

NASHVILLE CHILDREN'S THEATRE

THE VERY HUNGRY CATERPILLAR SHOW

Created by Jonathan Rockefeller

Based on Eric Carle's books

FEBRUARY 21-APRIL 7, 2019



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Look for These!

Subject area icons show what curricular topics each activity addresses.



Science



Health



Math



Theatre



Visual Art



English
Lang Arts

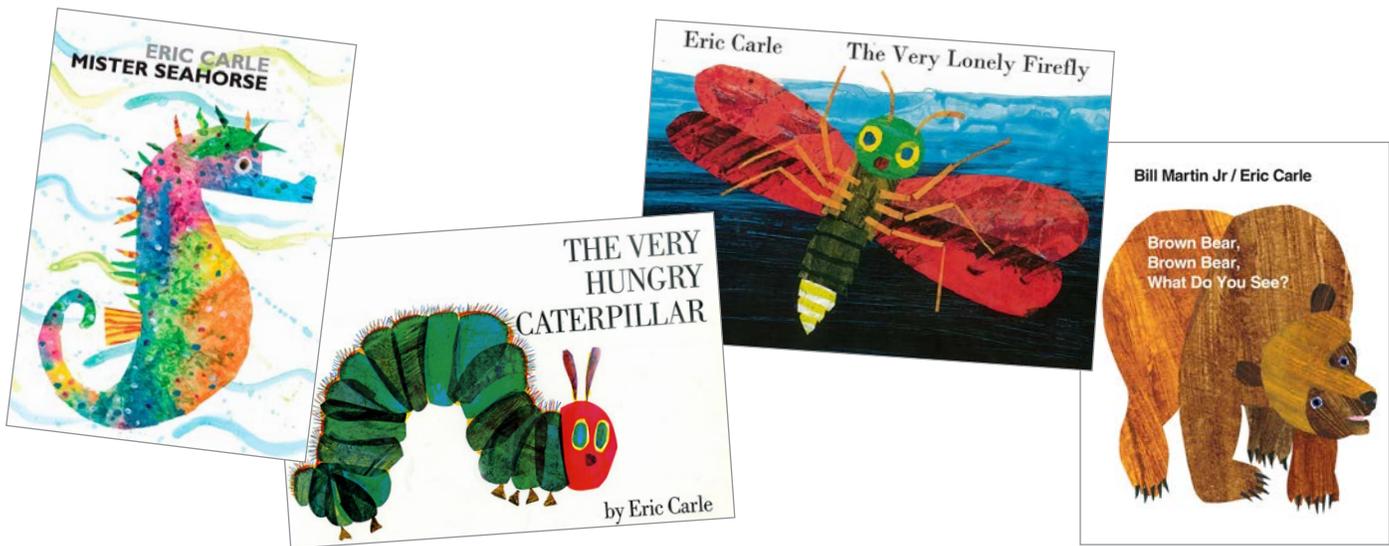


Physical
Education

Tennessee State Standards for all activities are on page 14

About the Play

Did you know? *The Very Hungry Caterpillar Show* actually tells **FOUR** stories!



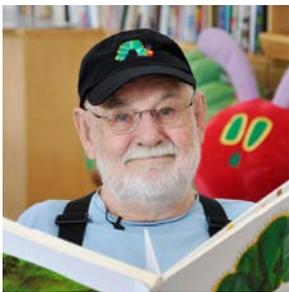
CURRICULUM CONNECTION: Favorite Graph

PreK
-2



With your students, review the four stories that were presented in *The Very Hungry Caterpillar Show* and/or read the four books. Poll the students on which story was their favorite. Create a bar graph. Use post-its or markers to color in a block for each student above the story that was their favorite. Review the graph and interpret the results with your students. Which book had the most votes? Which had the least? Were there any ties?

About Eric Carle



“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

Eric Carle is acclaimed and beloved as the creator of brilliantly illustrated and innovatively designed picture books for very young children. He has illustrated more than seventy books, many best sellers, most of which he also wrote, and more than 145 million copies of his books have sold around the world. You can read more about Eric Carle, and how his career as an author and illustrator got started, on his website: <http://www.eric-carle.com/bio.html>

From the Playwright



According to the show’s creator and puppet designer, Jonathan Rockefeller, when making the puppets for *The Very Hungry Caterpillar Show*, they preserved Eric Carle’s same techniques, painting styles, and shapes. “We’ve got a very talented team of puppet builders that we work with in house,” said Rockefeller. “And they have done the most marvelous job of taking it from sketch form all the way into building these three-dimensional things. They’ll build them out of cardboard usually first and they’ll see if they make sense, if they can stand up, and if they can operate. Then, we go through foam or fabric or different techniques for different animals.”

