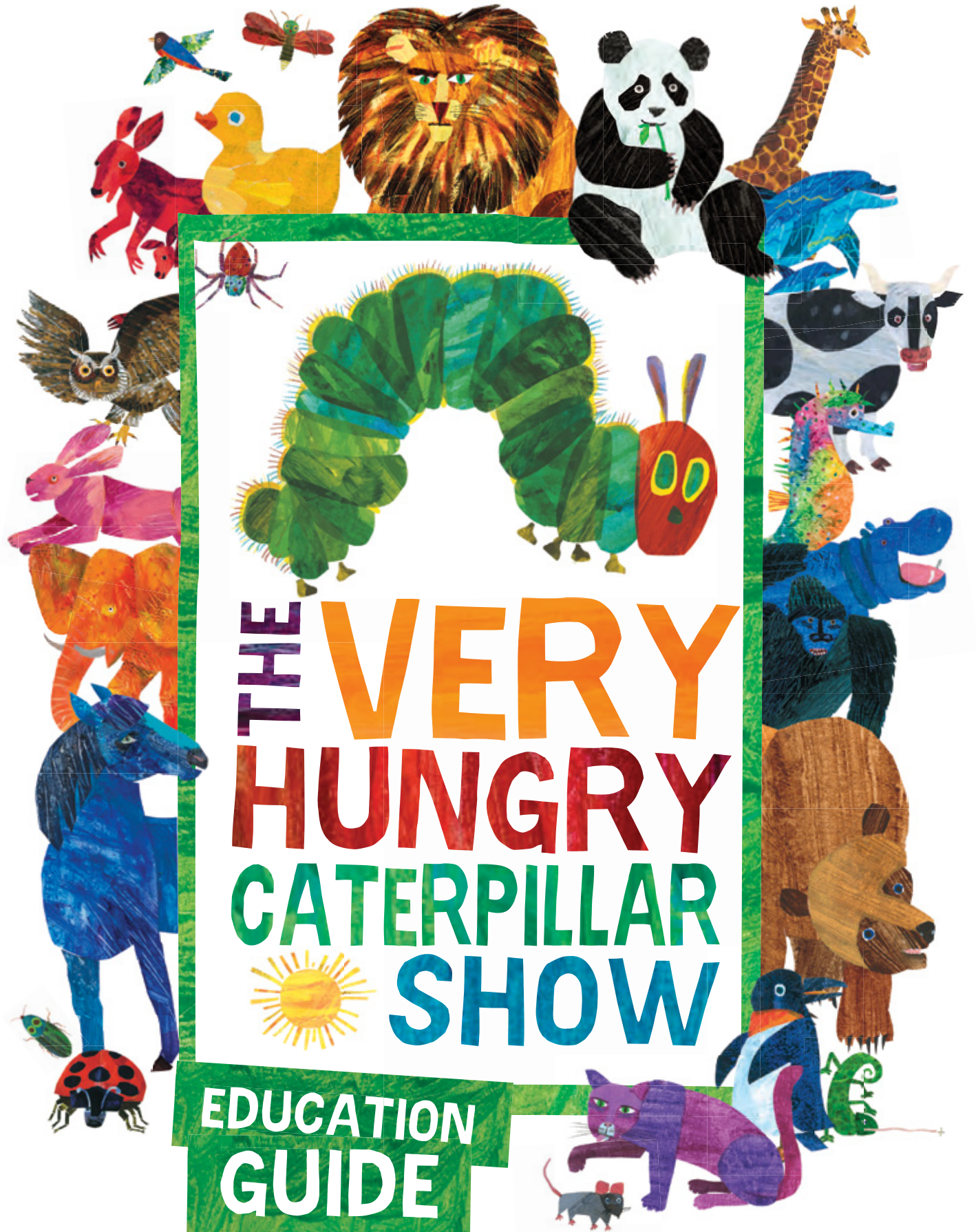




# THE VERY HUNGRY CATERPILLAR SHOW

EDUCATION  
GUIDE



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# THEATRE ETIQUETTE

The fantastic thing about going to see live theatre is that it is a shared community event where everyone plays an important part. Just like the movies, you hear pre-show announcements about theatre etiquette. Happily, the vast majority of our audience members help us make the theater-going experience better for everyone by complying with the requests. But if you or the kids in your life have ever wondered why we ask the things we do, here are some explanations:

## **Please completely turn off all electronic devices including cell phones, cameras and video recorders.**

Why turn them completely off? So they won't get used. Airplane mode will stop incoming calls and messages, but it won't stop people from using their devices to take pictures, record audio or video, read books or play games during the show.

## **Phone calls and texting are a distraction to the audience and performers, and can pose a safety hazard as well as interfere with our sound system.**

The distraction factor is an easy one to explain. It is very difficult for people to ignore a lit screen. Walk through a room where a TV is on and you are going to at least glance at it. In a darkened theater, eyes are drawn to the light. Everyone sitting anywhere behind someone looking at a lit phone will turn their attention to that phone. And the actors on stage can see the screen lighting up the holder's face. A ringing phone or text message alert takes everyone in the theater, on stage and off, out of the moment.

How does this create a safety hazard? Distraction can be a problem for actors and crew whose focus needs to stay on doing their work safely, especially when working on, with or around moving scenic pieces or as scenery is being lowered to the stage.

Do electronics in the audience really interfere with the sound system? Yes. You would not notice it over the speaker system in the house, but our crew is on wireless headsets, and electronic devices in the audience can cause interference. If crew can't hear cues and communicate with each other, they can't do their job safely or efficiently.

## **Also, taking pictures or video is not allowed.**

One of our responsibilities to these artists is to help protect their work from illegal distribution or piracy. Contractually, the use of images of their designs and recordings of their work is very specifically controlled. We appreciate that people want to capture a memory to enjoy later, but it is actually a violation of contract, and of trust between the artists and the audience.

You are welcome to take pictures after the show and of family and friends in their seats before or after the show, or when talking to the actors at autographs after the show, with their permission. If you are not sure if a photograph is permitted, please ask.

## **If you are with someone who becomes noisy or restless, please be kind to your neighbors.**

We love our audiences and want them to express themselves during the show—laughing, clapping, shouting in amazement. It's part of the community experience. But everyone has moments when they just don't want to be where they are. And sometimes they express this quite loudly. Please keep this in mind and use theatre facilities as a chance to settle in private.



# ERIC CARLE

## THE VERY WONDERFUL ARTIST



**E**ric 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 literally millions of children all over the world and has been translated into more than 50 languages and sold over 33 million copies. Born in Syracuse, New York, in 1929, Eric Carle moved with his parents to Germany when he was six years old; he was educated there, and graduated from the prestigious art school, the Akademie der Bildenden Künste, in Stuttgart. But his dream was always to return to America, the land of his happiest childhood memories. So, 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 to ask Carle to illustrate a story he had written. *Brown Bear, Brown Bear, What Do You See?* was the result of their collaboration. This was the beginning of Eric Carle's true career. Soon Carle was writing his own stories, too. His first wholly original book was *1,2,3 to the Zoo*, followed soon afterward by the celebrated classic, *The Very Hungry Caterpillar*.

