



THE VERY HUNGRY CATERPILLAR AND OTHER ERIC CARLE FAVOURITES

Applause Series Curriculum Guide
February 24-25, 2014

The Very Hungry Caterpillar and other Eric Carle Favourites

Dear Teachers,

Thank you for joining us for the Applause Series presentation of *The Very Hungry Caterpillar and Other Eric Carle Favourites*. We are thrilled to invite Mermaid Theatre of Nova Scotia back to present this classic triple bill. Their ability to lift the work of Eric Carle and other classic children's authors and illustrators off the page and onto the stage is nothing short of exquisite. Featuring Mermaid's *The Very Hungry Caterpillar* alongside *Little Cloud* and *The Mixed-Up Chameleon*, this collection of stories is sure to capture your students' hearts and imaginations.



We thank you for sharing this very special experience with your students and hope that this study guide helps you connect the performance to your in-classroom curriculum in ways that you find valuable. In the following pages, you will find contextual information about the performance and related subjects, as well as a variety of discussion questions and assessment activities. Some pages are appropriate to reproduce for your students; others are designed more specifically with you, their teacher, in mind. As such, we hope that you are able to "pick and choose" material and ideas from the study guide to meet your class's unique needs.

See you at the theater,

Des Moines Performing Arts Education Team

Support for Des Moines Performing Arts education programs and the Applause Series is provided by:

Alliant Energy, American Republic Insurance Company, Bradford and Sally Austin, Bravo Greater Des Moines, Bank of America, EMC Insurance Companies, Greater Des Moines Community Foundation, Hy-Vee, John Deere Des Moines Operations, Iowa Department of Cultural Affairs, Richard and Deborah McConnell, Pioneer Hi-Bred - a DuPont business, Polk County, Prairie Meadows, Sargent Family Foundation, Target, U.S. Bank, Wells Fargo & Co., Willis Auto Campus, Windsor Charitable Foundation and more than 200 individual donors.

GUIDE CONTENTS

About Des Moines Performing Arts

Page 3

Going to the Theater and Theater Etiquette

Page 4

Civic Center Field Trip Information for Teachers

Page 5

Vocabulary

Pages 6

About the Performance

Page 7

About Mermaid Theatre of Nova Scotia

Page 8

About Eric Carle

Page 9

What is Black Light?

Page 10

Pre-Show Exploration

Pages 11-12

Post-Show Discussion Questions

Page 13

Post-Show Assessment

Pages 14-15

Reproducible Pages

Pages 16-17

Resources and Sources

Page 18

This study guide was compiled, written and edited by Michelle McDonald and Karoline Myers.

ABOUT DES MOINES PERFORMING ARTS



Des Moines Performing Arts is a private, nonprofit organization and is an important part of central Iowa's cultural community. It is recognized nationally for excellence as a performing arts center and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities.

Des Moines Performing Arts presents professional touring productions, including theater direct from Broadway, world-renowned dance companies, family programming, comedy, and concerts.

Education and Community Engagement programs are core to Des Moines Performing Arts' mission as a nonprofit performing arts center.

Public education programs allow audience members and local artists to make meaningful and personal connections to the art they experience on our stages. Guest lectures and Q&As with company members allow audiences to explore the inner workings of the performance. In addition, master classes, workshops, and summer camps taught by visiting performers give local actors, dancers, and musicians the chance to increase their skills by working directly with those who know what it takes to succeed on the professional stage.

Through its **K-12 School Programs**, Des Moines Performing Arts strives to ensure that central Iowa students have affordable access to high quality arts experiences as part of their education. More than 50,000 students and educators attend curriculum-connected school matinee performances through the Applause Series annually. In addition, Des Moines Performing Arts sends teaching artists into the schools to provide hands-on workshops and residencies in special opportunities that engage students directly in the creative process. And, through its partnership with the John F. Kennedy Center, Des Moines Performing Arts provides teachers with in-depth professional development training on how to use the arts in their classrooms to better impact student learning.

DID YOU KNOW?

More than 350,000 people visit Des Moines Performing Arts venues each year.

Des Moines Performing Arts opened in 1979.