Animal Antics

The stories of Eric Carle are full of amazing animals! These games will encourage students to use their expressive communication skills as they pretend to be all their favorite animals from *The Very Hungry Caterpillar Show*, and more!

ARTS ACTIVITY: Everybody, Everywhere

PreK
-2



This is a great game for getting out energy and wiggles! In this guided pantomime, you'll begin by telling your students, "Everybody, everywhere went to sleep, sleep, sleep..." When students hear this phrase, they should slowly melt to the floor and pretend to snooze. You'll then say, "And when they woke up, they were _____." You can fill in the blank with any animal you like, and students will wake up and play as that animal in the open space. When the action starts to get wild, or when students have exhausted their play as that creature, you'll again say, "Everybody, everywhere went to sleep, sleep sleep." When students are once again "sleeping" on the floor, you'll continue with, "And when they woke up, they were _____" with a new animal.

Here are some examples based on Brown Bear. "Everybody, everywhere went to sleep, sleep, sleep. And when they woke up, they were..."

- Yellow ducks splashing in the pond (or waddling across the grass, quacking to their friends, etc.)
- Purple cats stretching in the sun
- Goldfish swimming through the water

ARTS ACTIVITY: Old MacDonald... with a Twist!

PreK
-2



This activity is an expansion of the song "Old McDonald Had a Farm."

Step 1: Ask your students to think of an animal that makes an interesting sound—but, they must keep the sound secret! When you call on them, they will silently act out the way the animal moves. The other students will raise their hand, and guess the animal by making its sound. If the guess is correct, the pantomiming student will make the sound back. Repeat this process as long as you'd like.

Step 2: Divide the class into various animal groups, with two or three children playing a particular animal. You will play Old McDonald, though everyone can sing together. When the song says, "And on that farm, he had some _____," you will point to a group. The children in that group pantomime the animal and supply the sounds.

ARTS ACTIVITY: Duck, Duck... Animal!

PreK
-2



Invite students to sit in a circle and play a new version of Duck, Duck, Goose. Explain that one child will be a duck, walking around the outside of the circle and quacking while gently tapping each child's head and calling out "Duck" with each tap. When that child comes to someone she wants to have chase her, she taps the child's head, but this time she calls out the name of any animal other than a duck or goose.

The "new animal" then has to get up and chase the duck, using the appropriate movements and sounds. The game follows the pattern and rules of Duck, Duck, Goose, but with each chaser becoming the new animal that the "tagger" calls out.



The Art of Eric Carle

Eric Carle's books are known for their beautiful illustrations that are distinctive and captivating. The main technique Eric Carle uses is collage with painted tissue paper. He selects tissue paper and paints it with acrylic paint using paintbrushes, carpet, sponge, burlap and sometimes even his fingers! After painting his tissue papers, he cuts out the different shapes he needs for his characters and stories.

ARTS ACTIVITY: You Try!

PreK
-2



Eric Carle provides instructions on how to create his artwork! Follow the directions below to create your very own Eric Carle caterpillar or butterfly!



TO CREATE PAPER:

Materials needed: paint, brushes, tissue paper sheets (the thicker the better!), newspaper, sponge/carpet/burlap/ other materials to provide texture

1. Paint strokes onto tissue paper. (Hint from Eric: Lift up the tissue paper briefly so it doesn't stick to the surface.)
2. Let it dry on newspapers while you work on other sheets of tissue paper. Go back and apply second colors to the sheets in a different way.
3. Repeat the process to add third and fourth colors. Use different techniques, shapes, or tools to create different textures and designs.

Note: When working with the paper, be very careful since it rips easily.

TO CREATE CREATURE:

Materials needed: scissors, glue, blank sheet of paper (such as construction paper or cardstock), markers/crayons/colored pencils



1. Using the dried tissue paper you painted, cut out shapes to create your caterpillar or butterfly.
2. Assemble the shapes and use thin layers of glue to paste them to a blank sheet of paper.
3. Use markers, crayons, or colored pencils to draw any details you want on your creature.

