Performances plus!

Presents

THE VERY HUNGRY CATERPILLAR AND OTHER FAVOURITES

Friday, March 14, 2008
10am & Noon in Bowker Auditorium

Study Guides for Teachers are also available on our website at www.fineartscenter.com - select For School Audiences under Education, then select Resource Room.

Please fill out our online surveys at http://www.umass.edu/fac/centerwide/school/index.html for the Registration Process and each Event. Thank you!
ABOUT MERMAID THEATRE OF NOVA SCOTIA’S REMARKABLE PRODUCTION
Mermaid Theatre of Nova Scotia’s elegant stage adaptation of Eric Carle’s beloved work has made theatre history, both in Nova Scotia and throughout North America. With its objective of introducing very little children to their first performing arts experience, the production has served as well to encourage literacy and the love of reading, and has acquainted thousands of young people and their parents with Nova Scotia and its talented artists.

THE VERY HUNGRY CATERPILLAR AND OTHER FAVOURITES includes the story of THE VERY HUNGRY CATERPILLAR’s metamorphosis into a beautiful butterfly; the fanciful account of LITTLE CLOUD’s travels through the sky, and THE MIXED-UP CHAMELEON’s discovery of his own unique nature. Directed and designed by Jim Morrow, who ranks among Canada’s most esteemed puppetry creators, the triple-bill show incorporates evocative original music by Nova Scotian composer Steven Naylor, innovative “black light” staging techniques which highlight Morrow’s stunning puppets and props, and the gentle storytelling of Gordon Pinsent, one of our country’s most respected performers. The work follows closely the books from which they are adapted, providing a new generation with a seamless entry into the world of theatre and music.

Following prototype experimentation with various Eric Carle tales, the winning combination of known as THE VERY HUNGRY CATERPILLAR AND OTHER ERIC CARLE FAVOURITES has generated considerable praise and remarkable statistics for its positive impact on the audiences of several continents. The show has toured continuously since its debut in Saitama, Japan on November 14th, 2003. To date 406 performances have been presented to more than 253,000 spectators in three provinces, twenty-four states and Washington, DC as well undertaken three separate trips to Japan and two to Singapore. To accommodate demand, duplicate versions of the puppets and props have been constructed in order to facilitate simultaneous engagements. Extensive touring is anticipated during the 2007/2008 season, with a twelve-performance booking in Monterrey, Mexico in November 2007, and simultaneous tours to South Korea and the United States in the Spring of 2008. Japan’s leading children’s performer, Kishido Kyoko, has served as narrator for the Japanese-language version, while Marco Ledezma, an accomplished Mexican voice specialist, has provided the Spanish-language recorded text to be featured in the United States and Mexico in coming months. Korean and Mandarin versions are anticipated. This extraordinary activity has provided unparalleled personal and professional opportunities for the Nova Scotians involved with the creation and presentation of the production. As many audience members may be unfamiliar with our Province or its artists, the show offers a unique touring showcase for Atlantic Region talent and continues to play an impressive ambassadorial role for Nova Scotia and for Canada. The exalted reputation of THE VERY HUNGRY CATERPILLAR AND OTHER ERIC CARLE FAVOURITES resulted in a remarkable honour for Mermaid and for Nova Scotia in February 2005, when the company became the first theatre in contemporary history to perform at Tougu Gosho, the palace of Crown Prince Naruhito in Tokyo. Jim Morrow and the troupe had the rare opportunity to spend an intimate two hours with Crown Prince Naruhito, Crown Princess Masato and their 4-year-old daughter Princes Aiko.

THE VERY HUNGRY CATERPILLAR AND OTHER ERIC CARLE FAVOURITES has become a signature piece of Mermaid Theatre of Nova Scotia. Now in its thirty-fifth season, Mermaid ranks among North America’s most respected creators of family entertainment. Unique adaptations of children’s literature have delighted more than three million young people on four continents. Other acclaimed presentations include, Leo Lionni’s SWIMMY, FREDERICK and INCH BY INCH, Anita Jeram and Sam McBratney’s GUESS HOW MUCH I LOVE YOU and I LOVE MY LITTLE STORYBOOK, and Berkeley Breathed’s GOODNIGHT OPUS. Mermaid has earned Export Excellence Awards from both Nova Scotia (2001) and the Government of Canada (2001, 2005), and has been recognized by CAPACOA with an award for Best Performing Group. Closer to home, Mermaid’s Institute of PuppetryArts offers puppetry instruction at both community and professional levels. The Institute’s imaginative curriculum-based touring programs entertain and inform students and teachers throughout the region, as well as encourage educators to incorporate the performing arts in the teaching of science. Mermaid’s non-professional Youtheatre provides a dynamic outreach program for the region’s adolescents, and its exchange programs in Ireland, England and Scotland have broadened the horizons of participants. Mermaid’s substantial headquarters in Windsor, NS includes studios, a rehearsal hall, administrative and production studios, a 400-seat performance facility, and two meeting spaces. The company’s creative and administrative staff plays an active role as mentors and facilitators, providing services and instruction not otherwise available in the Atlantic Region.
The Creative Team:
Eric Carle: Writer
Jim Morrow: Director/Production Designer
Steven Naylor: Composer
Gordon Pinsent: Narrator
Production Manager: Deborah MacLean
Head Seamstress: Sarah Jane Hart
Shop manager: Jonathan Ford
Scenic Painter: Samantha Bissix

