Little Cloud slips away from the rest and transforms into various shapes of things it sees - a sheep, an airplane, a shark and more.

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?

Lesson 1 – Little Cloud

Water Cycle Dance

Students use movement to learn about science.



Grade Level: Pre-K-2nd

Standards: Science Standard 8 – Atmosphere; English Standards 2, 5 and 8 – Communication, Logic, and Literature, Dance Standards 1 and 3 – Elements and Skills, Creativity and Communication

Objectives: The student will identify the steps of the Water Cycle.
The student will interpret parts of the water cycle as a character and movement, using levels and varied movements.
The student will dramatize the water cycle through movement.

Materials needed: Copy of Meish Goldish's poem Water Cycle (provided), chart showing the water cycle (optional), sound clip or CD of rain

Instructional Procedures:

Set – To set the mood for the lesson, play a CD of rain sounds. Ask students about the sound – What is it? What does it make them think of? What pictures does it create in their minds?

- Read Meish Goldish's poem, "Water Cycle", to your students.
- Discuss the poem. Where did the rain come from? What soaks up the water? Talk about the steps of the water cycle in the poem – rain from clouds into the oceans, sun soaks up water, water in the clouds, etc.
- Show or draw a simple chart of the water cycle and review the steps you found in the poem. (Depending on the age and level of your students, you may want to use the terms evaporation, condensation, precipitation, and so on, but can keep it simple for younger students.)
- Warm up for the upcoming activity together by demonstrating and having students practice movements before they spread out into their individual spaces. Ask students to create a bubble around themselves. Once they are inside their bubble, they can move within their bubble, but not outside of that space. Let them know they will be doing a movement activity. Take a minute to practice movement/dance concepts. Students should realize that the space in their bubbles includes levels – high, medium, and low – and they should try to use all 3. Practice the difference between sharp, quick movements and slow, flowing movements, as well as moving heavy like a rock or light like wind. How many different shapes, lines and angles you can make with your body? Ask students to spread out, finding their own personal space in the room, and create their bubbles.
- Once students are in place, ask them to think about each step of the water cycle as if it were a character in a play needing to communicate something. How can they use their bodies and movement to communicate that step? They should move their bodies to express the different steps as you call them out. Start with a cloud and move through the steps until they end as a cloud again. Point out creative ideas you observe.
- Bring the students back together into one group and review. Put students into groups, assigning each student in the group one of the steps of the water cycle. You may choose to use props to help them remember their part, but make sure the props don't interfere with the movement. Groups will take turns performing while you read the poem aloud. Encourage students to remember their individual part and to only dance to their piece of the poem (example: the sun only when the sun comes out).
- Let each group perform their dance for the class. Remind your audience to sit quietly and to applaud for their classmates at the end of the dance.

Closure – After all groups have performed, remind students of the sound playing at the beginning of class. Play it again. Does it make them think of anything different now? Have students tell you the steps of the water cycle from memory.

Assessment: Performance of the correct parts in groups; Final review in closure of the water cycle steps.

Water Cycle

It's raining, it's pouring,
The oceans are storing
Water from the falling rain
While thunderclouds are roaring.

The rain now is stopping,
The rain's no longer dropping,
Sun comes out and soaks up water
Like a mop that's mopping.

The water's still there now,
But hidden in the air now.
In the clouds it makes a home
Until there's rain to share now.

It's raining, it's pouring...

by Meish Goldish, 101 Science
Poems & Songs for Young
Learners, Instructor Books

Lesson 2 – Very Hungry Caterpillar

Sequence and Storyboards

Students will create illustrations to express sequence.

Grade Level: Pre-K-2nd

Standards addressed: English Standards 2, 5, and 8 – Communication, Logic and Literature
Visual Art Standard 6 – Interdisciplinary Connections

Objectives: The student will retell the story using sequential words.
The student will examine sequence in numbers & days of the week.
The student will create a storyboard of *The Very Hungry Caterpillar*.

Materials needed: copies of storyboard outline (page 10), *The Very Hungry Caterpillar* book by Eric Carle, crayons, colored pencils, or markers

Note for teacher: Storyboards are picture representations commonly used in movies and some live productions to help directors and artists know the action sequence in the correct order. Storyboards are a great tool for teaching summarizing and sequence, as well as many other elements of literature. To adapt this lesson for any story, simply give students a blank piece of paper and draw the boxes onto it, or create your own storyboard page for them.