Note: For younger students, cut the shapes for them or create a simple collage instead of a creature.

ARTS ACTIVITY: Color Identification with *Brown Bear, Brown Bear*

PreK
-K



Students can create their own color book following the format of *Brown Bear, Brown Bear!* Provide each student with 2-3 pieces of paper cut into quarter sheets along with a set of crayons. Ask students to draw and color a different color animal on each quarter-sheet of paper either according to the book or of their own creation. (For example: Students can color a purple cat, like in the book, or a pink cat.) Make sure each color of the crayon set is represented in the book, but that there is only one color used per page. Write the color on the page. Bind the pages together using a stapler or other tool of your choosing.

Puppet Power!

In *The Very Hungry Caterpillar Show*, the actors use a menagerie of 75 captivating puppets to bring the books of Eric Carle to life. Use this lesson plan to teach students the origins of puppetry and provide them the opportunity to make their own puppets and bring stories to life!

CURRICULUM CONNECTION: What is Puppetry?

PreK
-2



Defining Puppetry:

Ask your students to define puppetry. Invite them to list different kinds of puppets they have encountered. (Examples include: shadow puppets, finger puppets, hand puppets, marionettes, etc.) What are puppets made out of? Why do you think people use puppets? When do you think people started using puppets?

Puppetry: the skill or activity of using puppets in a performance

Puppet: a movable model of a person or animal that is used in entertainment

The Long History of Puppets:

Puppetry is a very old art form that originated over 3,000 years ago. However, puppets are still popular today! (Ask the students to name some puppets that are popular today such as the characters on *Sesame Street*.) Sources differ on where puppets originated, but some cite either China, India, or Egypt. (If you have a classroom map, ask the students to locate where China, India, and Egypt are.) Over the years, puppets have been used for celebrations, religious traditions, education, and entertainment. (Many museums feature puppets from all over the world, some of which are very old. You can view some collections online such as one website of the Victoria & Albert Museum.)

Post-show Puppet Discussion:

If you are discussing this after seeing *The Very Hungry Caterpillar Show*, talk about the different kinds of puppets featured in the show. What did the students like about the puppets? What did they notice? Why do they think the show's creators used puppets to tell the stories? How do they think the puppet designer created the puppets?

ARTS ACTIVITY: Create Your Own Puppets!

PreK
-2



Just like Jonathan Rockefeller, students are going to create their very own puppets inspired by Eric Carle's *The Very Hungry Caterpillar*! Follow the directions below from Scholastic to create caterpillars and/or butterflies.

CATERPILLARS:

Materials Needed: 9" paper plates (1 for every 2 students), toilet paper tubes (1 for every 2 students), paint, black pipe cleaners or skinny strips of black paper (3 per student), white paper (1 sheet per student), popsicle sticks (1 per student), scissors, glue

Directions:

1. Cut off the outside rim of the paper plate. Make sure to cut where the ridged edge meets the flat center of the plate. Then cut this rim in half to create 2 caterpillar bodies.
2. Cut the toilet paper tube in half to create 2 smaller tubes. (These will be the caterpillar heads.)
3. Paint the 2 halves of the paper-plate rim green. Then paint the paper tube red. Allow to dry. (Feel free to add fun designs to your caterpillar!)
4. Draw eyes and a mouth on the white paper and cut them out. Then glue them onto the paper tube.

Puppet Power! (cont.)

5. Fold the pipe cleaner in half. Glue the pipe cleaner to the inside of the tube for antennas. Allow to dry. (You can use masking tape instead if you would like.)
6. Cut the other two pipe cleaners into 3 sections. Next, fold each section in half to create legs. Glue these to the caterpillar body. Now, attach the head to the body of the caterpillar. Then glue a popsicle stick to the inside of the paper tube to make your caterpillar into a puppet.

BUTTERFLIES

Materials needed: 9” paper plates (1 per student), toilet paper tubes (1 per student), paint, scissors, glue, black pipe cleaners or skinny strips of black paper (1 per student), white paper (1 sheet per student), popsicle sticks (1 per student)

Directions:

1. Cut a wedge (like a pizza slice) out of 2 opposite sides of the plate. Leave about 2” of paper plate between the 2 cuts. This will form the wings.
2. Paint the wings and the paper tube for the butterfly body however you would like.
3. Draw eyes and a mouth onto white paper and cut them out. Glue them onto the paper tube.
4. Fold a pipe cleaner in half. Then glue the pipe cleaner to the inside of the tube for antennas. (Use masking tape if you prefer.)
5. Glue the paper tube in the center of the wings and allow to dry. Then glue the popsicle stick to the inside of the paper tube to make your butterfly puppet.



