



Teacher Resource Guide: **Treasured Stories by Eric Carle**



The lessons and activities in this guide support the PreK-5 Academic Content Standards (2002) and the Common Core Standards (2010) which ensure all students are college and career ready. The College and Career Readiness (CCR) Standards in Reading, Writing, Speaking and Listening, and Language define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

**Common Core Standards have not been determined for the Fine Arts as of August 2011.*

21st century skills of creativity, critical thinking and collaboration are embedded in drama. Theater is a natural vehicle to engage students. Seeing live theater encourages students to read, develop critical and creative thinking and be curious about the world around them.

Pre-Performance

- About the Show
- About the Author
- Coming to the Theater

The Very Hungry Caterpillar
Creative Dramatics

Brown Bear, Brown Bear, What Do You See?
Bingo Lingo

Papa, Please Get the Moon for Me
Moon Walk

Post-Performance

The Very Hungry Caterpillar
Math Manipulatives

Brown Bear, Brown Bear, What Do You See?
Sequencing & Categorizing

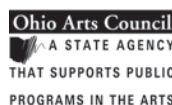
Papa, Please Get the Moon for Me
Dear Mr. Moon

Critical Response

Resources

“The future belongs to young people with an education and the imagination to create.”
– President Barack Obama

Community engagement and education programs at PlayhouseSquare are made possible by the generous support of foundations, corporations and donors.





ABOUT THE SHOW

Mermaid Theatre of Nova Scotia

Mermaid’s much-anticipated new production, *A Brown Bear, A Caterpillar And A Moon: Treasured Stories by Eric Carle*, will bring together old favorites and new friends. Featuring evocative music, stunning visual effects and innovative puppetry, the triple-bill highlights three of Eric Carle’s most beloved tales.

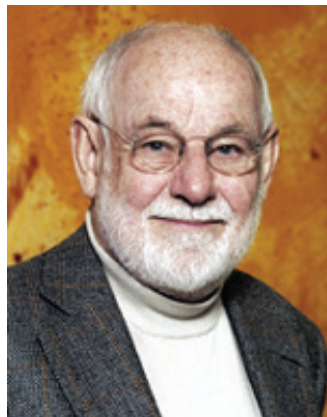
The Very Hungry Caterpillar (veteran of more than 2,000 performances), is joined by a whimsical cast of adventurous animals drawn from the pages of *Brown Bear, Brown Bear What do You See?* The poignant story of a young girl’s unusual quest, *Papa Please Get The Moon For Me*, completes an hour-long performance, which both entertains and educates.

“A quiet delight...brought to memorable life.” – *Los Angeles Times*



ABOUT THE AUTHOR

Biographical Notes for Eric Carle



Eric 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 more than 33 million copies.

The secret of Eric 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.

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. It is his concern for children, for their feelings and their inquisitiveness, for their creativity and their intellectual growth that, in addition to his beautiful artwork, makes the reading of his books such a stimulating and lasting experience.

Carle says: “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?”

I believe the passage from home to school is the second biggest trauma of childhood; the first is, of course, being born. Indeed, in both cases we leave a place of warmth and protection for one that is unknown. 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.”

Source: <http://www.eric-carle.com/bio.html>



COMING TO THE THEATER!

PlayhouseSquare is an exciting venue to see live theater! As the country's largest performing arts center outside of New York, the not-for-profit performing arts center utilizes the arts to engage individuals and attract more than one million guests per year to 1,000+ annual events. PlayhouseSquare thus acts as a catalyst for economic growth and vitality within the region.

As audience members, you and your students play a vital role in the success of the performances. You are part of a community that creates the theater experience. For many students, this may be their first time viewing a live theater production. We encourage teachers to discuss some of the differences between watching a television show, attending a sporting event or viewing a movie at the cinema. Here are a few examples to start the discussion:

- ▶ Students are led into the theater and seated by an usher.
- ▶ Different types of performances require different audience behaviors. Watching the actors closely will cue students for appropriate responses such as laughing or clapping.
- ▶ Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the stage and audience.
- ▶ There is no food, drink or gum permitted in the theater.
- ▶ Photography and videotaping of performances is not permitted.
- ▶ When the houselights dim, the performance is about to begin.
- ▶ Once the performance begins, audience members should focus their attention on the stage and talking should cease.
- ▶ After the performance, the houselights will rise and each school will be dismissed by bus number.