About Eric Carle:
Eric Carle, internationally acclaimed author and designer, has written and illustrated more than seventy books for young children. Born in New York, he spent his youth in Germany where he studied fine art in Stuttgart prior to returning to the US in 1952 to work as a graphic designer for The New York Times and later as art director of an international advertising agency. His delightful books, which combine stunning collage artwork with an imaginative approach to learning, have sold more than 25 million copies worldwide. Eric Carle lives in Northampton, Massachusetts, where he regularly entertains visitors from Mermaid Theatre.

The following are ideas for using *The Very Hungry Caterpillar* in the classroom.

Post your ideas or view more ideas at The Caterpillar Exchange: http://www.eric-carle.com/catexchange.html

- Submitted by Mush11301994@aol.com

I am a substitute teacher and have to be prepared when there are no lesson plans left for me. As a filler, I read *The Very Hungry Caterpillar* and use body movements to teach young children the life cycles of the butterfly.

1. Egg: Have children hold their ankles, bend down, and round their body like the shape of an egg.
2. Larva: Squirm like a worm.
3. Pupa: Crawl into a sleeping bag (large pillowcases, leap frog bags) with colorful kerchiefs inside.
4. Butterfly: Children pop out of the bag swaying their colorful kerchiefs behind them.

Following this, we usually watch *The Very Hungry Caterpillar* video.
Submitted by Jaime Stewart

I am student teaching in a kindergarten class and we are learning beginning sounds. To help the learn the letter and sound of “Cc” I had the students make a class caterpillar after reading The Very Hungry Caterpillar. I made a circles of green paper and had each of the students draw a picture of something that begins with the letter “Cc.” Each of the circles represented a piece of the caterpillars body. I told students that our caterpillare was very hungry and needed lots to eat. I made the face using a paper circle with wiggley eyes and pipe cleaners as antennae. This was a great way to assess whether students could correctly pull up “Cc” words. The students really loved seeing their caterpillar displayed in the hall with their “Cc” words.

Submitted by R. Hoon

After reading the book The Very Hungry Caterpillar, my first grade class discussed the concept of collages, and then the students made their own collages. They glued pieces of fabric, string, tissue paper, construction paper, and clips from magazines to create a butterfly. We mounted each collage on a solid piece of construction paper.

Submitted by Shanon Lutz

I teach 3rd grade and use The Very Hungry Caterpillar when teaching about life cycles. I first read the story and then go through each of the stages of a butterfly’s life cycle with my students: 1) Egg 2) Caterpillar (Larva) 3) Pupa (Inside of the cocoon) and 4) Adult Butterfly. I give my students a circular piece of construction paper divided into four parts. They use yarn, Q-tips, tissue paper, and scraps of construction paper to make a 3D collage of a butterfly’s life cycle. The kids love it and they never forget the life cycle of a butterfly!

Submitted by Zeder Pough

I am a preschool teacher involved with 3 and 4 year olds. I used The Very Hungry Caterpillar to teach the preschoolers how Caterpillars and Butterflies grow, change, and eat. The following is a list of things we did in class:

1. I read the book using flannel board pieces to represent the items in the book. Then I gave each child a flannel board piece and as I read the book, that child placed their piece on the flannel board as it was mentioned in the story.

2. I had the children paint several paper plates different colors. After they were dry, I stapled the plates together, punched a hole in the top of plates, attached fishing line to it, and hung it from the ceiling of the classroom. By stringing the plates together, you can make the caterpillar as long as you want. I attached two pipe cleaners for the antennae and a large black construction paper circle for the eyes.
3. For this next activity, you will need two paper towel tubes per child. Let each child paint two empty paper towel tubes any color they want. After the paint has dried, slit each tube down one side and have children use a hole puncher to punch two to three holes on each side of the slit. These holes will be used to attach the tube to the child’s lower arm. Lace elastic through the holes, then tie. Have children to glue crepe paper streamers to the top of the paper towel tubes. For the antennae, staple a strip of construction paper around the child’s head, use hole puncher to punch two holes in the front of the headband, and insert one pipe cleaner into each hole. After wings and antennae are prepared, have the children go outside and run. The crepe paper streamers will fly from their arms like butterfly wings.