ARTS ACTIVITY: Puppet Play!

PreK
-2



Now that your puppets are complete, bring them to life! Using your classroom's puppet theatre, a puppet theatre of your own making, or simply a table, have the students act out

The Very Hungry Caterpillar with their puppets. You can use imaginary food, images of food, or plastic food for props.

ELA Extension:

Next, have your students come up with their own stories using their puppets. Ask your students about their characters, settings of where their stories take place, and what is happening in their scenes. Ask the students if their characters are running into any problems and how they are feeling.

Performing Arts Extension: Add music to the fun! Play songs of varying tempos, moods, and styles and see how the students' butterflies and caterpillars move and groove to the tunes! Or, substitute music for sound effects. For example: play a thunderstorm or a cat sound and see what happens to their characters.

Reflect & Discuss:

After playing, ask the students to share what happened or how they felt. Did they feel a connection with their puppets? Did they forget it was a puppet? Did it become a part of their hand/arm/body? How do you think the actors felt onstage when manipulating the puppets?

The Amazing Butterfly, Seahorse, & Firefly

CURRICULUM CONNECTION: The Amazing Butterfly

2



The caterpillar/butterfly life cycle is one of the most amazing transformations in the natural world. This section will guide students through that cycle of life and lead them through an exercise to embody the caterpillar/butterfly metamorphosis.

First, have students watch this 3-minute video: <https://www.youtube.com/watch?v=3kZD6rlSLUw&t=48s>

Have students reflect on the questions that were asked in the video:

1. Can you think of any other animals or insects that go through special stages to grow into an adult?
2. What about you? Have you gone through any physical changes since you were born?

In this next activity, students will embody the life cycle of the butterfly.

1. Have students stand up in their spaces. Announce that you will become a butterfly.
2. Students will stay frozen until the butterfly (you) flutters by a leaf and taps them. When they are tapped, students should turn into a baby caterpillar growing inside an egg.
3. After all of the students have been tapped and been baby caterpillars in eggs, narrate that the caterpillars have gotten too big for their eggs, and start to eat through their shells. The baby caterpillars stretch, grow, and explore the trees to find some leaves. The caterpillars munch on leaves growing bigger and stronger.
4. Continue the narration and play along as you describe the process. As the caterpillars grow, they wiggle, shedding their skin multiple times. Tell the students that to wiggle to shed their caterpillar skin. Caterpillars-wiggle to shed their skin once, wiggle to shed their skin twice, wiggle to shed their skin the last time.
5. Then the caterpillars build their chrysalis around themselves until it's finished and they lie inside it perfectly still.
6. After a few days or sometimes weeks the chrysalis splits open and a butterfly emerges. The butterflies fly softly and slowly and return back to their desk (or carpet, etc).



Reflection Questions:

1. What did the caterpillar do in the story?
2. What happened at the beginning, middle, and end of the story?
3. What do you think will happen next?
4. How did it feel in your body to be an egg, caterpillar, or butterfly?
5. What changed in the way you used your body to communicate that part of the caterpillar's life cycle?
6. Did you move faster or slower as different stages?

Source: <http://dbp.theatredance.utexas.edu/content/life-cycle-butterfly>

Chrysalis or cocoon? The major difference between a chrysalis and a cocoon is that a chrysalis is the hardened body of a butterfly pupa, whereas a cocoon is an external structure constructed by larvae to protect themselves during the pupal stage. While there are many different types of insects that create cocoons, they are largely associated with moths. Butterfly caterpillars, with very few exceptions, do not build cocoons, but instead harden into chrysalis during their pupal stage.

The Amazing Butterfly, Seahorse, & Firefly (cont.)

CURRICULUM CONNECTION: The Amazing Seahorse

2



Seahorses are usual fish with unusual life cycles. In fact, seahorses look so different from normal fish, early scientists didn't know where to classify them in the animal kingdom!

