

PLAY GUIDE



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The Very Hungry Caterpillar & Other Eric Carle Favourites

Presented by Mermaid Theatre of Nova Scotia

By Eric Carle

Adapted, Designed, & Directed by Jim Morrow

Music by Steven Naylor

Narration by Gordon Pinsent

Presented at The Lexington Opera House: October 6 - 12, 2019

Major Contributors:



Dear Educator -

Lexington Children's Theatre is proud to be producing our 81st season of plays for young people and their families. As an organization that values the arts and education, we have created this Play Guide for teachers to utilize in conjunction with seeing a play at LCT.

Our Play Guides are designed to be a valuable tool in two ways: helping you prepare your students for the enriching performance given by LCT's performers, as well as serving as an educational tool for extending the production experience back into your classroom.

We designed each activity to assist in achieving the Kentucky Academic Standards (KAS), including the National Core Arts Standards for Theatre. Teachers have important voices at LCT, and we rely heavily on your input. If you have comments or suggestions about our Play Guides, show selections, or any of our programming, your thoughts are greatly appreciated. Please email Jeremy Kisling, our Associate Artistic Director in Charge of Education, at jkisling@lctonstage.org.

Please use the Teacher Response form following a performance. We are thrilled that you rely on LCT to provide your students a quality theatrical experience, and we hope this resource helps you in your classroom.

-LCT's Education Department

The mission of our education programming



The mission of Lexington Children's Theatre's Education Department is to **provide students of all ages with the means to actively explore the beauty, diversity, complexity, and challenges of the world around them through the dramatic process.** We strive for young people to develop their own creative voice, their imagination, and their understanding of drama and its role in

Your role in the play

You may wish to have a discussion with your class about your upcoming LCT experience and their role as audience members. Remind your students that theatre can only exist with an audience. Your students' energy and response directly affects the actors onstage. The quality of the performance depends as much on the audience as it does on each of the theatre professionals behind the scenes and on stage.

Young audiences should know that watching live theatre is not like watching more familiar forms of entertainment; they cannot pause or rewind us like a DVD, there are no commercials for bathroom breaks, nor can they turn up the volume to hear us if someone else is talking. Your students are encouraged to listen and watch the play intently, so that they may laugh and cheer for their favorite characters when it is appropriate.

At the end of the play, applause is an opportunity for your students to thank the actors, while the actors are thanking you for the role you played as an audience.



What to know – before the show!

Play Synopsis

Little Cloud

Little Cloud drifts behind bigger clouds. As the bigger clouds push upward and away, Little Cloud pushes downward to touch the tops of houses and trees. Little Cloud changes into a giant cloud, a sheep, an airplane, a shark, two trees, a rabbit, a hat, and a clown. The other clouds drift back and huddle together with Little Cloud forming one big cloud that rains on the houses and trees below.

The Mixed Up Chameleon

A small green chameleon sits on a shiny green leaf. It moves onto a brown tree and turns brown. It sits on a red flower and turns red. When it moves across yellow sand, it turns yellow. The chameleon turns grey when it is cold and hungry, but it turns green again when it catches and eats a fly. One day the chameleon visits a zoo. It wishes to be as big and beautiful as some of the animals it sees. When it becomes white like a polar bear, handsome like a flamingo, smart as a fox, swims like a fish, runs like a deer, sees far away things like a giraffe, hides like a turtle, becomes strong like an elephant, and funny as a seal, the chameleon becomes very mixed-up. Because it is “a little of this and a little of that,” it is no longer able to catch a fly when he gets hungry. The unhappy chameleon wishes to be itself again. Its’ dream comes true and it catches the fly, learning the importance of being true to oneself.

The Very Hungry Caterpillar

After popping out of an egg on Sunday, the very hungry caterpillar eats his way through the week with a variety of foods beginning with an apple on Monday and ending with ten different foods on Saturday (chocolate cake, ice cream, a pickle, Swiss cheese, salami, a lollipop, cherry pie, sausage, a cupcake, and watermelon). Not surprisingly, the very hungry caterpillar ends up with a stomach ache. Fortunately, a serving of one green leaf helps. The now very fat caterpillar builds a cocoon. After staying in it for two weeks, he nibbles a hole in the cocoon and emerges a beautiful butterfly.