Instructional Procedures:

Set – Begin by sitting in front of students holding your stomach. Say, “I am so stuffed! I ate so much this week! On Monday, I ate one apple, On Tuesday, I ate 2 pears, but that was nothing compared to Saturday! I ate....” and list the many things the caterpillar ate on Saturday. (Depending on what day of the week it is, you may need to adjust days, or reference last week.) If you have already read the story, students may guess that you are talking about *The Very Hungry Caterpillar*. Ask students if they believe you - Do they think you could eat all of that at once without getting sick? Could THEY? What about a little, tiny caterpillar? Even if he was a VERY HUNGRY caterpillar?

- If you have not read the book, read it at this time, then continue with the activity from here. If you read the story previously, simply continue on to the next step as a review.
- Show students *The Very Hungry Caterpillar* book. Show each page and give them the first couple of words, asking them to fill in the rest. For example, you would say “One day....”, or “On Monday....”, then point to the pictures and let the students tell the rest of the action. Do this for the entire story, letting students tell the action.
- Tell students they will make a storyboard. Explain what a storyboard is, and that the one they will use is a page with blank squares, with each square representing a part of the story in order from beginning to end.
- Show students the outline page. Point out the numbers showing the correct order of the squares, the two squares that have been done, and the words in the squares from the beginning of each page in the book. The numbered boxes and words help reinforce the sequence concept. Remind students they just told you the action on each page of the book. That is the part they will be drawing into their squares.
- Give students crayons, markers, or colored pencils and have them draw the rest of the story sequence. Decide how you want students to draw the Saturday box – do they draw every food item, or just some? Students may need reminders of the book, visual aids, or to have the activity split into parts to help them remember the order.

Closure – After students have finished their storyboards, talk to them about the sequence of the story one more time. Ask guiding questions such as, “On what day did the book begin? On what day did it end? On Monday, how many things did the caterpillar eat? Did he eat the leaf first or last?”

Assessment: Final storyboards and student answers during the closure.

Extension: Use the storyboards as they were intended – to tell the order of action! Have students make stick puppets of the caterpillar and all the things he eats. Then, they can use their storyboard as a script, and act out the story with their puppets following the correct sequence.



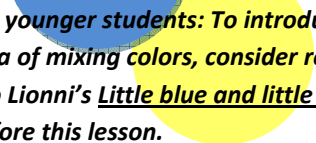
Lesson 3 – Mixed Up Chameleon

Mixed-Up Colors

The Mixed-Up Chameleon is made of a lot of mixed-up colors!
Help your students learn to mix secondary colors.

Grade Level: Pre-K-2nd

Standards: English Standard 8 – Literature
Math Standard 1 – Mathematical Processes
Science Concept – Embedded Inquiry
Visual Art Standards 1, 2, 5, and 6 –
Media, Techniques, and Processes, Structures and Functions,
Reflection and Assessment, and Interdisciplinary Connections



For younger students: To introduce the idea of mixing colors, consider reading Leo Lionni's Little blue and little yellow before this lesson.

Objectives: The student will hypothesize and experiment with colors created from mixing.
The student will create and solve color equations.
The student will design a self-portrait using mixed-up colors.

Materials needed: red, yellow and blue paint, paintbrushes, paper plates, cups with water, paper towels, color wheel chart, smocks, colored leis (3 in red, yellow, and blue; 1 in orange, green, and purple, 9 in white, extras of each color suggested), 4 note cards with a “+” on it, and 4 with a “=” symbol, 1 note card colored brown, paper clips, copy of Eric Carle's *Mixed-Up Chameleon* and Leo Lionni's *A color of his own*

Note: This lesson assumes you have read the *Mixed-Up Chameleon* previously. If you have not, please read it at the start of the lesson and consider leaving out the references to Leo Lionni's book to focus on the *Mixed-Up Chameleon*.

Room set-up: If possible, group desks together beforehand or use tables so students can share supplies. This lesson will refer to a grouping of students sharing supplies as a “table”. Each table should begin with a cup of water and several paper towels.

Instructional Procedures:

Part 1

Set – Put the *Mixed-Up Chameleon* book in a location that students can see and is easy for you to reference to show pictures. At the start of the lesson, the teacher should wear all of the colored leis – as necklaces, bracelets, headbands – to make it as fun and silly-looking as possible. Tell students you feel like the *Mixed-Up Chameleon* with all your mixed-up colors! Begin taking the leis off and put one on each student.