Here are some amazing facts about seahorses:

- Seahorses are mainly found in shallow tropical and temperate saltwater throughout the world. They live in sheltered areas like coral reefs, mangroves, or seagrass beds.
- Seahorses swim by fluttering their dorsal fin and using pectoral fins, located behind their eyes, to steer. Because of this, they can't swim very far, but they are extremely skilled at swimming precisely.
- Their tails are prehensile, which means that they can use them to hold on to seagrass or other stationary objects.
- Their eyes can also move independent of each other, like a chameleon.
- Some species of seahorse can change color and can grow and/or absorb spiny appendages depending on their habitat.

Seahorses also have an extremely interesting reproductive process. Male and female seahorses dance with each other before reproducing; this is called, courting. This courtship is a beautiful mix of spinning, swirling, twining tails together, and for some, changing color. A seahorse courtship period may last for several days! And at the end of this elaborate dance, the female's eggs are deposited into the male's front brood pouch, impregnating him. The eggs develop over 9 to 45 days and the male seahorse gives birth to hundreds of tiny, baby seahorses. This phenomenon of the male of a species carrying babies to term is called, paternal care.

The Courtship Process:

Discuss the physical traits of seahorses with your students and introduce them to the unique process of seahorse reproduction. Then, watch this one minute video with your students illustrating the courtship process of seahorses: <https://www.youtube.com/watch?v=zvGRVWGpdNg&feature=youtu.be>

Reflection Questions:

1. What movements did you notice the seahorses doing?
2. Why do you think seahorses do this dance?
3. Do you know of any other animals who court?

The Seahorse Birthing Process:

After students have seen the courting video, show them the following video of the male seahorse giving birth! https://www.youtube.com/watch?v=b_nEA3dtOZs
Seahorses give birth to over 1,000 babies. And typically only 5 out of 1,000 survive to adulthood.

Reflection Questions:

1. Why do you think it is that male seahorses carry the babies?
2. What did you notice about the babies?

Extension:

Seahorses aren't the only animal that practices paternal care. Have students research other animal species where the male cares for their young to term. Some examples would be Water Bugs, Marsupial Frogs, or Emperor Penguins. More information can be found here: <https://www.thedodo.com/5-amazing-animal-fathers-who-c-589623806.html>



The Amazing Butterfly, Seahorse, & Firefly (cont.)

CURRICULUM CONNECTION: The Amazing Firefly

2



Fireflies are neither flies or bugs, but are classified as beetles and have the characteristic of being bioluminescent. Bioluminescent creatures are living creatures that can produce light.

Here are some interesting facts about fireflies:

- Fireflies “talk” to each other by using light signals. Male fireflies flash their lights in a specific pattern, looking for females. When a female firefly is interested, they will flash a reply.
- Some fireflies’ light signals sync up with each other. It is an amazing sight to behold. Check out this video of the fireflies in the Great Smoky Mountains National Park: <https://www.youtube.com/watch?v=0BOjTMkyfIA>
- Fireflies are the world’s most efficient light producers! An incandescent bulb gives off 90% of its energy as heat and only 10% as light (that’s why they get so hot). But if fireflies produced that much heat when they lit up, they would incinerate themselves. Fireflies produce light through an efficient chemical reaction called chemiluminescence that allows them to glow without wasting heat energy.
- Firefly luciferase is used in medical research! Luciferase is the enzyme that produces bioluminescence in fireflies. It has been used as markers to detect blood clots, to tag tuberculosis virus cells, and to monitor hydrogen peroxide levels in living organisms. Thankfully, scientists can now use synthetic forms of luciferase for research, so the commercial harvesting of fireflies has decreased.

The Firefly Lifecycle

Fireflies lay about 100 eggs in the soil or near the soil surface at the end of the summer. These eggs are bioluminescent as well, producing light when disturbed. In about three to four weeks, the larvae hatches from the egg and throughout the fall hunts prey in the soil (their favorite food is snails). Larvae spend the winter below the soil, pupating in the early spring (growing wings like a butterfly), and emerging from their pupa as adults after a period of 10 days to several weeks. Adult fireflies live only another two months, spending the summer mating, laying eggs, and eventually dying towards the end of the summer.

Talk Like a Firefly

Different firefly species have distinct flashing patterns. The following lesson demonstrates these differences and has students identify species by their flashing patterns. These identification methods can even be used in the real world, as these flashing patterns are the real thing.

