



The Very Hungry Caterpillar And Other Eric Carle Favourites

Mermaid Theatre of Nova Scotia

Sunday, November 2, 2008 | 1:00pm & 3:00pm

Monday, November 3, 2008 | 9:30am & 11:30am

Grades: preK-3 | Ages: 4-7

After much demand, that little caterpillar is returning, along with an assortment of favourite puppet characters. The triple-bill includes the wonderful 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. The whimsical tales have enchanted several generations, and Mermaid's acclaimed stage adaptation teaches as well as entertains.

These pre- and post-show activities are created and tested by educators around the world. For more inspirational ideas to bring Eric Carle's stories to life in your classroom, visit The Caterpillar Exchange online at <http://www.eric-carle.com/catexchange.html>.

DANCE / MOVEMENT / THEATER

❖ The Very Hungry Caterpillar :: Butterfly Dance

Submitted by Mush11301994@aol.com
for grades pre-K – 2

I am a substitute teacher and have to be prepared when there are no lesson plans left for me. As 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.

❖ The Mixed Up Chameleon :: Readers' Theater

Submitted by [Laura Rimbey](#)
for grades K – 3

We read The Mixed Up Chameleon and did a readers' 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 chameleon 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!

ENGLISH/LANGUAGE ARTS

❖ The Very Hungry Caterpillar :: Alphabet/Vocabulary

Submitted by [Jaime Stewart](#)
for grades pre-K – 2

I am student teaching in a kindergarten class and we are learning beginning sounds. To help them learn the letter and sound of "Cc" I had the students make a class caterpillar after reading The Very Hungry Caterpillar. I made 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 caterpillar’s body. I told students that our caterpillar was very hungry and needed lots to eat. I made the face using a paper circle with wiggly 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.

- ✧ The Very Hungry Caterpillar :: Memory Board Game
Submitted by [Sue DeFabbia](#) (ESL)

As part of a several week author study with my kindergarten class, I made a board game to go along with The Very Hungry Caterpillar. I drew a leaf with an egg as the start square, then in every two or three spaces, I drew pictures of the foods the caterpillar eats along his journey. A picture of the butterfly is at the end of the game. Children roll the dice at each turn, and when they land on one of the squares with a picture of food, they recite the corresponding line from the story. This provides wonderful, repetitive language practice, as well as practice in counting as they move along the board.

- ✧ The Mixed Up Chameleon :: Metaphor v. Simile
Submitted by D. Davidson, [Memory Anderson](#) & [Michelle De Luca-Serpenti](#) (ESL)
for grades pre-K – 3

After reading the The Mixed Up Chameleon, my students made their own book that we called “The Mixed-Up [Grade].”

The students first finger paint or collage several sheets of paper with various colors in an effort to duplicate Carle’s style. All sheets are cut up and randomly distributed for use with the following activity. Then, I take pictures of the students (head shots). I asked them to think of an animal and a feature the animal has that they would like to have:

I wish I had _____ like a _____. I would live _____. I would eat _____.

They then draw a picture for their story and use the photo for the head. Students made their own page in the book. We mounted the work into a big accordion book, and everyone had a ball!

Metaphor/Simile: 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 pieces of manila paper. The students then drew pictures to go with their statements.

- ✧ Little Cloud :: Storytelling
Submitted by [Diane Cook](#)
for grades pre-K – 3

After reading Little Cloud to my first grade students, we imagined the adventures Little Cloud would have visiting our classroom. We brainstormed a list of the things he would turn into because he saw them in our room, just as he had changed shapes in the book. The children

dictated a continuing class story as I took notes. The cumulative story was published on my website. The children had fun! Thanks to Mr. Carle for giving us inspiration.

For older grades: Write a class “mad libs” replacing various parts of speech found in the book with new words.

✧ Little Cloud :: Idioms

Submitted by [Tracy Porter](#)
for grades 1 – 3

After reading Little Cloud, 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...”

✧ All Eric Carle Books :: Character Traits

Submitted by [Kerrie Marshall](#)

I used Eric Carle’s books during the month of May in my second grade class, primarily as a launching pad for the study of character traits.

1. Brainstorm characteristics with the whole class. For example: kind, mean, generous, selfish, fair, unfair, etc.
2. Read the book together. Twice. The first time, for the story content, and the second time, for character study.
3. Identify the traits of main character (Walter the Baker: hard working, generous, kind, fearful, etc.)
4. Children must prove what they say using evidence from the story.
5. Make a mini book, using one page for each characteristic.
6. Illustrate the book using Eric Carle painted paper collage techniques.