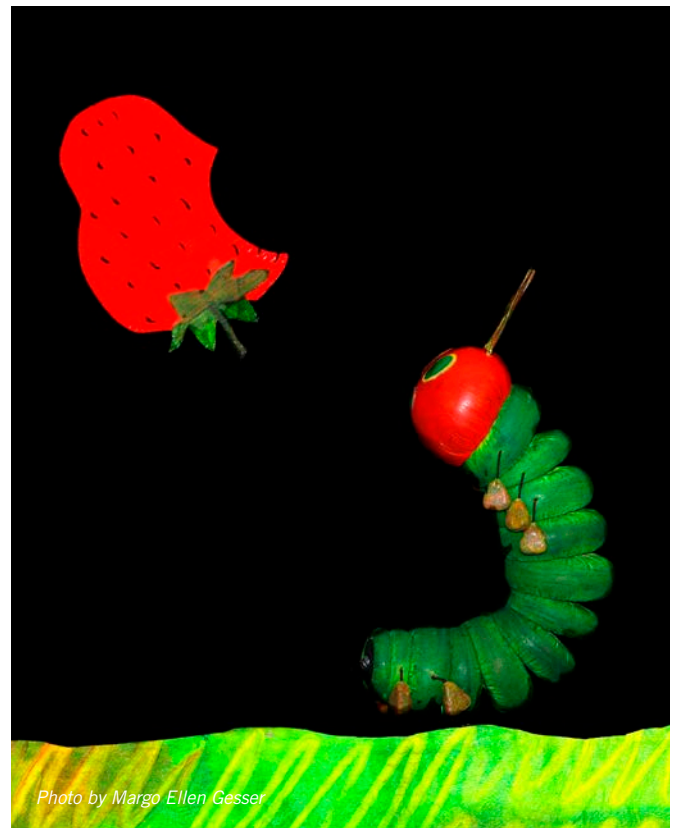
Pre-Show Activities

ELA: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard A, B
Fine Arts (Drama): Creative Expression & Communication Standard A, B
R.CCR.2

THE VERY HUNGRY CATERPILLAR: CREATIVE DRAMATICS

Eric Carle's book *The Very Hungry Caterpillar* is familiar to millions of children and teachers around the world and has been translated into more than 50 languages. Students will bring the story to life and increase their comprehension by using classroom dramatization.

1. Gather students to the carpet or in a group.
2. Begin by showing children the book *The Very Hungry Caterpillar* and ask if anyone knows the name of the author/writer.
3. Ask students where that information may be found in a book and have a volunteer point it out for the class.
4. Then, read the story aloud - use prediction, check for understanding, and model reading strategies per usual.
5. Next, have the students dramatize or "act out" the story of *The Very Hungry Caterpillar*.
6. Begin a discussion on what you will need to tell the story (*ex: a narrator, characters, stage, sound effects, props, etc*) and check for understanding.
7. Assign roles, be creative and get everyone involved! The sun may be a yellow blanket or yellow & orange streamers; three children may each represent one of the three plums; the carpet may be the stage; a group of students may add environmental sounds or munching sound effects.
8. Make sure everyone knows their role and have each group practice their part.
9. As the narrator, read the story and assist students when necessary.
10. Students will most likely want to try different roles. This is a great opportunity to reread the book several times and continue to increase student comprehension.
11. Continue to build excitement by telling students they have a very special opportunity to see the story of *The Very Hungry Caterpillar* come to life on stage along with





BROWN BEAR: BINGO LINGO

ELA: Phonemic Awareness, Word Recognition and Fluency Standard A, B
Acquisition of Vocabulary Standard B
L.CCR.4

Brown Bear, Brown Bear, What Do You See? provides a wonderful opportunity to teach repetition, rhyme and rhythm as well as introduce new vocabulary. Students will identify rhyming words and read one-syllable often heard words.

1. Prepare a list of one-syllable rhyming word pairs (bear/hair).
2. Create bingo cards that have pictures displaying one of the rhyming words with the word clearly printed underneath. Include the following characters from the story: bear, frog, dog, cat, and duck.
3. Instead of calling a letter and a number, say the other rhyming word.
4. Children mark their bingo cards on words that rhyme with the word you say. For example, if you say “bat,” students mark the rhyming word “cat.”
5. At the end of the game, children share other words they had on their cards that rhymed with the bingo words during the game.