Des Moines Performing Arts has three theater spaces:

- *Civic Center, 2744 seats*
- *Stoner Theater, 200 seats*
- *Temple Theater, 299 seats (located in the Temple for the Performing Arts)*

No seat is more than 155 feet from center stage in the Civic Center.

Cowles Commons, situated just west of the Civic Center, is a community gathering space that is also part of Des Moines Performing Arts. The space features the Crusoe Umbrella sculpture by artist Claes Oldenburg.

As a nonprofit organization, Des Moines Performing Arts depends on donor funding to support facilities, programming, and education programs.

The Applause Series started in 1996. You are joining us for our 18th season of school performances.

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 may wish for the audience to clap along while 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?

A SPECIAL EXPERIENCE

Seeing a live performance is a very special experience. Although it is not required, many people enjoy dressing up when they attend the theater.

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 and put away all cell phones, pagers, and other electronic devices before the performance begins.
- * Do not text during the performance.
- * Respect the theater. Remember to keep your feet off of the seats and avoid bouncing up and down.
- * 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. Other audience members and the performers on stage can hear your voice!
- * Use the restroom before the performance or wait until the end. If you must leave the theater during the show, make sure the first set of doors closes before you open the second — this will keep unwanted light from spilling into the theater.
- * 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 Arts study guide materials.

CIVIC CENTER FIELD TRIP INFORMATION FOR TEACHERS



Thank you for choosing the Applause Series with Des Moines Performing Arts. 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 Avenue. Turn onto 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 Des Moines Performing Arts 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 Des Moines Performing Arts staff member may be stationed outside the building to direct you.
- * Des Moines Performing Arts staff will usher groups into the building as quickly as possible. Once inside, you will be directed to the check-in area.
- * Applause seating is not ticketed. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may be used to assign 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.
- * As a reminder, children under the age of three are not permitted in the theater for Applause performances.

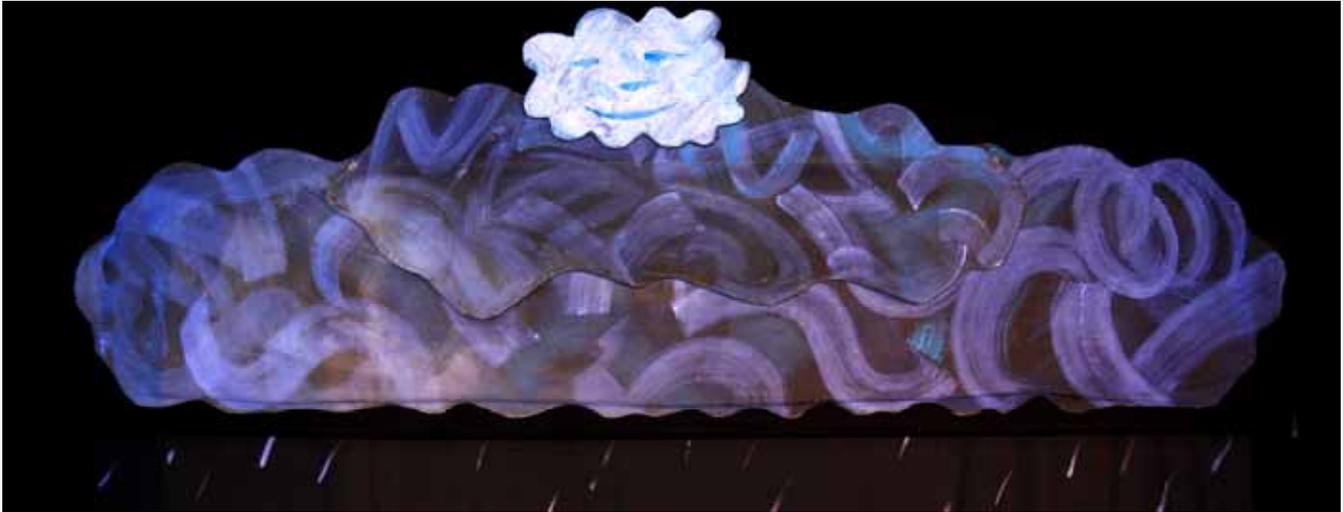
IN THE THEATER

- * In case of a medical emergency, please notify the nearest usher. A medical assistant 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 education@desmoinesperformingarts.org or 515.246.2355
Thank you!