Eric Carle's art is distinctive and instantly recognizable. His artwork is created in collage technique, using hand-painted papers, which he cuts and layers to form bright and cheerful images. Many of his books have an added dimension—die-cut pages, twinkling lights as in *The Very Lonely Firefly*, even the lifelike sound of a cricket's song as in *The Very Quiet Cricket*—giving them a playful quality: a toy that can be read, a book that can be touched. 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.

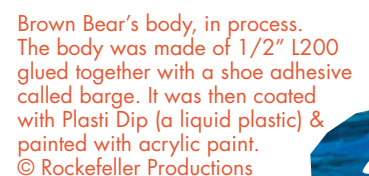
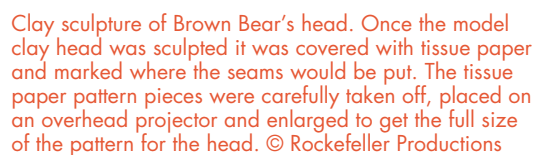
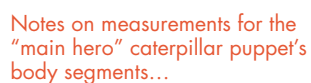
**"With many of my books I attempt to bridge the gap between the home and school. To me home represents, or should represent, warmth, security, toys, holding hands, being held. School is a strange and new place for a child. Will it be a happy place? There are new people, a teacher, classmates—will they be friendly? The unknown often brings fear with it. In my books I try to counteract this fear, to replace it with a positive message. I believe that children are naturally creative and eager to learn. I want to show them that learning is really both fascinating and fun."**

**- Eric Carle**



## Did you know there are 75 puppets in the show

## Did you know there are 75 puppets in the show







Brown Bear looking at his book  
 Pictured: Leanne Brunn, Emmanuel Elpenord, Vicki Ocegüera



Most of the puppets in the show. Arlee is standing behind the turtle. Can you name which puppets are in which story?  
 Pictured: Leanne Brunn, Arlee Chadwick, Vicki Ocegüera, Jake Bazel, Emmanuel Elpenord, Kirsty Sadler



# ERIC CARLE'S TISSUE ART

Eric Carle's vibrant illustrations are made out of collages of beautifully experimentally painted tissue papers. He believes that everyone can try it!



You will need tissue paper, paint and paintbrushes. You can modify this any way you need. If tissue paper is not available you can always use construction paper, computer paper, or even lined paper. If paint is not available, you can use markers or crayons, just consider trying to go for the same effect. Use whatever is available.

First, have the children decide what base color they want to use. Eric Carle first starts using a big brush to establish the main color. Have the children paint the color of their choice across the whole page.

Next, have the children decide other colors to use as accent colors. Perhaps Blue was their main color, and now they want to choose a lighter blue and a darker blue to go with it. Or perhaps you want to go with different colors like green and purple. For the accent colors, Eric Carle would use smaller brushes and paint fewer lines, so have children use smaller brushes to add the next color. Perhaps try using sponges to add their accent colors as well.

Finally, Eric Carle would sometimes add little dots or squiggles or even run his fingers through the paint. Have children explore with whatever they might like to do. They can add dots with a paint brush or their fingers. They can try a splatter effect. They can try the sponge again. They can run their fingers through the painting as well. Whatever they would like to do!



# TELLING STORIES



**“But even a strange place can be something like one you know. That can help you better understand the story and the characters in it.”**

**E**ric Carle knows that when you tell a story you want to help people understand the characters in it and what they are feeling and doing. His pictures and his words work together to do that.

Here are three things to think about that can help make a good story.

## **Who's in the story?**

Stories need a hero, but it doesn't have to be someone who wears a cape and can fly through the air. It can simply be someone who is trying to get something done. But if the hero is able to do what they want too easily, that's not much of a story. It would be like playing games by yourself all the time—there aren't any surprises and you always know who is going to win. That's why the story needs someone or something keeping the hero from their goal, something that is a problem the hero has to solve.

Who do you think is the hero of *The Very Busy Spider*? What is the hero trying to do? Who or what is keeping the hero from their goal? How does the hero feel?

## **Where does the story happen?**

Every story has to take place somewhere. It doesn't have to be in a place that's exactly like where you are. There are some very exciting stories that happen under the sea or on a different planet. But even a strange place can be something like one you know. That can help you better understand the story and the characters in it.

Where does *Ten Little Rubber Ducks* take place? Is it more than one place? What do the pictures tell you about the places? How are they like where you are? How are they different?

## **What happens in the story?**

This is probably the most fun part. Anything you want can be in a story. The best stories take you on a trip with a beginning, a middle and an end. The beginning may start with the normal life of the characters in the story. In the middle a problem may happen that changes things for them. In the end you find out if and how the problem is solved.

What are the beginning, middle and end of *The Very Hungry Caterpillar*? What would happen in the end of the story if the middle was different?

You can take all these parts and use them to make any story you want. You can write it or draw it or act it out. Or all three! What will make all these parts into a great story? Your imagination.



# METAMORPHOSIS

## Found in The Very Hungry Caterpillar

### Metamorphosis Info

Some animals go through big changes and transform as they grow from a small egg to an adult insect. This process is called Metamorphosis. When you look at one stage of their life compared to the other, they are very different!

Most insects go through some kind of metamorphosis including the very hungry caterpillar!

Some have a simple metamorphosis (also called hemimetabolism) which has three stages. An example of some insects that have a simple metamorphosis is a grasshopper or a dragonfly.

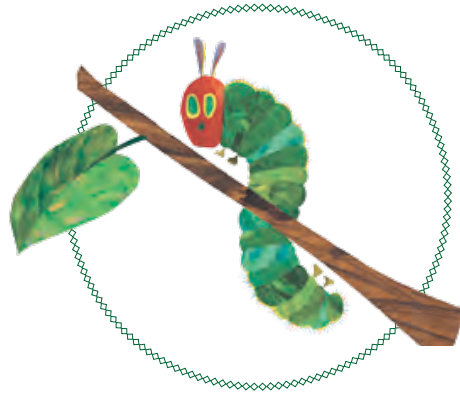
Others have a complete metamorphosis (also called holometabolism) which has four stages like the Very Hungry Caterpillar (and Fireflies!)

### The Four Stages of Metamorphosis



#### 1. EGG

At this stage, the animal is just an egg!



#### 2. LARVA/NYMPH

This stage comes after the animal hatches from the egg. For most insects, this stage looks like a worm and its main goal is to eat a lot so it can grow.



#### 3. PUPA

This stage that happens after the animal has grown a lot from eating a lot of food. During this stage the animal does not eat or move! In this stage the animal encloses itself so that it can go through its final transformation growing into an adult.



#### 4. ADULT

This is the final stage of the animal! The animal is now an adult and has stopped growing. They usually look very different from what they looked like as a Larva.