Materials:

- A pen light, small key ring LED light, or other small light source
- Some electrical tape or opaque tape
- Printed Photinus Firefly Flash Signal Cheat Sheet for participants (located below)

Directions:

1. Use a piece of electrical tape to cover the edges of the flashlight so that only a sliver of light (2-3 millimeters) shows when you turn it on.
2. Print out the cheat sheet provided by Science Friday to show what flash pattern each species of firefly produces. <http://live-sciencefriday.pantheon.io/wp-content/uploads/2014/07/Photinus-Firefly-Flash-Signal-Cheat-Sheet.pdf>
3. Show students as a practice the first firefly pattern with your flashlight, the pattern for the Photinus Pyralis.
4. Then, move your flashlight in a different pattern and see if students can guess the species based on your flashlight movement.
5. If you have multiple flashlights, have students move as the same species as a group and have other students try and guess what species they are performing.
6. Encourage students to take the cheat sheet home and identify firefly species in their own backyard!

Healthy Habits

DISCUSSION: Nutrition & *The Very Hungry Caterpillar*

PreK
-2

Discuss the following with your students in preparation for the activities that follow.

1. What foods did the very hungry caterpillar eat? What types of foods are these?
2. How did the caterpillar feel after eating all of that food on Saturday? Why? Have you ever felt that way after eating too much or unhealthy food?
3. What made the caterpillar feel better? Why do you think that worked?
4. Why do you think the caterpillar was so hungry? (Response: He was growing and needed “fuel” in order for him to go through the process of becoming a butterfly! We call this process “metamorphosis.”)
5. What do we learn about healthy eating habits from this story? (Response: Just like the caterpillar, we are growing and changing too and we need to eat healthy!)



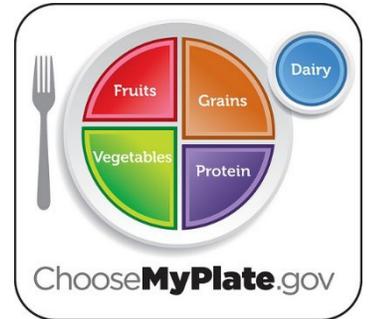
CURRICULUM CONNECTION: Food Identification Activity

PreK
-2



With your students, make a list of all of the items the very hungry caterpillar ate (or reference the list you created from the previous discussion). Next, show your students the “MyPlate” nutrition guide from the USDA.

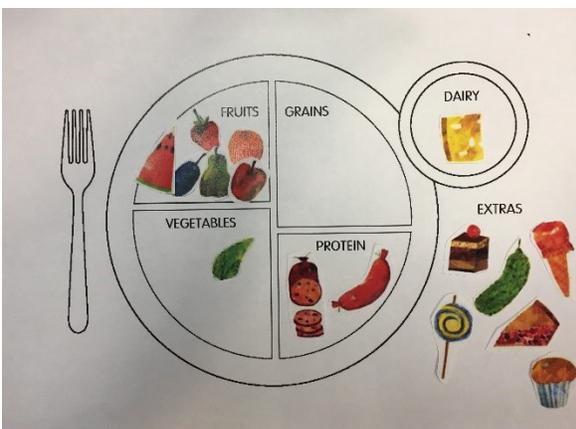
Ask them what they notice and define the different food groups. From there, complete the activity as a class or individually.



AS A CLASS: Recreate a large version of the MyPlate on the board for all to see. Pre-print the food items included in this guide and have your students place them in the correct category on the plate or draw or write them.

INDIVIDUALLY: Distribute copies of the MyPlate included with this guide. Have your students draw the different food items on the correct part of the plate or pre-print the food items included in this guide and have your students place them in the correct category on the plate.

At the end of the activity, discuss what alternate foods the caterpillar could have eaten. For more information and activities for children from the USDA, visit ChooseMyPlate.gov.



WHAT THE CATERPILLAR ATE

- 1 apple, 2 pears, 3 plums, 4 strawberries, 5 oranges, 1 slice of watermelon – Fruits
- 1 piece of chocolate cake, 1 ice cream cone, 1 pickle*, 1 lollipop, 1 piece of cherry pie, 1 cupcake - Extras (Notice that these aren't even on the plate! Discuss that these are okay to eat occasionally as treats. *Also, although pickles are made from cucumbers, they lose their nutrients in the pickling process and thus the USDA categorizes them as “extras.”)
- 1 slice of Swiss cheese – Dairy
- 1 slice of salami, 1 sausage - Proteins (Note that although these are technically proteins, there are healthier options. Discuss what those might be.)
- 1 green leaf - Vegetable

Healthy Habits (cont.)