What to know - before the show!

Become an Illustrator

Utilizing pieces of fabric, string, tissue paper, construction paper, and clips from magazines, create one of Eric Carle's iconic characters (caterpillar, butterfly, brown bear, cloud, chameleon, etc.) through the art of collage! Encourage students to experiment with different mediums. Mount on a solid piece of construction paper.

[VA:Cr2.1.2; VA:Cr2.3.2]

Rain Cloud in a Jar

Fill a mason jar $\frac{3}{4}$ of the way with water. Squirt a hefty pile of shaving cream on top of the water - enough to fill the rest of the jar and puff up like the top of a cloud. Squeeze a couple of drops of food coloring on top of the cloud. The food coloring will slip through the pores in the shaving cream and then sink into the water below, like rain. For older students, incorporate an explanation of the rain cycle (evaporation → condensation → precipitation), and how the water without the foam represents evaporation, leading to the formation of the shaving cream cloud in the phase of condensation, leading to precipitation with the food coloring.

[SC:K-ESS2-1]

Life Cycle of a Butterfly

Students will use their bodies to explore the life cycle of a butterfly. Encourage students to find their own space in the room to allow for movement without coming into physical contact with another student or object.

Egg: Have students hold their ankles, bend down, and round their body like the shape of an egg. The students are now at the beginning of the life cycle, ready for life to begin.

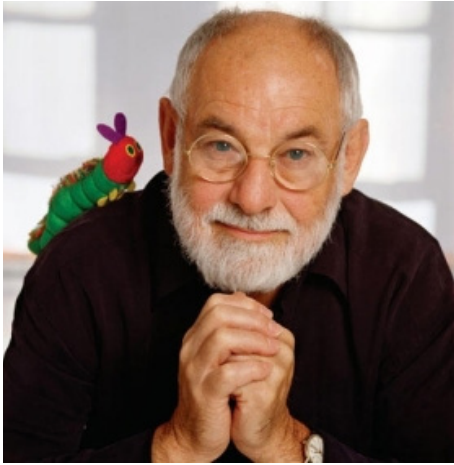
Larva: The egg hatches! Have students slowly unfurl from their egg shape. They are now larvae, in the beginning stages of their life. We typically call these larvae "caterpillars." Have the students crawl around the room, exploring their environment. You can also engage in a physical retelling of *The Very Hungry Caterpillar* by having students search for objects/images made to resemble or represent food.

Pupa: As the larvae age, they prepare to enter a stage of transformation from larva to adult. Have students crawl into sleeping bags, large pillow cases, blankets, or anything else they can bundle themselves within. Inside of these places should be colorful scarves/kerchiefs. These sleeping bags/pillow cases/blankets are made to represent the chrysalis. The chrysalis is home to the pupa as it transitions to an adult.

Adult: Have the students come out of their "chrysalis" with the colorful scarves in hand. They are now adult butterflies! Encourage students to fly about the room showcasing their colorful wings to the other butterflies they pass. Play upbeat, spring-like instrumental music and allow for the rhythm of the music to influence the movement of the students. When the music increases in tempo, fly faster, and when the music slows, so should they.

[DA:Cr1.1.2; SC:K-LS1-1; SC:3-LS1-1]

What to know - before the show!



Contextual Article

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 millions of children all over the world and has been translated into more than 47 languages. Eric Carle has illustrated more than 70 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. It was there that he was educated, graduating from Akademie der bildenden Künste, the art school in Stuttgart. In 1952, with a fine portfolio in hand and forty dollars in his pocket, Carle returned to New York. Soon he found a job as a graphic designer in the promotion department of *The New York Times*. He later served as an art director for an advertising agency for many years.

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

Eric Carle's artwork 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 knew then that I would always draw. When I had grown to the age when kids were 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 pencils, paints, crayons, and paper. I will never stop being a scribbler." - Eric Carle

How to grow - after the show!

Little Cloud

Have each student brainstorm and use their imagination to come up with different things Little Cloud could turn into. Then have students create their cloud on blue construction paper using puff paint made with equal parts white glue and shaving cream. Have students use the wrong end of the brush (just as Eric Carle does) to make swirls and lines in the paint. Let the paint dry overnight.