I did this with four stories: Walter the Baker, Little Cloud, The Very Hungry Caterpillar, and Papa, Please Get the Moon for Me. At the end of the lesson, we had a firm grasp of character traits that we were able to apply to other readings and we had beautiful products that we were all very proud of.

VISUAL ARTS

- ✦ The Very Hungry Caterpillar :: Collage

Submitted by [R. Hoon](#)
for grades K – 3

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.

- ✦ The Mixed Up Chameleon :: Collage + Digital Collage

Submitted by [Cathy Ann Maher](#)
for grades pre-K – 3

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.

MATHEMATICS

- ✦ The Very Hungry Caterpillar

Submitted by [Marisa](#)
for grades K – 3

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.

- ✦ Little Cloud :: More Than/Less Than + Estimates

Submitted by Kenya Jackson
for grades pre-K – 1

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.

SCIENCE + HEALTH

❖ The Very Hungry Caterpillar :: Insect Eyes

Submitted by [Jeanne Ruiz](#)
for grades pre-K – 3

How do insects see? Simple eyes have only one facet or lens and can distinguish no images, only light and dark. The complex eyes have dozens to thousands of facets. They cannot move or focus any of their eyes. To get an idea of what an insect sees, try this: Cut a toilet paper tube along one side so that it opens. Stand 24 flexible straws together on a flat surface, flexible sections up. Wrap the flexible ends with the tube and secure with tape. Hold to one eye, close the other eye (like a telescope) and observe moving and stationary objects. Where are the eyes located on a caterpillar? Butterfly? How does the location help the insect?

❖ Very Hungry Caterpillar :: Fruit Salad

Submitted by [Motoko](#)
for all grades

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.

While enjoying the fruit salad, discuss the food pyramid. What healthy foods did the Caterpillar eat? What is your favorite thing the Caterpillar ate? Is it healthy or not? If not, what are ways you can enjoy that food in a more healthy way?

❖ The Mixed Up Chameleon :: Chameleon Puppet

Submitted by [Ginny Snyder](#)
for grades pre-K – 1

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 – and why – chameleons camouflage themselves. 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!!!

☉ Little Cloud :: Cloud Art + Science

Submitted by Jen Ware
for grades pre-K – 3

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. We imagine what our clouds will look like and try to find similar shapes in the clouds in the sky. Ask, what makes the clouds change shape?

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.

For older grades: Discuss the different kinds of clouds, what types of weather they come with, and the science behind them. You can also discuss precipitation and the water cycle, and how clouds/water effect the environment. If you are studying cities and/or creating a 3-D classroom “city,” you can use the clouds you make as the “sky” overhead.

Bilingual: Learn the names of the shapes in another language. Hang the finished clouds on a wall or bulletin board titled “What do you see in the clouds?” or (in Spanish) “Que ves en las nubes?”

☉ All Eric Carle Books :: Insects

Submitted by [Beth Harbon](#)
for grades pre-K – 3

I recently created and implemented an inter-thematic unit on insects. I wanted to incorporate art into the unit and did so via a hands-on lesson using Eric Carle literature as the basis. I read as many Eric Carle titles that had to do with insects to the students.

As we read the stories I asked the children to look at the artwork that created these beautiful illustrations. We discussed collage. I shared with them a large brochure that I have from The Art of Eric Carle explaining his technique.

Each child had a large piece of white paper. We used bright colored tempera paint to cover the white paper. Each child covered their paper in the color of their choice. I reminded them to cover the whole surface and to leave texture in the paint. These were set aside to dry. In

the afternoon each student chose a different color of paint and then texturized or created a pattern on top of their first color. The colors were beautiful! The papers then dried overnight.

The next day I cut each sheet into smaller pieces. I explained that this was a class project and we would be sharing our beautiful papers with each other. I laid them out on the floor and the sight was breath taking. Each child first chose four pieces of paper and then after everyone had paper they came and got more if needed.

We reviewed the parts of an insect: six legs, three body parts, antennas and wings. The children went to town creating wonderful insects. There were butterflies, dragonflies, caterpillars, beetles and more. They glued down their pieces onto white paper, which made the colors look spectacular.

VERY ERIC CARLE VOCABULARY

EGG

CATERPILLAR

LARVA

PUPA

BUTTERFLY

ANTENNAE

INSECT

BUG

CHAMELEON

CLOUD

WEATHER

ART

COLLAGE

ILLUSTRATOR

AUTHOR

METAPHOR

SIMILE

IDIOM

PLOT

CHARACTER

MORAL