Source: Adapted from *Rhyming Activities & Games for Kindergarten* by Michael E. Carpenter www.ehow.com



PAPA, PLEASE GET THE MOON FOR ME: MOON WALK

Fine Arts (Drama): Creative Expression & Communication Standard A

Papa goes through several obstacles in an effort to get the moon for his daughter. He gets a very long ladder and climbs up a very high mountain. This is a great way to get students moving and develop their locomotor and non-locomotor skills. Students will demonstrate various movements to retell the story.

1. After reading *Papa, Please Get the Moon for Me*, have students identify the actions of Papa (*holds Monica up to look at the moon, carries a very long ladder, walks to the mountain, puts the ladder on top of the mountain, climbs up the ladder, climbs down the ladder, gives the moon to Monica*).
2. Next, have students demonstrate each action.
3. Practice these actions several times with students.
4. Then, reread the story with the children performing the corresponding movements.
5. Now, have students identify the actions of Monica and replicate the activity.
6. Once students are comfortable with the various movements, put the movements together and retell the entire story.



Post-Show Activities

THE VERY HUNGRY CATERPILLAR: MATH MANIPULATIVES

Math: Number, Number Sense and Operations Standard F (younger students)

G, H (older students)

M.CCR.OA

M.CCR.CC

The Very Hungry Caterpillar is hungry indeed as he eats through many healthy fruits and some very unhealthy snacks. Younger students will count, using cardinal and ordinal numbers. Older students will model, represent and explain addition and subtraction.

1. In advance, create large cut-outs of each fruit in their corresponding numbers for whole group demonstration. Place sticky-tag or Velcro on the back for easy display on a chalkboard or feltboard.
2. Prepare a re-sealable sandwich bag with small cut-outs of each fruit in their corresponding numbers to make the activity tactile for each student. This will also allow you to assess which students need more practice.
3. After reading the story aloud, have students recall the fruits eaten by the caterpillar (*apple, pears, plums, strawberries, oranges*).
4. Referencing the book, ask younger children to count along as you count each fruit eaten using cardinal numbers 1-5.
5. Distribute individual re-sealable sandwich bags with cut-outs.
6. Ask children to show you how many plums the caterpillar ate using their cut-outs. Continue to ask counting questions having students demonstrate their understanding. If students are struggling, have a volunteer use the large cut-outs to demonstrate for the class. Continue until mastered.
7. You may also choose to continue this activity counting the ten snacks the caterpillar ate on Saturday.
8. Introduce the concept of ordinal numbers 1st-5th. Talk about which place each fruit is in and identify each position.
9. Have students use their cut-outs to demonstrate understanding.
10. Ask questions out of order: "What fruit did the caterpillar eat second? fourth? etc. and introduce the concept of last.
11. Extend the lesson by having students model, represent and explain simple addition and subtraction using the cut-outs.

▶ QUICK TIPS:

Modification for Older Students: Challenge your students to represent story data using objects, pictographs and bar graphs.





BROWN BEAR: SEQUENCING & CATEGORIZING

ELA: Literary Text Standard B

Math: Number, Number Sense and Operations Standard F (younger students)

Science: Life Science Standard C

Fine Arts (Drama): Creative Expression & Communication Standard A

R.CCR.1

M.CCR.OA

Brown Bear, Brown Bear, What Do You See? was the first book illustrated by Eric Carle and began his career as an illustrator, and later writer, of children's literature. Students will identify, sequence and sort animals found in the story and review ordinal numbers.

1. Prepare a picture of each animal in the story on corresponding colored paper (e.g, green frog on green construction paper) and label the back of the picture with the color and name of the animal. You may wish to laminate each animal for durability purposes.
2. Next, make a shoebox into a special *Eric Carle Treasure Chest*. You can use his collage process (see "*Collage Making Instructions*" in the Resource section) to cover the box or use your imagination! The important part is to make it special!
3. Place each animal in the special *Eric Carle Treasure Chest* out of students' sight.
4. Read the story *Brown Bear, Brown Bear, What Do You See?* to your students.
5. Once they are familiar with the story, ask them to recall the animals in the story. As students name the animals, take them out of the *Treasure Chest* and place them in children's sight.
6. Next, choose one student to be Brown Bear and nine others to represent the different animals he met along the way. Don't forget the teacher! Remaining students act as the chorus.
7. As each child holds their animal picture, reread the story enlisting the help of the chorus. Allow Brown Bear to perform his/her part using a "grizzly" voice. Each animal character stands and places him/herself in order of appearance.
8. Complete the story naming all the animals as students respond to "Children, children, what do you see?"
9. Finally, using ordinal numbers, challenge students to sequence the animals in the order they appeared in the story. Who did Brown Bear meet first? Second? etc.
10. Place the activity in a child-directed center for independent practice of color words, animal recognition, or sequencing.