VA:Cr2.3.K.;VA:Cr2.1.1.

The Very Hungry Caterpillar Puppets

Have students create their own caterpillar puppet using 10 pom-poms, googly eyes, a small dowel rod, and monofilament (fishing line), assembled with a low temperature glue gun or glue dots. Begin by placing a small dollop of glue or a glue dot on one pom-pom and attach it to the next. Repeat until all pom-poms are glued together. Glue two googly eyes on one of the end pom-poms. Using fishing line, tie the caterpillar puppet to both ends of a wooden dowel rod or stick, after the 3rd and 7th pom-poms.

After the puppets have been assembled have students form small groups, assigning each group and actable adjective to explore. For example, one group could explore “sleepy” and their Caterpillars would then become “The Very Sleepy Caterpillars.” Give students time to explore through creative play how their Caterpillars would react to one another and their environment based on their adjective. Would they try and find a warm comfy place to take a nap? Would they try to find ways to keep themselves awake, or to wake up each other? Encourage students to explore the different ways they can use physical movements with their puppet to communicate.

Once students have explored, have the different groups interact with each other. What happens when a Very Sleepy Caterpillar meets a Very Energetic Caterpillar? What would happen if a Very Angry Caterpillar meets a Very Happy Caterpillar? Encourage students to interact with each other and explore how one character’s physical or emotional state might affect another.

Afterwards, debrief and reflect by inviting students to talk about and show some of their favorite interactions with one another.

TH:Cr1.1.K.b.;TH:Cr2.1.2.a.’TH:cr2.1.3.;TH:pr6.1.1.

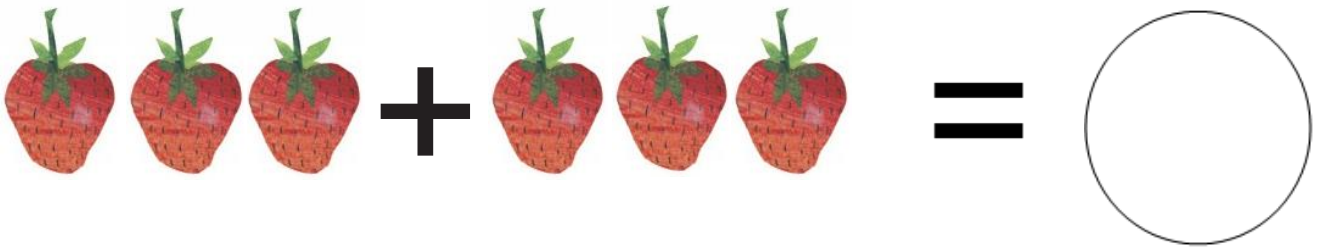


How to grow - after the show!

The Very Hungry Caterpillar Fruit Addition

Write the answers in the circles.

Name : _____



How to grow - after the show!

What to Read Next

***Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.**

A children's picture book in which a series of animals including a brown bear, a red bird, a white dog, a yellow duck and a teacher all cross the pages, introducing each other as they go.

***The Rainbow Fish* by Marcus Pfister**

The most beautiful fish in the entire ocean discovers the real value of personal beauty and friendship.

***The Little Engine That Could* by Watty Piper**

Although she is not very big, the Little Blue Engine agrees to try to pull a stranded train full of toys over the mountain.

***Exclamation Mark* by Amy Krouse Rosenthal**

A punctuation mark feels bad that he doesn't fit in with the others until a friend reveals the possibilities that exist when differences are accepted.

LCT teaches in YOUR school!

Would you like to see some of these play guide activities modeled in your classroom?

Book a workshop for your class with one of LCT's teaching artists! In our pre-show workshops, our teaching artists will engage students in acting skills and themes from the play through drama activities. In our post-show workshops, students will extend their play-going experience by strengthening their personal connection to the play and deepening their understanding of the themes and characters.



Call us at 859-254-4546 x226 to book a pre or post-show workshop for your class!

To learn more about Lexington Children's Theatre and our programming for your school visit:
www.lctonstage.org/for-educators/in-school-experiences/