VOCABULARY



ART & THEATER TERMS

Black light:

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



Special black-light bulbs. Image: thewitness23.blogspot.com



Collage: art where materials, such as papers, are pasted and layered onto a surface. Eric Carle's collages are made of painted papers.

Painted papers. Image: lorrieabdo.blogspot.com

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



Puppeteer with the 'Caterpillar' puppet. Image: elizabethkann.com

SHOW TERMS

Butterfly:

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



Image: minuet.dance.ohio-state.edu



A caterpillar spends most of its time eating so that it can grow.

Image: lynhoopes.com

chameleon:

a type of lizard characterized by its ability to change color.



A chameleon sitting on a branch. Image: cites.org



Image: blog.cymtec.com

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

Cocoon:

a protective casing that a caterpillar encloses itself in while it transforms into a butterfly.



Stages of a cocoon or chrysalis. Image: Imagine-change.com

Egg: tiny, round object that a female butterfly attaches to leaves or other objects near the caterpillar's food. It contains the baby caterpillar.



A Monarch egg. Image: kidsbutterfly.org



Image: not-at-school.blogspot.com

metamorphosis:

a change of the form and physical appearance of an animal. Frogs and butterflies are metamorphic.

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.

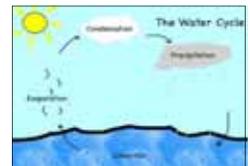
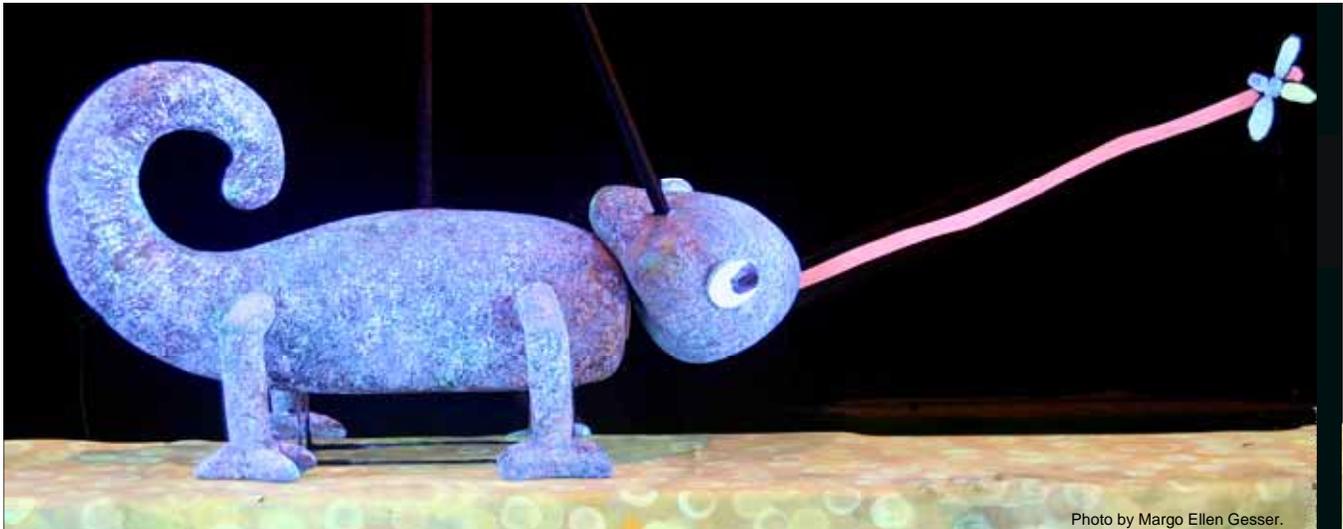


Image: heighttechnology.edublogs.org

ABOUT THE PERFORMANCE



Mermaid Theater's classic production brings together three beloved stories by award-winning children's book illustrator and writer Eric Carle: *The Very Hungry Caterpillar*, *Little Cloud* and *The Mixed-up Chameleon*.

The stories are retold on stage using black light puppetry, which enables the puppets and props to appear as if animated on their own.

Run Time: Approx. 60 minutes

THE STORIES

LITTLE CLOUD

In *Little Cloud*, published in 1996, 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.