# METAMORPHOSIS

## Exploring Questions

Here are some questions you can ask your class to get them to think more about Metamorphosis.

- What other animals go through metamorphosis? (Frogs, different types of insects, even fireflies!)
- Can you remind me what the four stages of Metamorphosis are?
- Do humans go through metamorphosis? What is it like when a human grows? How is it similar to caterpillar growth? How is it different?

What is your favorite stage of the Caterpillar's metamorphosis?

- Some animals lay eggs but they don't go through a metamorphosis. Can you think of some animals that lay eggs?



## Activities

Here are some ideas for activities your classroom can do around Metamorphosis.

- You can find a Metamorphosis Colouring Sheet on page 24.

Set up a Metamorphosis Life!

- For this activity set up different stations in your classroom to go through the four stages of metamorphosis.

Ideas for the stages

- Egg- have a cardboard box that the children can hide in until they are ready to hatch
- Larva- fake food out to eat (does have to be food, can even use large blocks and pretend it is food) for children to pretend to eat. Have them crawl in this stage
- Pupa- Have blankets for child to cover up themselves in a cocoon
- Adult- have children use the same blanket or perhaps a different blanket as wings to go fly!

- This can be one at a time or several depending on the size of your space



# BILINGUAL

## Use for The Very Hungry Caterpillar



The Very Hungry Caterpillar has been translated into over 60 languages! This can be a great way to help your children learn the days of the week and numbers in a different language.

We have the days of the week and numbers in French, German, Hindi, Japanese, Korean, Mandarin, Russian and Spanish that you can print out to use for your classroom.

### EXPLORING QUESTIONS

Here are some questions you can ask your class to get them to think more about language.

- 🍎 Does anyone here speak more than one language? What other language(s) do you speak?
- 🍎 Do your parents speak more than one language?
- 🍎 Have you ever heard different languages when you walk around your neighborhood? School?
- 🍎 What language would you like to learn one day?
- 🍎 Have you ever tried to make up your own language?



### ACTIVITIES

Here are some activities your class can do around language.

- 🍎 Find out the language of another country.
  - 🍌 Have children look at a globe/map and point to a country (other than Australia.)
  - 🍌 Have them ask their parents at home to find out what language/languages are spoken in that country
- 🍎 Learn how to say Hello in different languages
  - 🍌 Have the children do the same as above and learn how to say Hello.



# BILINGUAL

## FRENCH

### NUMBERS

<b>1</b>	un	<i>ahn</i>
<b>2</b>	deux	<i>duhr</i>
<b>3</b>	trois	<i>twah</i>
<b>4</b>	quatre	<i>katr</i>
<b>5</b>	cinq	<i>sank</i>

### DAYS OF THE WEEK

<b>MONDAY</b>	(le) lundi	<i>luh(n)dee</i>
<b>TUESDAY</b>	(le) mardi	<i>mahr-dee</i>
<b>WEDNESDAY</b>	(le) mercredi	<i>mehr-kruh-dee</i>
<b>THURSDAY</b>	(le) jeudi	<i>zhuh-dee</i>
<b>FRIDAY</b>	(le) vendredi	<i>vah(n)-druh-dee</i>
<b>SATURDAY</b>	(le) samedi	<i>sahm-dee</i>
<b>SUNDAY</b>	(le) dimanche	<i>dee-mah(n)sh</i>



## GERMAN

### NUMBERS

<b>1</b>	eins	<i>eyns</i>
<b>2</b>	zwei	<i>tsvey</i>
<b>3</b>	drei	<i>dry</i>
<b>4</b>	vier	<i>feer</i>
<b>5</b>	fünf	<i>fuhnf</i>

### DAYS OF THE WEEK

<b>MONDAY</b>	Montag	<i>MOHN-tahg</i>
<b>TUESDAY</b>	Dienstag	<i>DEEN-tahg</i>
<b>WEDNESDAY</b>	Mittwoch	<i>MITT-wokh</i>
<b>THURSDAY</b>	Donnerstag	<i>DONN-nhs-tahg</i>
<b>FRIDAY</b>	Freitag	<i>FRIY-tahg</i>
<b>SATURDAY</b>	Samstag	<i>ZUMM-stahg</i>
<b>SUNDAY</b>	Sonntag	<i>ZONN-tahg</i>





# BILINGUAL

## HINDI

### NUMBERS

1	१	ek
2	२	do
3	३	teen
4	४	chaar
5	५	paanch

### DAYS OF THE WEEK

MONDAY	सोमवार	somvaar
TUESDAY	मंगलवार	mangalvaar
WEDNESDAY	बुधवार	budhvaar
THURSDAY	गुरुवार	guruvaar
FRIDAY	शुक्रवार	shukravaa
SATURDAY	शनिवार	shanivaar
SUNDAY	रविवार	ravivaa



## JAPANESE

### NUMBERS

1	いち	ichy
2	に	nee
3	さん	sohn
4	し、よん	she, yon
5	ご	go

### DAYS OF THE WEEK

MONDAY	げつようび	getsuyōbi
TUESDAY	かようび	kayōbi
WEDNESDAY	すいようび	suiyōbi
THURSDAY	もくようび	mokuyōbi
FRIDAY	きんようび	kin'yōbi
SATURDAY	どようび	doyōbi
SUNDAY	にちようび	nichiyōbi



# BILINGUAL

## KOREAN

### NUMBERS

<b>1</b>	하나	<i>hana</i>
<b>2</b>	둘	<i>dool</i>
<b>3</b>	셋	<i>set</i>
<b>4</b>	넷	<i>net</i>
<b>5</b>	다섯	<i>da-sut</i>

### DAYS OF THE WEEK

<b>MONDAY</b>	월요일	<i>wo-ryo-il</i>
<b>TUESDAY</b>	화요일	<i>hwa-yo-il</i>
<b>WEDNESDAY</b>	수요일	<i>soo-yo-il</i>
<b>THURSDAY</b>	목요일	<i>mo-gyo-il</i>
<b>FRIDAY</b>	금요일	<i>geu-myo-il</i>
<b>SATURDAY</b>	토요일	<i>to-yo-il</i>
<b>SUNDAY</b>	일요일	<i>ee-ryo-il</i>



## MANDARIN

### NUMBERS

<b>1</b>	一	<i>Yi</i>
<b>2</b>	二	<i>Er</i>
<b>3</b>	三	<i>San</i>
<b>4</b>	四	<i>Si</i>
<b>5</b>	五	<i>Wu</i>

### DAYS OF THE WEEK

<b>MONDAY</b>	星期一	<i>xingqiyi</i>
<b>TUESDAY</b>	星期二	<i>xingqi'èr</i>
<b>WEDNESDAY</b>	星期三	<i>xingqisin</i>
<b>THURSDAY</b>	星期四	<i>xingqisi</i>
<b>FRIDAY</b>	星期五	<i>xingqiwi</i>
<b>SATURDAY</b>	星期六	<i>xingqiliù</i>
<b>SUNDAY</b>	星期日	<i>xingqirì</i>