- Open the book to the next to the last page (the chameleon has just become like people and cannot catch the fly). If possible, sit the book in front of the class open to this page for the remainder of the lesson for easy reference. Tell students the chameleon is made of a lot of mixed-up colors! Where do all the colors come from? How can we make so many colors? Let's find out!
- Pass out smocks and paintbrushes. Encourage the idea that you are experimenting to find out how to make colors, calling your smocks “lab coats”. Demonstrate to students the best way to hold the brush and model gently wiping the brush back and forth, and dabbing it on your hand. Ask students to copy the movements with their brushes.
- Give each table a palette of paint with a small dab of red, yellow and blue. Give each student a blank paper plate for mixing. Tell students they should listen carefully for instructions.
- Ask students to gently dip their brush in the red, then gently dab it onto their clean paper plate. Have them rinse their brushes, dip into the yellow, and rub it on top of the red on their plate. Ask students what color they made? What colors did they use to make orange? Write these colors on the board as an equation: “Red + Yellow = Orange”. What animal part did the *Mixed-Up Chameleon* add that was orange? Point to the picture in the book if needed (fish fins).

- Ask students to rinse their brushes, then repeat this process to make green and purple. Always have them restate what colors made the third color before writing it on the board, and show students the animal pieces that were the same color. Encourage students to be careful with each color as they mix on their plates. They should try to keep each secondary color in its own place to mix correctly.
- Have students repeat the equations with you for making orange, green, and purple.
- Show students a color wheel chart. Explain that ALL the colors on the chart can be made from only 3 colors – red, yellow, and blue. Remind students that they used 2 colors to make a new color.
- What do they think will happen if you mix all three colors? Let them experiment with this idea. What color did you make? (Due to variations in mixing, you may have to tell them it makes a brownish color)
- Have students rinse brushes and remove their smocks. They should leave these items on the table because they will return to them later. Ask them to throw away paper plates.
- Gather students together in a different part of the room. Attach plus and equal signs and the brown note card to the white leis with paper clips, one card per lei.
- Refer to the formulas on the board and ask students to look at what part they have. Ask “How do I make purple?” Ask students to create the formula for purple by coming forward and standing in the correct order to create the color equation. You may need to assist students, but also allow the students to assist each other. Repeat this process making all three secondary colors. Be careful not to let all primary colors make one color, you will need a red to make purple, a red to make orange, and a red to make brown, so you may need to stop them from all jumping in at once. Each “equation” should stay in place until all equations have been made. Don’t forget to make “brown” from the 3 primary colors!
- Have students return to their tables. If you are teaching this lesson in one day, continue to Part 2. If you are separating into two lessons, this will be the end of Part 1 and time to clean up.

Part 2

- Ask students to listen as you read a story about another chameleon. Read *A color of his own* by Leo Lionni.
- Talk about the two chameleons and look at pictures from both books. Compare and contrast the stories. Both chameleons wanted to be the same as other animals or objects. Have you ever wanted to be like someone else? Have you ever enjoyed being different and unique? What are some positives of being yourself and unique? The chameleons were bored with their lives and changing colors. Does that sound boring to you? Would it be fun to change colors? What would be fun about it?
- Ask students to put their smocks back on while you pass out a blank piece of paper to each student.
- Tell students they are going to paint a self-portrait, using mixed-up colors! Students should pretend they are like a chameleon that can change colors, and they can paint themselves any color they want! Each portrait should include specific things (face, eyes, nose, mouth, hair, if you want a body remind them of hands and feet and clothes), but they should use unique colors, not the real colors those parts would be in real life. For example, they might have green hair and polka dotted skin. Remind them of the colors you already mixed. Add black and white to their plates and encourage them to experiment with the colors and to create their own unique colors for their portraits.

Closure – When student self-portraits are finished, return to the book and talk to students about the colors of the chameleon. Do you remember how we made green? What about brown? Did we **make** red? Why? (because all other



colors come from the primary colors). Allow students to walk around the room and look at each other’s paintings without touching. Encourage them to talk about the colors they see that are unique and to try to figure out what colors mixed together to create them.

Assessment: Monitor students as they create the equations, as well as their responses during the lesson for informal assessment of understanding. For a formal assessment, consider giving students a blank color wheel to complete.

Lesson partially adapted from ARTSEGE lesson “Hats Off To Color”

Lesson 4 – Collage Art

Telling a story with art

Students will be the artist in this creative activity!