4. Cut out flower shapes from construction paper that will cover paper cups. Fill paper cups with fruit juice, insert a straw into the middle of the paper flowers and let children drink “nectar” from the flowers. I used this after letting the children “fly” like butterflies outside.

- Submitted by Marisa

I used this book with my insect theme and also in a Grade 2 math class. We read the book and then I had the children graph the amounts of food that the caterpillar ate on each day of the week. To extend this work, I created a set of Hungry Caterpillar Word Problems. For example, on Monday 6 hungry caterpillars ate through 4 apples each. Students then had to graph the amount of fruit the hungry caterpillars ate each day of the week. The students loved it.

- Submitted by Nicole Power

I am a speech pathologist in Oklahoma. I use The Very Hungry Caterpillar to teach my students the concept of before and after. Because of the graduated pages in the book, the child can view all the fruits the caterpillar eats at the same time. Then I ask the student “What did he eat after the pear?” “What did he eat before the strawberry?” I do the same thing on the page with all the junk food. This book is also great to teach sequencing.

- Submitted by Patricia

I use the book The Very Hungry Caterpillar with young children with language disorders. I created a very detailed unit to be used in short therapy sessions with a small group of children. The objective of the unit is to teach the children the basic components of a story: beginning, problem, action, outcome, & end. Before reading the book, we take one or two sessions to prepare for the book. I do an activity where the children color the four life stages of a butterfly and then glue them to a picture of a tree on construction paper. This picture is displayed in the classroom. We then discuss the book in stages and with each stage we have an interactive activity to help the child remember and restate the stage. The activities include art projects and role playing. Many concepts are integrated in each lesson of the unit. Some of these concepts are: sequencing, syntactic forms (e.g. plurals, past tense, etc.), following verbal commands, answering questions, vocabulary building,
descriptive language, using complete sentences, classification, etc. I spend two or more months with this book twice a week for twenty minutes at a time.

• Submitted by Motoko

We received this recipe from one fan of Eric Carle’s book. Thought you will find it useful in your cooking venture.

Very Hungry Caterpillar Fruit Salad

1 Apple  
2 Pears  
3 Plums  
4 Strawberries  
5 Oranges  
Bunch of Mint Leaves

Peel, pare, seed, hull and section each fruit. Cut into bite-sized pieces. Then put them all together in a big bowl and chill. Garnish each serving with a sprig of mint. Serve to a small group of friends, after reading a good book. You’ll enjoy every bit of it.

The following are ideas for using Little Cloud in the classroom.

• Submitted by Lisa Johnson

After reading Little Cloud to my first graders, we went outside to look at the clouds. The children brought out paper and wrote what they thought the clouds looked like. When we came back inside, the children chose their favorite shape for a cloud and designed it out of cottonballs. They glued their cloud design on light blue construction paper and wrote the name of their cloud picture on the bottom with white crayon. The students really loved this activity!

• Submitted by Michelle Miget

After reading this story with my kindergarten class, I use my small group time to make unique cloud pictures. I begin by giving my students a dark or light blue piece of paper. We fold the paper in half, crease it, then open the paper back to it’s full size. The students place a small spoonful of thick white paint on the crease and fold the paper again. Students use their hands to spread the paint around inside of the paper. When they open the paper, each has a very unique cloud. The caption reads “It looked like ____.” Unique designs are guaranteed each time!!
• Submitted by Jen Ware

During our weather week in kindergarten, we read *Little Cloud* in one of our small groups. After reading the book, we imagine what else Little Cloud could turn into. I give each child a sheet of tissue paper (using colors such as turquoise and blue works best), and then I have them paint the tissue with white paint. We use the wrong end of the brush (just as Eric Carle does in the *Picture Writer* video) to make swirls and lines in our white paint. While our white cloud paintings are drying, we go outside and look at the clouds in the sky and imagine what our cloud will look like. When the tissue paper is dry, the children cut out their cloud shape and glue it onto a blue piece of construction paper. I then give out blue crayons so that they can add some details to their clouds.