THE MIXED-UP CHAMELEON

In *The Mixed-Up Chameleon*, published in 1975, a 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

Mermaid's version of *The Very Hungry Caterpillar* has been performed more than 2200 times and has been on the road continuously since 1999. This cherished story follows a caterpillar's adventures, from the time it hatches from its little egg. As it grows, it eats through a variety of foods before spinning a cocoon and transforming into a beautiful butterfly.

NARRATION

As with all Mermaid Theatre's adaptations of classic children's picture books, the stories are told through the use of a narrator who recites books' text verbatim. For this show Gordon Pinsent, one of Canada's most beloved artists, recorded the narration.

MUSIC

The Very Hungry Caterpillar features an original musical score by Steven Naylor.

A NON-SHUSHING SHOW

Mermaid Theatre productions are "non-shushing" shows. Students are encouraged to clap and laugh when they see something that pleases them. They may also help tell the story along with the narration.

⇒ *Etiquette take-away:* Noises that help tell the story are okay. Side conversations are not.

ABOUT MERMAID THEATRE OF NOVA SCOTIA



Photo by Margo Ellen Gesser.

Mermaid Theatre of Nova Scotia ranks among North America's most respected creators of young audience entertainment. In its more than 40 years of work, nearly four million young people around the world have delighted in Mermaid's unique adaptations of children's literature.

LITERATURE & THE ARTS

Mermaid Theatre believes that young people benefit greatly from early exposure to literature, the arts, and the power of the imagination. Therefore, Mermaid Theatre's creative ambition is to produce work which is quality theater — entertaining, informative, and stimulating to all the senses— along with the goal of encouraging literacy and generating enthusiasm for the art of reading. With these core values in mind, the company produces some of the most highly regarded theater for young audiences around the world. Classic children's literature comes to life through striking visual images, evocative original music, innovative puppetry and staging in productions that captivate young people's imaginations.

IN NOVA SCOTIA

Mermaid Theatre is from Nova Scotia, Canada. They provide important educational outreach throughout Nova Scotia, through school visits and their Institute of Puppetry Arts based in Windsor, Nova Scotia.

AMBASSADOR ROLE

Extensive international engagements allow the company to play an important ambassadorial role for the Province of Nova Scotia and for Canada. Mermaid Theatre has represented Canada in Japan, Mexico, Australia, England, Northern Ireland, Holland, Scotland, Wales, Hong Kong, Macau, Singapore, South Korea, Taiwan and Vietnam.



Nova Scotia, shown here in red, is located on Canada's southeastern coast. Map courtesy of solarnavigator.net.



A Mermaid Theatre puppeteer manipulates a puppet from *Treasured Stories* by Eric Carle

Other popular productions from Mermaid Theatre of Nova Scotia:

Goodnight Moon &
The Runaway Bunny

Guess How Much I Love You &
I Love My Little Storybook

Swimmy, Frederick & Inch by Inch

Treasured Stories by Eric Carle

ABOUT ERIC CARLE



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.



CHILDHOOD

Eric Carle was born in Syracuse, New York, in 1929. From a very young age, he loved to draw and always dreamed of being an artist. "As far back as I can remember, he shares," 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."

EDUCATION AND EARLY CAREER

When Eric Carle was six years old, he moved with his parents to Germany. 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.

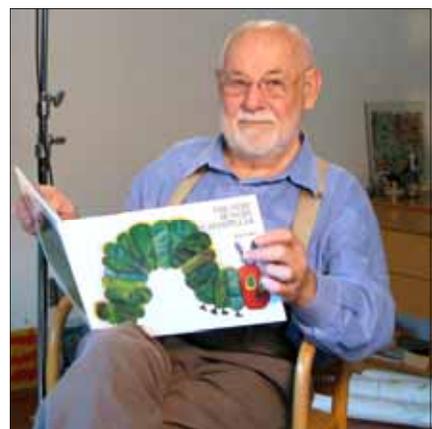
One day, respected educator and author, Bill Martin Jr., called and asked Carle to illustrate a story he had written. Martin's eye had been caught by a striking picture of a red lobster that Carle had created for an advertisement. *Brown Bear, Brown Bear, What Do You See?* was the result of their collaboration.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

COLLAGE STYLE

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.