# BILINGUAL

## RUSSIAN

### NUMBERS

<b>1</b>	один	<i>a-deen</i>
<b>2</b>	два	<i>dva</i>
<b>3</b>	три	<i>tree</i>
<b>4</b>	четыре	<i>chye-tir-ye</i>
<b>5</b>	пять	<i>pyat</i>

### DAYS OF THE WEEK

<b>MONDAY</b>	понедельник	<i>puh-nee-DYEHl'-neek</i>
<b>TUESDAY</b>	вторник	<i>FTOHR-neek</i>
<b>WEDNESDAY</b>	среда	<i>sree-DAH</i>
<b>THURSDAY</b>	четверг	<i>cheet-VYEHrk</i>
<b>FRIDAY</b>	пятница	<i>PYAHt-nee-tsuH</i>
<b>SATURDAY</b>	суббота	<i>soo-BOH-tuh</i>
<b>SUNDAY</b>	воскресенье	<i>vuhs-kree-SYEHn'-yeh</i>



## SPANISH

### NUMBERS

<b>1</b>	uno	<i>oo-noh</i>
<b>2</b>	dos	<i>dohs</i>
<b>3</b>	tres	<i>trays</i>
<b>4</b>	cuatro	<i>kwah-troh</i>
<b>5</b>	cinco	<i>seen-koh</i>

### DAYS OF THE WEEK

<b>MONDAY</b>	(el) lunes	<i>loo-nays</i>
<b>TUESDAY</b>	(el) martes	<i>mar-tays</i>
<b>WEDNESDAY</b>	(el) miércoles	<i>mee-air-coh-lays</i>
<b>THURSDAY</b>	(el) jueves	<i>hway-bays</i>
<b>FRIDAY</b>	(el) viernes	<i>bee-air-nays</i>
<b>SATURDAY</b>	(el) sábado	<i>bee-air-nays</i>
<b>SUNDAY</b>	(el) domingo	<i>doh-ming-oh</i>



# WAYS TO EXPLORE

## BROWN BEAR, BROWN BEAR

**Animals**

**Colors**

**Setting** (Where you would find the animal?)

**Reality vs. Fantasy** (yellow duck vs. blue horse)

What are your favorite colors? Are there animals in real life that are those colors? Would you really see a blue horse? Black sheep? If you could have a purple cat, would you want one? What would be a good name for the purple cat?



## ACTIVITY

Make/paint animal masks or simple cutouts and act out the story.

**Sinks/Floats**

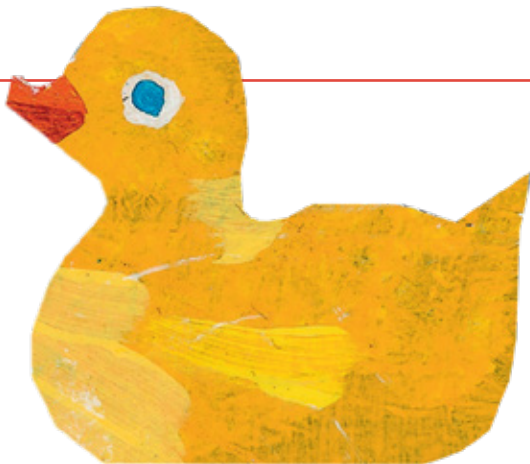
**Counting/Sequencing Numbers**

**Directionality Words**

**Storms** (wind, thunderstorms, cyclones)

What kinds of animals can you find in the ocean? North Pole? South Pole? Western Australia? In the east? North? South?

## 10 LITTLE RUBBER DUCKS



## ACTIVITY

In plastic containers filled with water, float some rubber ducks (or other floatable plastic toys.) Give your child a straw. At one end of the container of water, instruct the child to blow through the straw at the duck to help it move down the "river." Got two children? Make it a race!



# WAYS TO EXPLORE

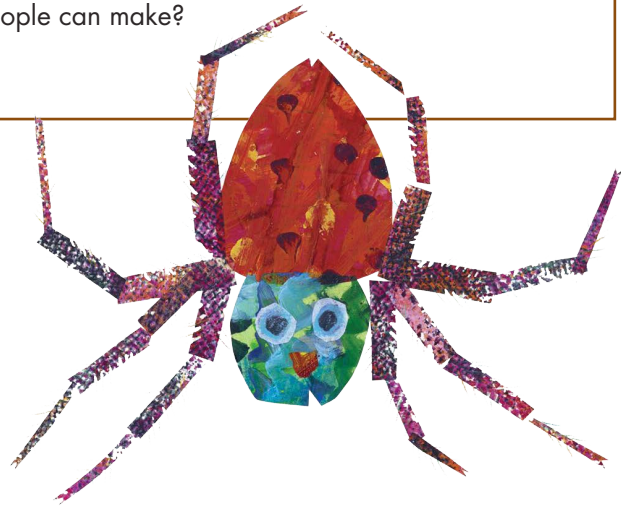
## THE VERY BUSY SPIDER

Farm animals  
Animal sounds  
Spiders and their webs  
Persistence

What kinds of animals can you find on a farm? What sounds do they make? How do spiders make their webs? What are some things that people can make?

### ACTIVITY

Draw your own spiderweb, just like in *The Very Busy Spider*! If you have a copy of the book, try and follow along with the spider to make your web the same way that she does.



Life cycle of a butterfly  
Metamorphosis  
We grow!  
Healthy foods

This caterpillar eats and eats. Can you remember how many and which foods it eats? Why did the caterpillar feel better after eating a green leaf? Have you ever gotten a tummy ache from eating too much? What did you learn from that experience?