• Submitted by Tracy Porter

After reading *Little Cloud* with my second graders, I introduced a unit on idiomatic expressions. For “my head was in the clouds,” the students used small paper plates and designed them as heads. They then took a larger paper plate and covered it with glue and cottonballs. I put a slice through each larger plate with an exacto knife so that students could stick their paper plate head through the cloud. The completed projects are stapled to the child’s writing of the idiom “My head was in the clouds when...” We hung all the projects on a clothesline in our classroom. It was a huge success.

For the idiom “floating on cloud nine” the students got two small paper plates to cover with glue and cottonballs. Each child cut out a “9” and glued it to the front of the cloud. Students created miniature people and we stapled them to the tops of the clouds. The finished projects are attached to the student’s writing of the idiom “I was floating on cloud nine when...”

• Submitted by Kenya Jackson

I was a Kindergarten student teacher this Spring of 1999. During the course of a unit, I used *Little Cloud* to discuss the concepts of “more than” and “less than.” After reading the book, I asked the children to volunteer how many times Little Cloud changed. I wrote down the different guesses and then we returned to the book to count the actual number of times he changed. I used pre-cut index cards shaped like different clouds to show the actual number of cloud changes. Then I used more cards to show the comparison of their guesses to the actual number of cloud changes. We then discussed which group of clouds looked like it was more. We continued using all the guesses given by the students.
The following are ideas for using *The Mixed-Up Chameleon* in the classroom.

- **Submitted by Memory Anderson**

  While I was doing my student teaching in a kindergarten class, I did an activity with the children after reading *The Mixed Up Chameleon*. We went around a circle and each child made their statement, “I’m as _____ as a ______.” I wrote each sentence on a 12 x 18 inch piece of manilla paper. The students then drew pictures to go with their statements. In the end, we had a great class book.

- **Submitted by Dawn**

  While reading an assortment of Eric Carle books, I used *The Mixed Up Chameleon* to create a class book of my kindergarten students. I took full length pictures of my class. After developing them, I mounted them onto paper and cut them into 3 sections, head, body, and legs. I punched holes in each section and bound the sections together. The kids had a great time mixing up their friends!!!

- **Submitted by Laura Rimbey**

  I am a second grade teacher at Bonner Elementary in Las Vegas, Nevada. We read *The Mixed Up Chameleon* and did a reader’s theatre. Each student chose the page they wanted to act out and created a prop to use for that page. On each page that showed the cameleon with a different animal part, the students made that animal part and velcroed it to a large chameleon. We performed the reader’s theatre to another class of second graders. They had a ball!

- **Submitted by Rosemary C. Simmons-Brown**

  After our class read *The Mixed Up Chameleon*, we drew pictures of anything we liked to change into and then I mounted the student’s school photo on the body of the animal or thing that they wanted to change into. The students also wrote a sentence under their drawing. Ex. I would change into...because... Finally, we made a big book called the “The Mixed-Up Class.”

- **Submitted by Cathy Ann Maher**

  For an art lesson for Grades K-2, we read *The Mixed Up Chameleon*. The children were to create their own mixed-up chameleon by using various types of papers having different colors, textures, weights, patterns etc. The children could also add additional patterns to the papers by stamping designs with rubber stamps. We used papers ranging from tissue paper, to textured foil paper, and various papers with different textures and thicknesses - including many colors. Then the papers were torn to create the effect similar to the artwork of Eric
Carle. It was fun to see the mixed-up chameleon each child invented. The textures and combinations of papers really allowed for creativity.

For a computer lesson: Many drawing programs have a variety of textures and patterns that can be printed out. The paper then can be torn to create a mixed-up chameleon. Or - the students can use various textures and patterns in a paint program and create the chameleon on the computer. To get the torn effect, students can lasso the textures in irregular shapes and combine them together to get the torn collage effect. Get their imaginations to flow.

- Submitted by Ginny Snyder

When I was subbing, the following activity was left for me to do with the class. I have used this with other classes as well. It is a big hit.

We made a transparency of the chameleon. The students had to cut out their chameleon and we stapled it onto a popsicle stick. We talked about how chameleons camouflage themselves etc... The class then had their chameleons blend in with many different backgrounds. They used their chameleons on their clothes, the wall, books, desks, shoes, hair, puzzles etc... They loved it!!!
Evacuation Procedures

Bowker Auditorium

Note: Interior house conditions may necessitate alternate exit routes.

Sections A - K and the Pit exit toward stage.

Sections L - U exit toward lobby.

West side exit stairwell Left.

East side exit stairwell right.