APPEAL TO CHILDREN

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



Eric Carle with one of his most popular books, *The Very Hungry Caterpillar*. Images courtesy of eric-carle.com.

WHAT IS BLACK LIGHT?



Photo by Margo Ellen Gesser.

The Very Hungry Caterpillar and Other Eric Carle Favourites is performed using a special art form called black light puppetry. This technique uses black light (or ultraviolet light) to cause the puppets, props and nearby surfaces to glow. The black light, therefore, controls what the audience can and cannot see. The puppets, props, and nearby surfaces are all coated with colors which are very bright or florescent. Black light allows the puppeteers, all of whom are dressed in black, to remain unseen while their glowing florescent puppets are fully visible to the human eye.

MONEY

The government uses black light to detect counterfeit money (money not printed by the U.S. government.) New money printed



Image courtesy of blacklightworld.com.

by the government contains a florescent strip that glows under ultraviolet light.

GERMS

Inspectors often use black light to see how clean public bathrooms and restaurant kitchens really are.



Image courtesy of carolina.com.

Black lights can also be used to see if someone has thoroughly washed their hands.

Under black light, invisible stains in areas missed by a cleaning crew glow, allowing them to be seen by the naked eye.

FINGER PRINTS

Do your parents watch any of the CSI television shows? Then they've seen how the investigators use black light to analyze

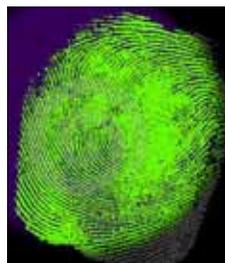


Image courtesy of dreamstime.com.

crime scenes. By dusting a surface with special florescent powder, fingerprints stand out from other dirt under black light. This can provide important clues to help solve the crime!

ABOVE: The chameleon and animal parts are coated in bright colors, causing them to glow under the black light. The puppeteers, dressed in black, remain invisible.

ANTIQUES

An appraiser is someone who confirms that an object or piece of furniture really is old and not just a modern copy.



Image courtesy of ljworld.com

Appraisers use black light to determine whether something is an antique. Paints made today contain florescent chemicals that glow under black light unlike stains or varnishes used in the past. If an object glows, it may not be an antique.

SPACE EXPLORATION

NASA uses black light to detect possible cracks or leaks in its shuttles and telescopes.



Image courtesy of boston.com.

'What is Black Light' adapted from John Tartaglia's *ImaginOcean Thru the Stage Door* study guide materials.

PRE-SHOW EXPLORATION



Photo by Margo Ellen Gesser.

1) CREATE A COLLAGE

Goal: To understand Eric Carle's illustration technique.

Explanation: In this activity, students will create an Eric Carle-style collage by painting papers, cutting shapes, and gluing.

Materials:

- Drawing paper
- Paint brushes
- Tempera paint in primary colors
- Tools to create texture, such as Legos, sponges, forks, etc.
- Scissors
- Glue

Preparation:

Have students watch a short video of Eric Carle painting papers and creating a collage. Examples may be found on Eric Carle's official website (eric-carle.com) or check your school library for the video [Eric Carle: Picture Writer](#).

Activity:

1. Have students begin by painting an entire sheet of drawing paper with water.
2. Next, have students paint the paper a primary color using long horizontal strokes. Students should paint quickly so that the papers stay wet.
3. Students may overlap another primary color on their paper to make secondary colors (purple, green, orange).
4. Students may add texture by using a tool to dab, scrape, etc.

5. Once the papers are completely dry, invite students to cut them into shapes.

6. Students then arrange shapes into a picture and glue them to a thicker sheet of paper.

Follow-Up Questions:

1. What colors were you able to create when you mixed different paints?
2. What sorts of textures do you see in Eric Carle's illustrations? What shapes?

Story Mural Extension:

Create a story mural as a class. Using one of Eric Carle's books as inspiration, decide on a story or pattern that you would like to use for your class story. (For instance, a *Very Hungry Caterpillar* story mural could have students create different foods for the caterpillar to eat in sequence.)