## THE VERY HUNGRY CATERPILLAR

### ACTIVITY

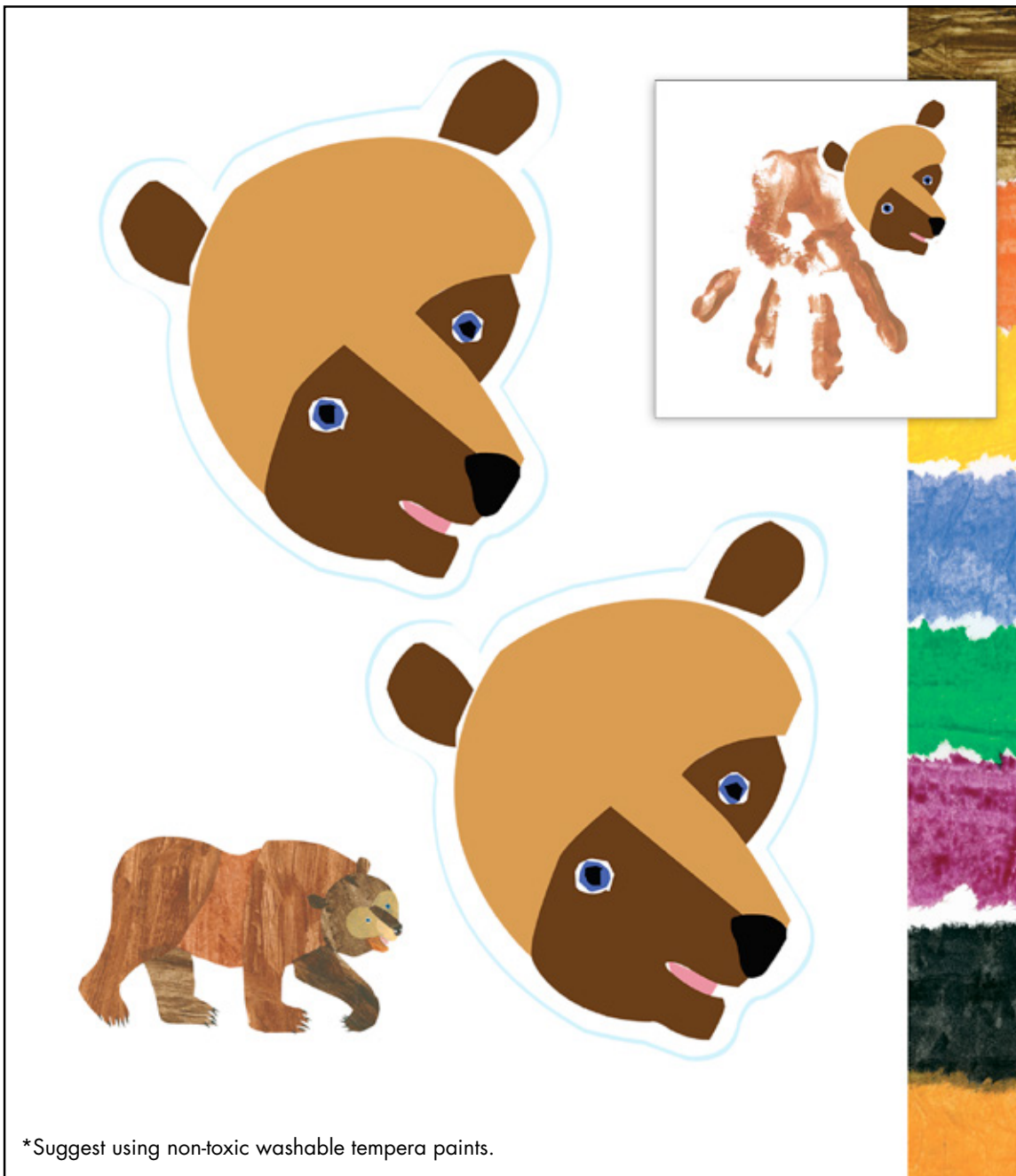
Get parent's permission! Dip a marshmallow into some red paint. Stamp the marshmallow onto a piece of paper. Then, dip a new marshmallow into some green paint. Stamp the green onto the paper, behind the red, to make a caterpillar body! Count how many green segments you add as you stamp. Make different sizes and label the number of segments.



# BROWN BEAR, BROWN BEAR, WHAT DID YOU SEE?

## INSTRUCTIONS

1. Carefully cut out the bear artwork along the blue line.
2. Paint\* your child's hand, press firmly onto a piece of paper or onto a paper plate.
3. Quickly go wash hands and remove paint!
4. Once the paint is dry on the paper, use a glue stick to place the bear's head over the handprint. Your little one's handprinted fingers will look like the bear's legs and the palm area will look like the bear's body!
5. Allow it to dry.
6. Date your craft so you and your little one will always remember it!



\*Suggest using non-toxic washable tempera paints.



# WORDS AND IDEAS

in **BROWN  
BEAR,  
BROWN  
BEAR**

## Animals and Colors

red bird   yellow duck  
blue horse   green frog  
purple cat   white dog  
black sheep   goldfish

in **10 LITTLE  
RUBBER  
DUCKS**



## VOCABULARY

**packed:** placed something in a container, especially for transportation or storage

**cargo ship:** any kind of ship that carries goods and materials from one port to another

**countries:** nations with their own government

**overboard:** going from a ship into the water

**bobs:** makes a quick, short movement up and down

**drifts:** carried slowly by a current or air or water

**screeches:** a loud, harsh, piercing cry

**floating:** resting or remaining on the surface of water or liquid

## DIRECTIONS

west  
east  
north  
south  
left

right  
up  
down  
this way  
that way

## ORDINAL NUMBERS

1st - 10th

## ACTIONS IN THE STORY

storm **churns** the water

wind **whistles**

wave **lifts**

ducks **bob, drift, float**

dolphin **jumps**

seal **barks**

polar bear **growls**

flamingo **stares**

pelican **chatters**

turtle **glides** past

octopus **blinks**

seagull **screeches**

whale **sings**

mother duck and ducklings  
**swim**

# WORDS AND IDEAS

## in **THE VERY BUSY SPIDER**

### VOCABULARY

**spider:** a small eight-legged creature that catches insects in a web

**thread:** a long, very thin piece of material that is used for sewing or weaving. Spider webs are made up of many individual threads – similarly, clothing can also be made from lots of different kinds of threads

**busy:** if you are busy, you are doing something or working hard and you are not available to do something else

**spinning:** twisting a material around to make a yarn or thread

**web:** a complex structure that a spider makes by spinning silk into a series of connected threads, which they use to catch insects.

### WHAT ARE ALL THE ANIMALS BUSY DOING?

the spider **spins** her web

the horse goes for a **ride**

the cow **eats** the grass

the sheep **runs** in the meadow

the goat **jumps** on the rocks

the pig **rolls** in the mud

the dog **chases** a cat

the cat takes a **nap**

the duck goes for a **swim**

the rooster (tries) to **catch** a fly

## in **THE VERY HUNGRY CATERPILLAR**

### WHEN AND WHAT THE CATERPILLAR ATE

DAY	AMOUNT	THING
Monday	1 - ONE	Apple
Tuesday	2- TWO	Pears
Wednesday	3- THREE	Plums
Thursday	4-FOUR	Strawberries
Friday	5-FIVE	Oranges
Saturday	1-ONE	piece of chocolate cake, ice cream cone, pickle, slice of Swiss cheese, slice of salami, lollipop, piece of cherry pie, sausage, cupcake, slice of watermelon

### VOCABULARY

**egg:** the first stage of life for many young animals and insects, where early development takes place within a shell or other protective outer covering

**caterpillar:** a small, worm-like animal that feeds on plants and eventually develops into a butterfly or moth

**cocoon:** a covering of silky threads spun by an insect that serves as a protective covering. Butterfly caterpillars do not spin cocoons. They shed their skins exposing the chrysalis underneath which hardens into a protective shell from which they emerge as butterflies.

**butterfly:** a flying insect with a small body and two pairs of large, often colorful wings

**metamorphosis:** the process of transformation from an immature form to an adult form in two or more distinctive stages for insects or amphibians



# JUMP START

**Ideas for things to do, wonder about, talk about or write about before or after you see THE VERY HUNGRY CATERPILLAR SHOW**

★ What animals do you see every day? What colors are they?