Balconies
NOTICE TO ALL TEACHERS AND CHAPERONES

- **PERFORMANCES BEGIN PROMPTLY AT 10AM OR NOON.**
  Many of our performances sell out. This means we can have up to 1,600 students to seat. Please help us by arriving **30 minutes** prior to the start of the performance. This will allow our ushers to get everyone seated and for you and your students to visit the rest rooms and get settled. It is important that we begin our performances on time so that all schools can meet their lunch and/or dismissal times.

- **PLEASE CHECK LOCATION OF PERFORMANCE WHEN MAKING YOUR BUS RESERVATION.**

- The staff of the Fine Arts Center needs your help! An increasing number of students are coming into the performance space with gum, food, beverages, cell phones and portable music players. **None of these items is allowed in the halls for performances.** Many of these items are stowed in backpacks and are not easily noticed. Our goal is to offer high quality performances for young people. In order to enhance the experience, we ask for your cooperation in preventing these items from entering the hall.

- For the comfort of all concerned, we ask that backpacks, lunches and other gear be left on the bus. Our long-standing policy of no cameras or tape recorders still is in effect.

- At the conclusion of the performance please remain in your seats until your school group is dismissed.

*We hope that you and your students enjoy your theatre experience!*
PARKING AND DIRECTIONS FOR THE FINE ARTS CENTER’S
BOWKER AUDITORIUM
In Stockbridge Hall

**School Bus Parking:** Students should be dropped-off at the circle near Stockbridge Hall, which is accessed via the road to the Campus Center Parking Garage off of Commonwealth Avenue. University Security will direct buses to an appropriate parking lot during the performance (typically by the football stadium). PLEASE BE SURE YOUR BUS DRIVER KNOWS THAT ALL PERFORMANCES LAST APPROXIMATELY 1 HOUR AND THEY SHOULD RETURN A FEW MINUTES BEFORE THE ANTICIPATED END TIME. If drivers are not with the buses, they may miss the radio call from security asking them to return for pick-up, resulting in unnecessary delays returning to your school.

**Individual cars:** We recommend parking in the Campus Center Parking Garage, which is directly next to Stockbridge Hall/Bowker Auditorium. All other available parking during weekdays is at meters. There are few meters available that are close to Bowker Auditorium. Available lots and pricing (current as of 1/1/07) are listed below:

- Parking in the Garage is available to our patrons at a discounted rate of $1. To receive this rate you MUST give the Garage attendant a parking pass. To receive your pass, please call our office to let us know that you will be arriving by car. Parking passes are sent with the invoices. (413) 545-2116
- Parking meters are enforced Monday - Friday, 7AM - 5PM. Meter rates are $1.00 per hour.

**Parking Garage** - next to Bowker - accessed across from the Mullins Center off Commonwealth Avenue

**Lot 25** - next to Mullins Center with 3 & 5-hour meters

**From the North:** (Vermont, Greenfield) I-91 south to Route 116. Follow signs on 116 “To the University of Massachusetts.” Exit ramp leads to Massachusetts Avenue. Turn left (east) on to Massachusetts Avenue toward the campus. At first light turn left on to Commonwealth Avenue. At next light turn right and follow signs for the Parking Garage.

**From the South:** (Springfield, Holyoke) I-91 north to Route 9. Turn right (east) on Route 9 over the Coolidge Bridge and through Hadley. Turn left (north) on Route 116 (across from Staples) heading toward campus. Turn right (east) at first exit at “University of Massachusetts,” then bear right onto Massachusetts Avenue toward campus. At first light turn left on to Commonwealth Avenue. At next light turn right and follow signs for the Parking Garage.

**From the West:** (Northampton, Pittsfield) Route 9 east through Northampton and over Coolidge Bridge. Follow remaining directions under “From the South”.

**From the East:** (Belchertown, Ludlow) North on Routes 21, 181 or 202 to Route 9 into Amherst. Right on to North Pleasant Street (main downtown intersection), north through center of town. Turn left at Triangle Street (Bertucci’s Restaurant on your right), rejoining North Pleasant Street. Stay on North Pleasant until it enters campus. Go straight through light – street has now become Massachusetts Avenue. At bottom of hill turn right on to Commonwealth Avenue. At next light turn right and follow signs for the Parking Garage.
For Concert Hall, Rand Theater and Bowker Auditorium – Patrons traveling by car are encouraged to park in the parking garage. Discounted parking is available in the garage for $1. A parking permit is required for discounted parking in the garage. Please call the Arts & Educational Programs Office if you require permits at (413) 545-2116. All other parking on campus is at available meters at the rate of $1 per hour. Parking is enforced Monday – Friday, 7AM – 5 PM.

Buses will drop-off students as indicated on map. Buses will be given parking instructions by Campus Security.