Grade Level: 1st - 2nd

Standards: English Standards 7 and 8 – Media and Literature

Visual Art Standards 1, 2, 5 and 8 – Media, Techniques and Processes, Structures and Functions, Reflection and Assessment, and Interdisciplinary Connections

Objectives: The student will compare and contrast collage artists and their artwork.
The student will design a piece of art that represents a story.

Materials needed: the book *Jazz* by Henri Matisse or images of works included in the book, any Eric Carle book, varied other collage examples (optional), instrumental jazz music CD, 8½ x 11 white paper (1 full size per student, cut the rest into 4 squares, enough for 6 squares per student), scissors, glue, varied media – crayons, markers, colored pencils

Teacher Note: Eric Carle created the images for his books with collages, but many other artists create art in this style. This lesson uses the artwork of Henri Matisse, one of the great formative figures in 20th-century art, but could be adjusted to use any collage artist you wish. Another great artist to use is Romare Bearden, an African American Collage Artist whose art depicts everyday and family events, mostly scenes of his life growing up in Harlem. To use more modern collage, try looking through <http://www.collageartists.org/artists.html>. (Please always preview websites and works of art before showing to students.)

Instructional Procedures:

Set – Play instrumental jazz music, not loud so that it distracts, just a peaceful background that can play throughout the lesson. Pass out 6 small squares of white paper and varied media to each student. Ask students to fill the white space on their papers using any or all of the media provided. They can create solid colors, multi-colored, patterns, but they should fill most of the white space, and make each square different from the others.

- When students have finished, pick up the squares. Show students the Eric Carle book, and discuss the story and illustrations. How do they think he created his pictures? Talk to students about collage, showing them the slideshow “How I create my pictures” from Eric Carle’s site (www.ericcarle.com, photo and video gallery).
- Introduce students to Henri Matisse and his book, *Jazz*. Matisse also created his art with collage. Eric Carle draws his pictures first, then paints and cuts out tissue paper shapes. Matisse painted paper all one color, cut out the shapes free-hand, and glued them onto paper.
- Compare and contrast Eric Carle and Henri Matisse. One comparison to point out is that both Carle and Matisse used their art to create a book and tell a story. Carle uses his art to give life to characters in his books while Matisse created a book with his art based on jazz music, like what is playing in your classroom. What story would your students like to tell through art?
- Give each student a blank piece of paper. Mix up the colored squares and pass out 6 to each student. Students will be creating art that represents a story. If you wish for them to create art based on a specific story, tell them which story. Otherwise, allow them to choose a familiar story to base their collage on. They will cut out shapes from the colored squares to glue onto their paper. For more textured collages, have other items for students to add, such as ribbons, buttons, sequins, etc.

Main Entry: **col-lage**

Function: *noun*

Etymology: French, literally, gluing, from *coller* to glue

1 a: an artistic composition made of various materials (as paper, cloth, or wood) glued on a surface

b: a creative work that resembles such a composition in incorporating various materials or elements <the album is a *collage* of several musical styles>

2: the art of making **collages**

3: **HODGEPODGE** <a *collage* of ideas>





Closure – Once dry, have students share their work with the class, and the story their art tells. What do the colors mean? What do they feel when they look at their own creation? Encourage students to use words other than “good” or “happy”, and to really describe their art.

Extension: Be like Matisse - use jazz as the story! Ask students to listen to the music playing and think about what story they hear. What colors, shapes and lines do they see while listening to the music? Students should use the feelings from the jazz music to create their shapes, and describe the story they saw in their mind to the class when they have finished.

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

More Ideas

Science

- ✓ Be a Butterfly – Act out the life cycle of the butterfly as a pantomime! Pantomime uses movement and no sound. Create movements to represent each stage of the life cycle.
- ✓ Animal Traits – Using a set of foam animal masks from an arts supply store, have students close their eyes and put on a mask. Other students should describe the animal (i.e. where they live, what color they are, do they have fur, what they eat). The student wearing the mask tries to guess what animal mask they have on.
- ✓ A Visit to the Zoo – Play a game of animal charades! Have students act like different animals.