★ Besides words, what are some other ways that we communicate with each other? Tell a friend what you did today using only gestures and facial expressions.

★ Take a flashlight into a dark room. Turn it on and draw letters in the air. Can your friends tell what letters you are making? Try writing out whole words.

★ Count the animals you see on your way to school, to the store or to a friend's home. Don't forget to look in the sky. Where do you see most of them? Make paper bag puppets of the animals you see most. Act out where you saw them and what they were doing using only gestures and facial expressions.

★ Do you like to float in the water? Write or draw what it feels like.

★ Learn where north, south, east and west are in your home. Make a map of it.

★ Bob like a rubber duck in the ocean.

★ What ways can you tell you are growing?

★ What do you see? Draw it.

★ Write your name using as many different color crayons as you can.

★ Blink like an octopus. Sing like a whale. Glide like a turtle. Growl like a polar bear.

★ What is your favorite day of the week? Write or tell a story about a fun thing that might happen on that day.



★ With some friends, take turns pretending to eat some of your favorite foods and see if you can guess what each other are eating.

★ Make collage art of your favorite animal using things from recycling. Ask permission first.

★ If you could turn into an animal, what animal would you choose? Act out becoming the animal. Use sounds the animal makes, too.

★ What do you do to feel better when you have a tummy ache?

# BOOK LIST

## FOR CHILDREN

**Flutter, Butterfly!**

Shelby Alinsky

**I Went Walking**

Sue Williams

**Monsters Love Colors**

Mike Austin

**Pete the Cat: I Love My White Shoes**

Eric Litwin

**Press Here**

Hervé Tullet

**Summer Birds: The Butterflies of  
Maria Merian**

Margarita Engle

**Waiting for Wings**

Lois Ehlert

**Butterfly, Butterfly**

Petr Horáček

Books by Eric Carle

**10 Little Rubber Ducks**

**The Very Lonely Firefly**

**The Very Hungry Caterpillar**

**Mister Seahorse**

**The Artist Who Painted A Blue Horse**

Books by Bill Martin, J. & Eric Carle

**Brown Bear, Brown Bear What Do  
You See.**

## FOR ADULTS WORKING WITH CHILDREN

**Art Lab for Little Kids: 52 Playful  
Projects for Preschoolers**

Susan Schwake

**The Secret Lives of Backyard Bugs**

Judy Burris and Wayne Richards

**Thirty Million Words: Building a Child's  
Brain: Tune In, Talk More, Take Turns**

Dana Suskind

**A Little Bit of Dirt: 55+ Science and Art  
Activities to Reconnect Children with  
Nature**

Asia Citro

Booklist prepared by Lisa Jensen  
King County Library System, Seattle, WA



# PRE-SHOW DISCUSSION QUESTIONS

1. What is theatre? What is the difference between live theatre and a movie or television?
2. Imagine you are an actor on stage. What kind of part would you like to play? How would you like the audience to respond to your performance?
3. Have students brainstorm ways they think the characters will be portrayed by the actors. For example, how do they think the actors will portray the fireflies, which are very small in real life? Remind them to consider techniques such as movement, voice, costume and makeup. Have each student pick a character and design a costume.
4. Enhance your visit by encouraging your students to look at different aspects of the production. Before the show, identify tasks for your class. Have one group of students looking at the set, another listening for the music and sound effects, a third watching the lighting and a fourth, the costumes. Compare notes after the show about what they observed. Your students will be more informed and they'll be surprised by how much they noticed.



# AFTER THE SHOW

## Free Write or Class Discussion Questions

1. What is your favorite animal? What color or colors is it? If you could change the color, what would it be?
2. What is your favorite food? What happens to you when you eat too much of it?
3. Throughout the book, as Caterpillar eats different fruits and other foods, it begins to change. What are the ways that Caterpillar changes?
4. Can you think of other living things that change?
5. The Caterpillar eats different things every day of the week. Think about the days of the week. Are there different things that happen on different days for you? Do you eat different things or have different activities? Describe what your Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday are like.





# WRITING AND DRAWING ACTIVITY

Dear Hungry Caterpillar Show Cast,

My favorite part of the show was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

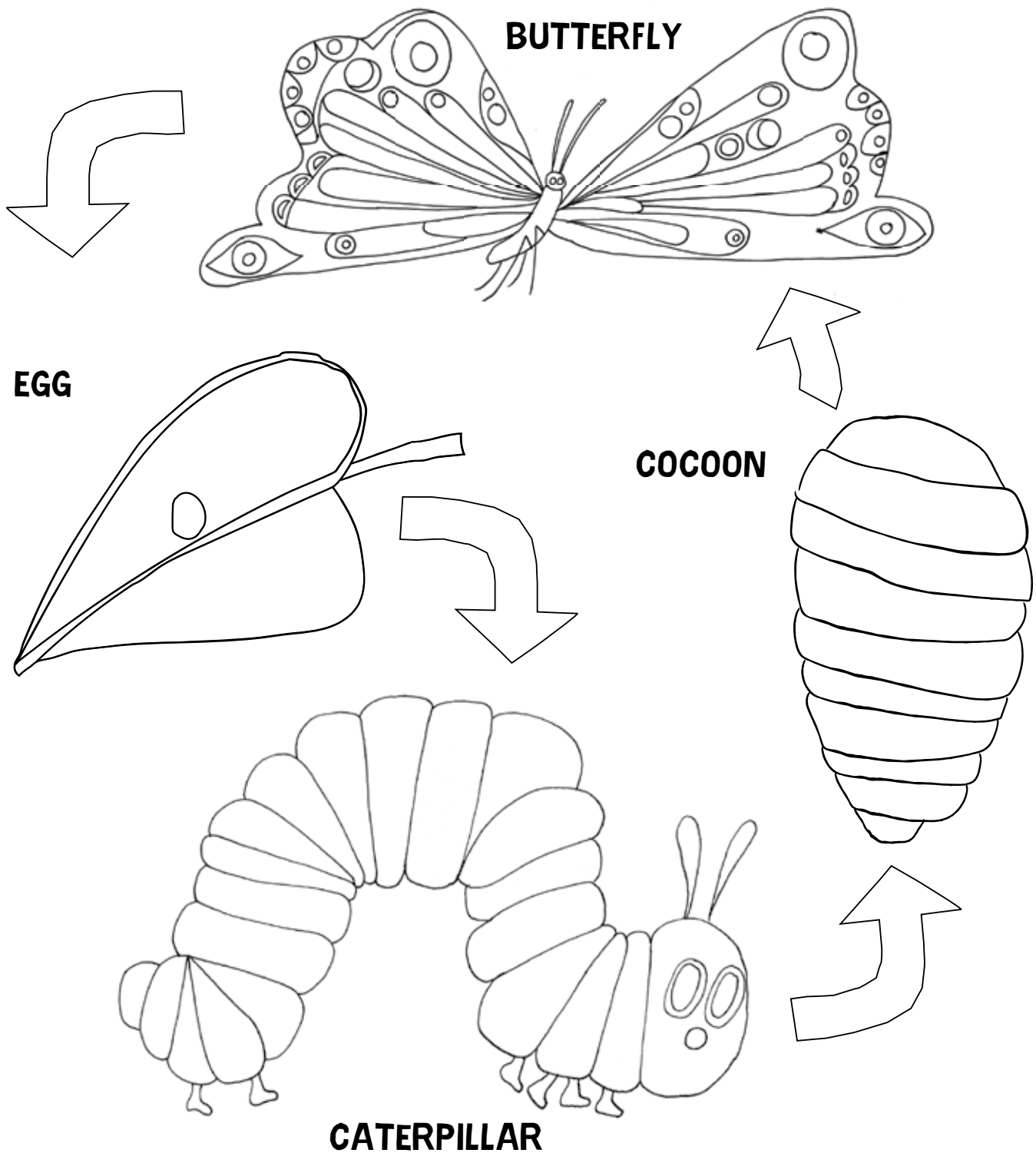
This is a picture of my favorite part of the show!