Before painting, decide as a class which food(s) each student will make, decide on the colors they will need, and talk about what shapes they will need to cut. Use Carle's illustrations as examples.



Eric Carle-inspired story mural created by students at Perkins Elementary during a residency with teaching artist Jan Louise Kusske.

PRE-SHOW EXPLORATION, pg. 2



2) FROM EGG TO BUTTERFLY

Goal: To understand the life cycle of a butterfly and practice sequencing.

When: Before the performance

Explanation: Students will learn about the life cycle of the butterfly, including the egg, caterpillar, cocoon, and butterfly stages .

Activity:

1. Read *The Very Hungry Caterpillar* by Eric Carle aloud to the class.
2. Go through each of the stages of a butterfly's life cycle with the students:
 - 1) Egg
 - 2) Caterpillar (Larva)
 - 3) Cocoon (Pupa)
 - 4) Adult Butterfly
3. Ask the students to compare and contrast what they learn with what they read in the book.
4. 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

Follow-up Questions:

1. How is the life cycle of the butterfly the same as in Eric Carle's book? How is it different?
2. What do caterpillars really eat?

3) CHAMELEON CAMOUFLAGE

Goal: To explore the concept of camouflage for survival and protection.

When: Before the performance

Explanation: Students will learn about the concept of camouflage and why it is important for protection.

Activity:

1. Read *The Mixed-Up Chameleon* by Eric Carle aloud to the class.
2. Explain the concept of camouflage to your students and how different animals use camouflage to protect themselves from predators.
3. 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.
4. Go a step further and provide students with paper cutouts of chameleons so they can create their own camouflage patterns using crayons, colored pencils, or paints.
5. Then ask the students to hide their chameleons around the room on various items and surfaces.

Follow-up Questions:

1. Were you able to spot the chameleons hiding around the room?
2. What challenges did you face in creating your chameleon? Would your chameleon have been protected from a predator?

POST-SHOW DISCUSSION QUESTIONS



COMPREHENSION:

1. What story was told first? Second? Last?
2. Name the different objects Little Cloud changes into in *Little Cloud*. How did Little Cloud know what the objects looked like?
3. Why did the other clouds want Little Cloud to come back to them?
4. In *The Mixed-Up Chameleon*, why did the chameleon want to become different in the beginning of the story?
5. How many “wishes” did the chameleon make after he saw the zoo? Why was the chameleon making these wishes?
6. What happened when the chameleon became like the different animals/people he encountered at the zoo?
7. What made the chameleon decide that he wanted to be himself again? What was the result?
8. Why is it important to be yourself?
9. In *The Very Hungry Caterpillar*, what was the first thing the caterpillar ate after popping out of its egg?
10. What other foods did the caterpillar eat? How was this shown during the performance?
11. What did the caterpillar spin?
12. What did the caterpillar become? What did it look like?

MUSIC:

1. Do you remember any of the music from the show? If so, what did it sound like?

PUPPETRY:

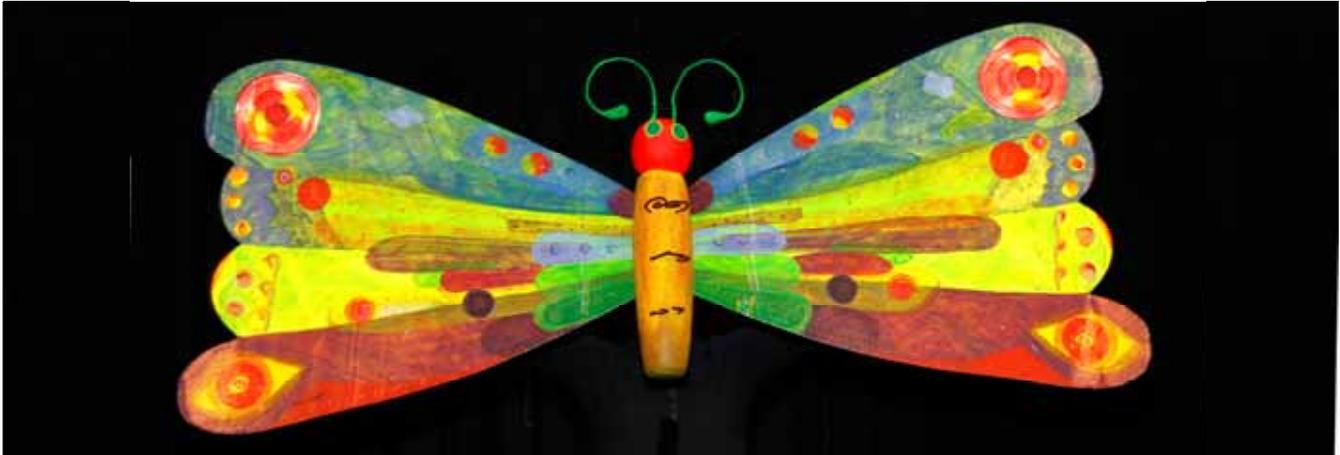
1. Were you able to see the puppeteers at all during the show? Why or why not?
2. What did the puppets look like? What kind of colors were they?
3. How do you think the different puppets were made?
4. If you could ask the puppeteers a question, what would it be?
(You may email student questions to Mermaid Theatre at puppets@mermaidtheatre.ns.ca. They are great at responding!)