▶ QUICK TIPS:

Modifications for Older Students:

You may choose to have older students classify the animals into the following categories:

- Vertebrates/Invertebrates
- Carnivores/Herbivores/Omnivores
- Mammals/Amphibians/Aves (Birds)

Using the above information, have students create a class bar graph using sticky notes to represent the data or create individual bar graphs.

PAPA, PLEASE GET THE MOON FOR ME: **DEAR MR. MOON**

ELA: Writing Application Standard A, C
Writing Process Standard D
W.CCR.4, 5

As a young girl, Monica wishes to play with the moon but it is too large for her father to carry home so the moon tells him to come back when he is just the right size. After playing with the moon, it disappeared altogether. Then one night, it slowly began to reappear in the night sky and get bigger and bigger. Students will write a friendly letter to the moon and include well-chosen details. After reading the story *Papa, Please Get the Moon for Me*, tell students they are going to write a friendly letter to Mr. Moon.

1. Generate a list of questions they may want to ask Mr. Moon or news he may find interesting.
2. Provide an example letter to share with the class.
3. Review the parts of a friendly letter:
 - Header – This includes your address and date
 - Salutation – Example: Dear Mr. Moon,
 - Body – Paragraphs
 - Closing – Example: Your friend,
 - Signature – Sign your name
4. Ask students to write a draft using the correct friendly letter format.
5. Next, students peer review and make helpful comments and share corrections.
6. Finally, have students write a final copy.
7. Continue the lesson by “mailing” all of the letters to Mr. Moon. For fun, write a return response letter to the class!



▶ QUICK TIPS:

Modification for Younger Students: Write a letter to Mr. Moon as a group activity. Be sure to write a response to the class!

Modifications for Older Students: Include a mini-lesson on the proper format for addressing an envelope. Create a rubric for assessment.



RESOURCES

Eric Carle's artwork is distinct and easily recognizable. His collage technique uses layers of colorful hand-painted paper to create wonderful images that children love.

Collage Making Instructions

<http://www.eric-carle.com/EricCarleCollageMakingInstructionSheet.pdf>

Watch and Learn How Eric Carle Paints Tissue Paper

http://www.eric-carle.com/slideshow_paint.html

The Official Eric Carle website has many helpful links and creative ways to use his books in the classroom.

The Official Eric Carle Website

www.eric-carle.com

A favorite of teachers, Scholastic provides information on popular children's authors, strategies, ideas and age-appropriate activities.

Scholastic

www.scholastic.com

The mission of the Eric Carle Museum of Picture Book Art, located in Amherst, MA, is to inspire an appreciation for and understanding of the art of the picture book.

The Eric Carle Museum of Picture Book Art

www.carlemuseum.org





CRITICAL RESPONSE

We can better understand any complex work or experience when we slow down and first pay attention to what we notice, remember, feel, and wonder about.

Critical Response is a structured process that allows responders to pay close attention to a particular piece of art, text or a performance. Through the guidance of a facilitator or teacher, a group responds to these five questions:

1. What do you notice? (Describe without judgment: "I notice...")

If judgment emerges, ask for evidence on which the judgment is based: What did you see that makes you say that?

2. What does it remind you of? How can you connect this work to your own life? (Examples may include a memory, music or other experience that this work triggers.)

When students access and share their prior knowledge they build more connections to the work. (There are no wrong answers or associations.)

3. What emotions do you feel as you respond to this work?

Describe feelings using one or two words. People tend to remember those things that they can connect to an emotion.

4. What questions does it raise for you? ("I wonder...")

5. What meaning or understanding is intended or conveyed in this work? What do you think was the artist's intent?