When I left the show I was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If I were in the show i would want to play the part of \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_

Sincerely,  
Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

# BUTTERFLY LIFE CYCLE



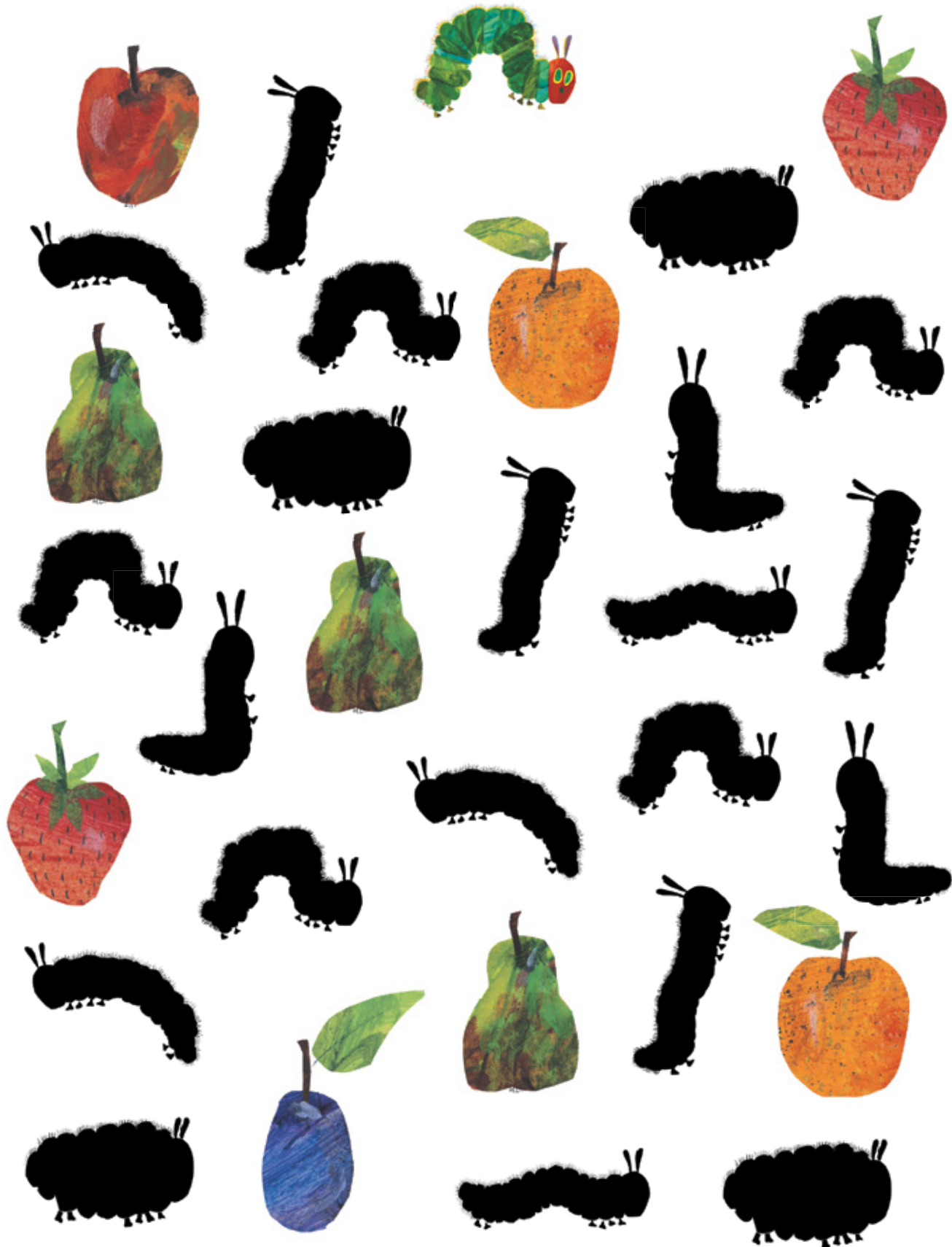


# HOW DID THE VERY HUNGRY CATERPILLAR BECOME A BEAUTIFUL BUTTERFLY?

Can you put these images in order. Write "1" under what happened first, "2" under what happened next, and so on.