THEATER EXPERIENCE:

1. What was your favorite part about our trip to the theater?
2. How was the performance different than the books? How was it the same?



POST-SHOW ASSESSMENT, pg. 1



1) WRITE A LETTER

Goal: To reflect on the performance experience and to practice writing skills.

When: After the performance.

Explanation: After the show, students will write letters to the Mermaid Theatre performers or to Des Moines Performing Arts donors whose support keeps Applause tickets accessibly priced for school groups.

Activity:

1. After attending the performance, discuss the experience with your students. Use the following discussion questions to guide the conversation:

- What was the show about?
- What parts of the show were most exciting?
- Which character did you enjoy the most? Why?
- What did the characters find? What did they learn?
- What was special about the puppets?

2. Next, invite students to write a letter to the performers or to Des Moines Performing Arts donors.

Letter Starter #1:

Dear *Mermaid Theatre* performers,

My favorite part of the show was...
While watching your show I felt... because ...
I have drawn a picture of the scene when...
If I could be in your show, I would play the part of ... because ...

Letter Starter #2:

Dear Des Moines Performing Arts Donors,

Thank you for helping my class go to the Civic Center to see *The Very Hungry Caterpillar*

My favorite part of the show was...

While watching the show I felt... because ...

I have drawn a picture of the scene when...

This experience was special because ...

3. After writing the letter, students can illustrate a scene from the performance.

4. Last, mail the letters to us and we'll make sure they get to the right people.

Des Moines Performing Arts
Attn: Education Department
221 Walnut Street
Des Moines, IA 50309

Follow-Up Discussion Questions:

1. What did you choose to share in your letter? Why?
2. How does receiving a letter make you feel?
3. How do you think the recipient of your letter will feel when he or she receives your letter? Why?
4. Why do you think the performers choose to make being a puppeteer their career?
5. Why do you think people give money to help students like you attend performances presented by Des Moines Performing Arts?

POST-SHOW ASSESSMENT, pg. 2



2) ACTING OUT A STORY

Goal: To use drama and imagination to demonstrate comprehension of a story.

When: After the performance

Explanation: In this activity, students will use drama and their imaginations to re-tell an Eric Carle story.

Activity:

1. Read a book by Eric Carle aloud to the class.
2. As a class, brainstorm the characters in the story.
3. As a class, determine the plot or sequence of main events.
4. Break up the story into small segments and assign each segment to a group of 3-4 students.
5. Students then create tableau (frozen picture that tells a story) of their assigned moment in the story. Together, students may represent the characters, objects, or setting of their assigned moment.
6. All groups then show their tableau in front of the class in the order of the story.
7. Once a group is “frozen,” tap students on the shoulder one at a time. When a student has been tapped, they should “unfreeze” and briefly describe who they are and what they are doing in the scene.

Follow-up Questions:

1. How would you describe the character or object you played?
2. What happened at the beginning of the story? In the middle? At the end?
3. How did you feel when you were depicting your tableau for the class?

3) RE-TELL THE STORY WITH PUPPETS

Goal: To practice sequencing and story-telling.

When: After the performance

Explanation: Students will re-tell the story of *Little Cloud* using simple puppets.