The Arts

- ✓ Character in Music – Music often helps create a mood, or even a character. Watch a video version of *My Many Colored Days* or *Peter and the Wolf* and notice how the music changes for each feeling or character. What do they think Little Cloud or the Very Hungry Caterpillar will sound like?
- ✓ Cocoon Dance – Use “body sox” to create a movement activity student’s will never forget! Pretend to be the caterpillar as it pushes out of the cocoon.
- ✓ Puppets and Masks – There are so many options for creating puppets and masks, but great pre-made versions for Very Hungry Caterpillar can be found at www.dltk-teach.com!

Math

- ✓ Symmetry Study – Observe a butterfly. Are their wings symmetrical? Create a painting with symmetry by painting on one side of a piece of paper and folding it in half to create a duplicate image on the other side.
- ✓ More than, Less than – How many times do you think Little Cloud changed? Have students guess, and then count the actual number. Compare student guesses and discuss concepts of ‘more than’ or ‘less than’.
- ✓ Munching Math – How much food did the caterpillar eat each day? Have students create a graph showing each day’s food.



English

- ✓ Spinning Strawberries - Come up with adjectives to describe each thing the caterpillar eats using alliteration. Then, assign parts to everyone in your classroom and act out the movements with the story. Pears can pop across the room, or you may have oscillating oranges or angry apples!
- ✓ All About Me – Little Cloud, Mixed-Up Chameleon and the Very Hungry Caterpillar are all about changes. What ways have your students changed since they were born? How will they change as they get older?
- ✓ Poetry – Write Shape Poems, or Cinquains about nature, or specific parts of the stories.

Creative Thinking and Writing Prompts

- ✓ What color expresses how you feel today? A calm blue? An exciting red? Why?
- ✓ Imagine you are floating on a cloud. What does the world look like? How do you feel?
- ✓ Imagine you are a drop of water floating through a stream that leads to a waterfall. Describe your experience.
- ✓ The book *Cloudy With a Chance of Meatballs* tells a silly story about a place where it rains food. Write your own silly story about a weird weather occurrence.
- ✓ If you could change to become anything you want, such as a puddle, a ladybug, or a truck, what would you become? What new things could you do in that form?

Discussion Questions and Poems

After Show Discussion

- ✓ What was your favorite part of the performance?
- ✓ Did the performance look like pages out of the book?
- ✓ If you could jump into any page of an Eric Carle book, which one would you choose?
- ✓ Was it easy to forget the characters were puppets?
- ✓ Do you think it was easy for only two people to move all those parts?
- ✓ What was similar about the show and the book? What was different?
- ✓ What was the best part of seeing the story told as a live performance?

I Am Riding on a Cloud

By: Jack Prelutsky, from A Pizza the Size of the Sun

I am riding on a cloud
in the middle of the sky,
making idle conversation
with the birds who happen by.
I'm uncertain how I got here,
but I surely do not care.
I'm enchanted to be floating
unencumbered in the air.

I may try to catch a rainbow
with my rainbow-catching mitt,
build imaginary castles,
or do nothing else but sit.
What I do is unimportant,
just as long as I can stay
in my chariot of billows
on this dreamy summer day.

Clouds

By: Mabel Chandler Duch,
from Poems to Grow On

Over in the meadow,
There's a place where I
Like to sit beneath a tree
And watch the clouds drift by:
Thin wispy clouds
Stretched across the sky;
Thick, puffy clouds
Piled up high.
When you look up at the clouds,
You can see most anything:
Cloud knights guard
A castle for the king;
Cloud cats prowl
On little cloud feet;
And cloud children play
On a cloud-lined street.
Cloud horses gallop;
And cloud birds fly,
When I sit beneath my tree
And watch the clouds drift by.

The Water Cycle

By: Helen H. Moore

When I was young
I used to think
that water came
from
the kitchen sink.
But now I'm older,
and I know,
that water comes
from rain and snow.
It stays there,
waiting,
in the sky,
in clouds above
our world so high.
And when it falls,
it flows along,
and splashes out
a watery song,
as each raindrop
is joined by more
and rushes to
the ocean shore,
or to a lake, a
brook, a stream,
from which it rises,
just like steam.
But while it's down
here
what do you think?
Some DOES go to
the kitchen sink!

BUTTERFLY SONG

(Tune: Up on the House Top)

First comes a butterfly and lays an egg,
Out comes the caterpillar with many legs.
Oh, see the caterpillar spin and spin,
A little cocoon (chrysalis) to sleep in.
Oh, oh, oh, look and see
Oh, oh, oh, look and see
Out of the cocoon (chrysalis) my, oh, my
Out comes a pretty butterfly.



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