# SILHOUETTES

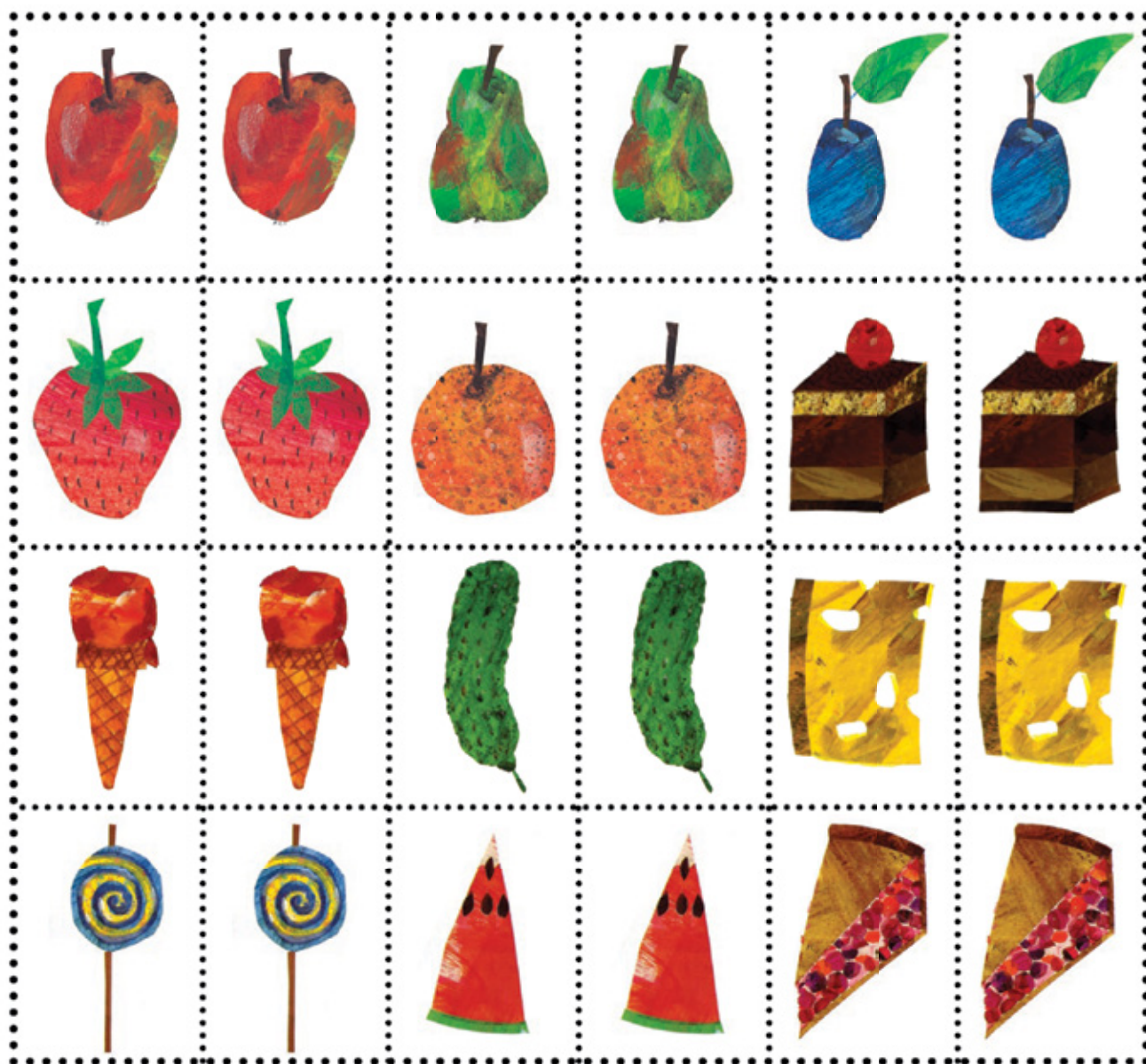




# THE VERY HUNGRY CATERPILLAR MEMORY GAME

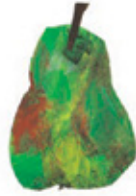
How to Play (2 to 4) players: Ask a grown-up to help you cut along the dotted lines to separate the cards. Lay cards in rows, caterpillar-side up. Player 1 flips one card over, then chooses another card to flip.

If the pictures match, both cards go into Player 1's pile. If the cards don't match, they are turned back over. The next player does the same, until all the cards have been matched and added to players' piles. The winner is the player with the most matches.

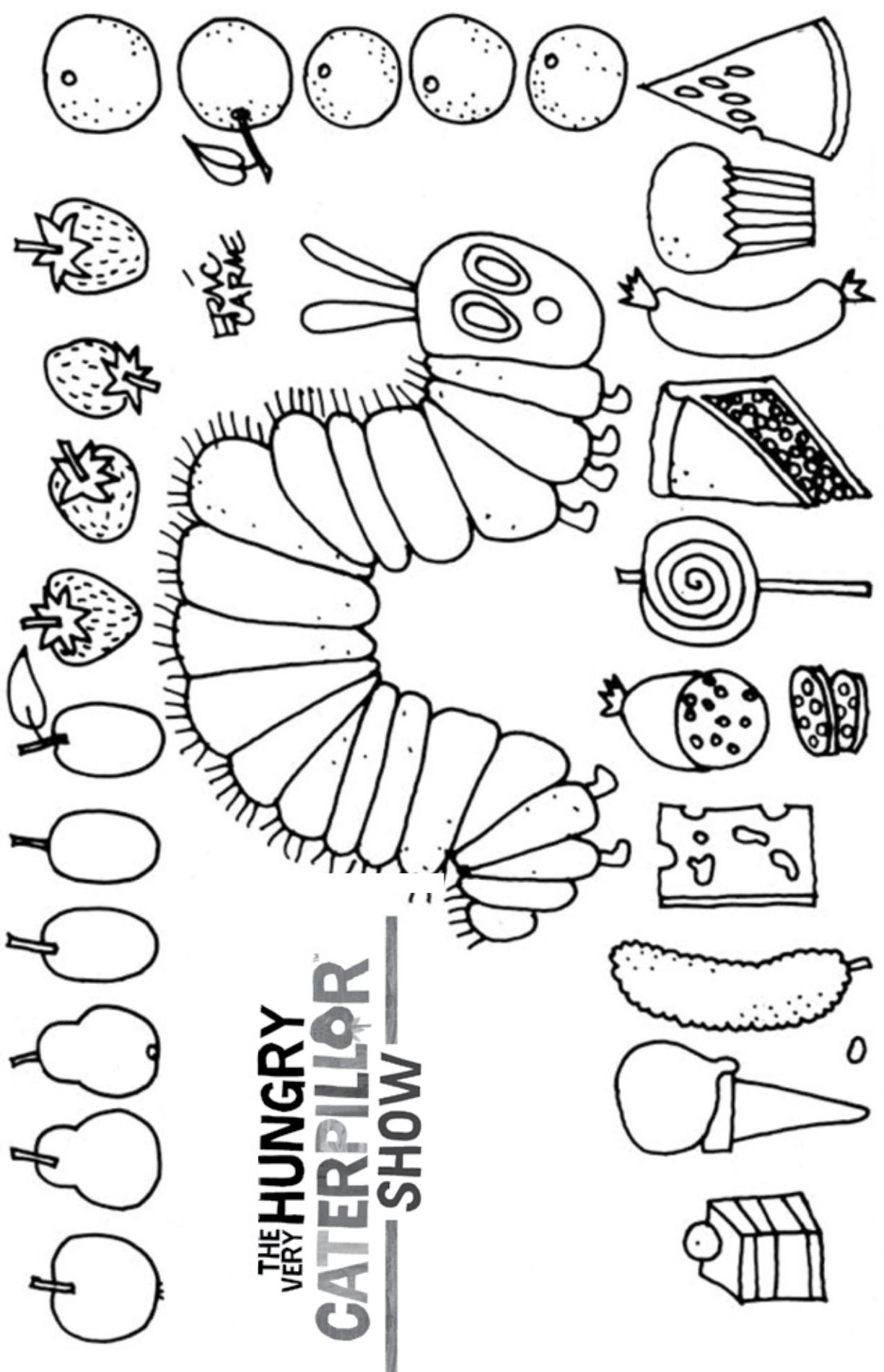


# SO MANY KINDS OF TREATS TO EAT

The Very Hungry Caterpillar ate many different types of food.  
Can you find and circle all of the fruit? Do you see your favorite food?  
Draw your favorite shape around it!







THE HUNGRY  
VERY CATERPILLAR  
SHOW

ERIC  
CARLE