Sequencing Activity:

1. Print copies of the characters on pages 15-16 onto blue cardstock with colored ink.
2. Carefully cut out the different characters. (You may wish to laminate.)
2. Attach a popsicle stick to the back of each figure to turn it into a simple rod puppet.
3. Invite students to manipulate the puppets as they re-tell the story of *Little Cloud*.
4. Next, invite the students to make up their own story using the cloud puppets and perform it for the class.

Follow-up Question:

1. How does using a puppet help you to use your imagination?
2. How was the story you re-told of *Little Cloud* like the performance you saw from Mermaid Theatre? How was it different?
3. What choices did you make with your puppets to create your own story? Why did you make those choices?
4. What other shapes/objects could you make to use as cloud puppets?

PUPPET REPRODUCIBLE (use with Assessment Activity 3, pg. 14)



PUPPET REPRODUCIBLE (use with Assessment Activity 3, pg. 14)



RESOURCES AND SOURCES

ERIC CARLE BOOKS

(Not a complete listing)

- *Brown Bear, Brown Bear, What do You See?*
- *1, 2, 3 to the Zoo*
- *The Very Hungry Caterpillar*
- *Pancakes, Pancakes!*
- *The Tiny Seed*
- *Feathered Ones and Furry*
- *Do You Want to Be My Friend*
- *Rooster's Off to See the World*
- *Do Bears Have Mothers Too?*
- *Have You Seen My Cat?*
- *I See a Song*
- *Why Noah Chose the Dove*
- *The Mixed-Up Chameleon*
- *The Grouchy Ladybug*
- *The Honeybee and the Robber*
- *The Very Busy Spider*
- *The Foolish Tortoise*
- *The Greedy Python*
- *The Mountain that Loved a Bird*
- *All Around Us*
- *Papa, Please Get the Moon for Me*
- *A House for Hermit Crab*
- *Animals Animals*
- *The Very Quiet Cricket*
- *Polar Bear, Polar Bear, What Do You Hear?*
- *Dragons Dragons*
- *Draw Me a Star*
- *Today is Monday*
- *The Very Lonely Firefly*
- *Little Cloud*
- *From Head to Toe*
- *Hello, Red Fox*
- *The Very Clumsy Click Beetle*
- *Does a Kangaroo Have a Mother, Too?*
- *Dream Snow*
- *"Slowly, Slowly, Slowly," said the Sloth*
- *Mister Seahorse*
- *The Artist who Painted a Blue Horse*

CLASSROOM RESOURCES

Print Materials:

Carle, Eric. *The Art of Eric Carle*. Philomel: 1992. *Includes an autobiography, photographs, essays and critical appreciations of his work, and reproductions of many illustrations.*



Videos:

Eric Carle: Picture Writer. Produced by Searchlight Films, Director: Rawn Fulton. 1993.

Interview with Eric Carle; demonstration of paper painting and collage.

"The Very Hungry Caterpillar—Book Trailer." Scholastic Kids. *Carle discusses the inspiration for the story and shows how he makes a caterpillar collage.*

<http://www.youtube.com/watch?v=WELWxC0oQDY>

Websites:

The Caterpillar Exchange: <http://eric-carle.com/catexchange.html>
Bulletin board where teachers can exchange Eric Carle ideas.

The Children's Butterfly Site: <http://www.kidsbutterfly.org>
Student-friendly pictures and descriptions of the butterfly life cycle.

The Eric Carle Museum of Picture Book Art: <http://www.carlemuseum.org/>

Eric Carle, Official Website: <http://www.eric-carle.com/>

Water Cycle Diagram:

<http://earthguide.ucsd.edu/earthguide/diagrams/watercycle/>

Life of a Monarch Butterfly:

<http://www.neok12.com/Metamorphosis.htm>

Time lapse video from a caterpillar to a butterfly.

STUDY GUIDE SOURCES

The Children's Butterfly Site:
<http://www.kidsbutterfly.org>

Kids Entertainment, Official Website.
<http://kidsentertainment.net/>

Mermaid Theatre of Nova Scotia, Official Website.
<http://www.mermaidtheatre.ns.ca/repertory/treasures.shtml>