ACTIVITY: Caterpillar Yoga

PreK
-2



Ask the students - in addition to eating healthy, what else can we do to help our growing bodies? Discuss the importance of exercise and define yoga. Do the following yoga poses with your students, which have been renamed based on *The Very Hungry Caterpillar*. (Pictures and descriptions from PocketYoga.com.)

<p style="text-align: center;">Egg:</p> <p>From a kneeling position, the toes and knees are together with most of the weight of the body resting on the heels of the feet. The arms are extended back resting alongside the legs. The forehead rests softly onto the earth.</p>	<p style="text-align: center;">Caterpillar:</p> <p>Fold forward over the legs, allowing the back to round. Hands can be on the floor, or may catch the shins/ankles/toes.</p>
	
<p style="text-align: center;">Crescent Moon:</p> <p>Bring the hands up and interlace the fingers together. Exhale, bend to one side, lengthening the opposite of the rib cage and stretch.</p>	<p style="text-align: center;">Sun:</p> <p>Both legs are straight and separated into a wide stance. The feet are aligned and flat on the earth with the back foot in a 60-degree angle towards the front. The arms are extended out in a straight line parallel to the earth. The gaze is toward the front fingers.</p>
	
<p style="text-align: center;">Cocoon:</p> <p>Lying on your back, the knees are bent and pulled into the chest. The arms are wrapped around the knees with the chin tucked in towards the sternum like a turtle going into its shell. The gaze is inward.</p>	<p style="text-align: center;">Butterfly:</p> <p>In sitting position, bend both knees and drop the knees to each side, opening the hips. Bring the soles of the feet together and bring the heels as close to the groin as possible, keeping the knees close to the ground.</p>
	

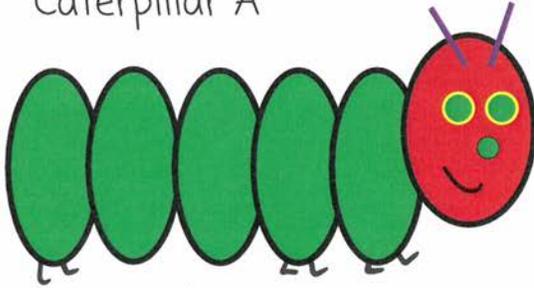
Caterpillar Counting Worksheet

Name: _____

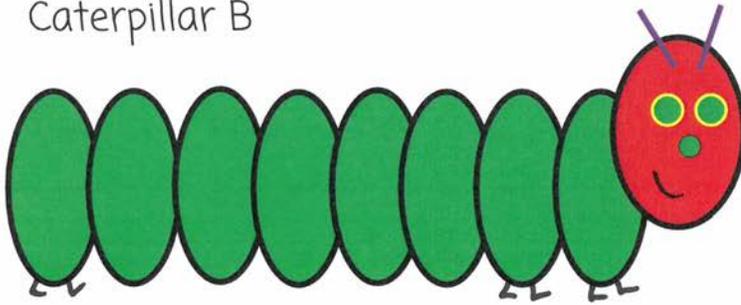
How many ovals does each caterpillar body have?
(Don't include the head.)

Circle the name of the caterpillar with the most ovals.

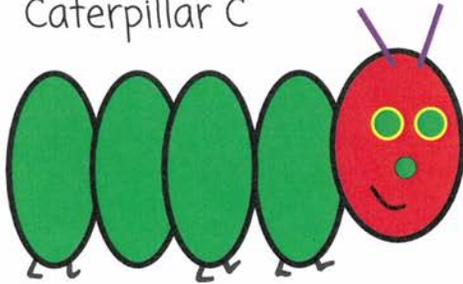
Caterpillar A



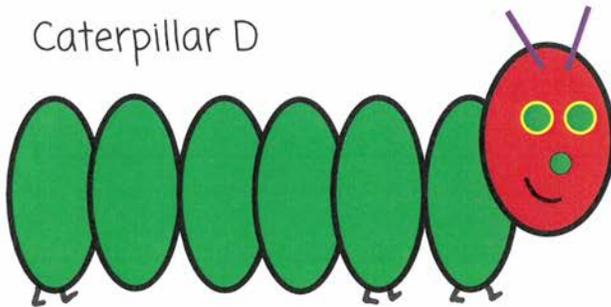
Caterpillar B



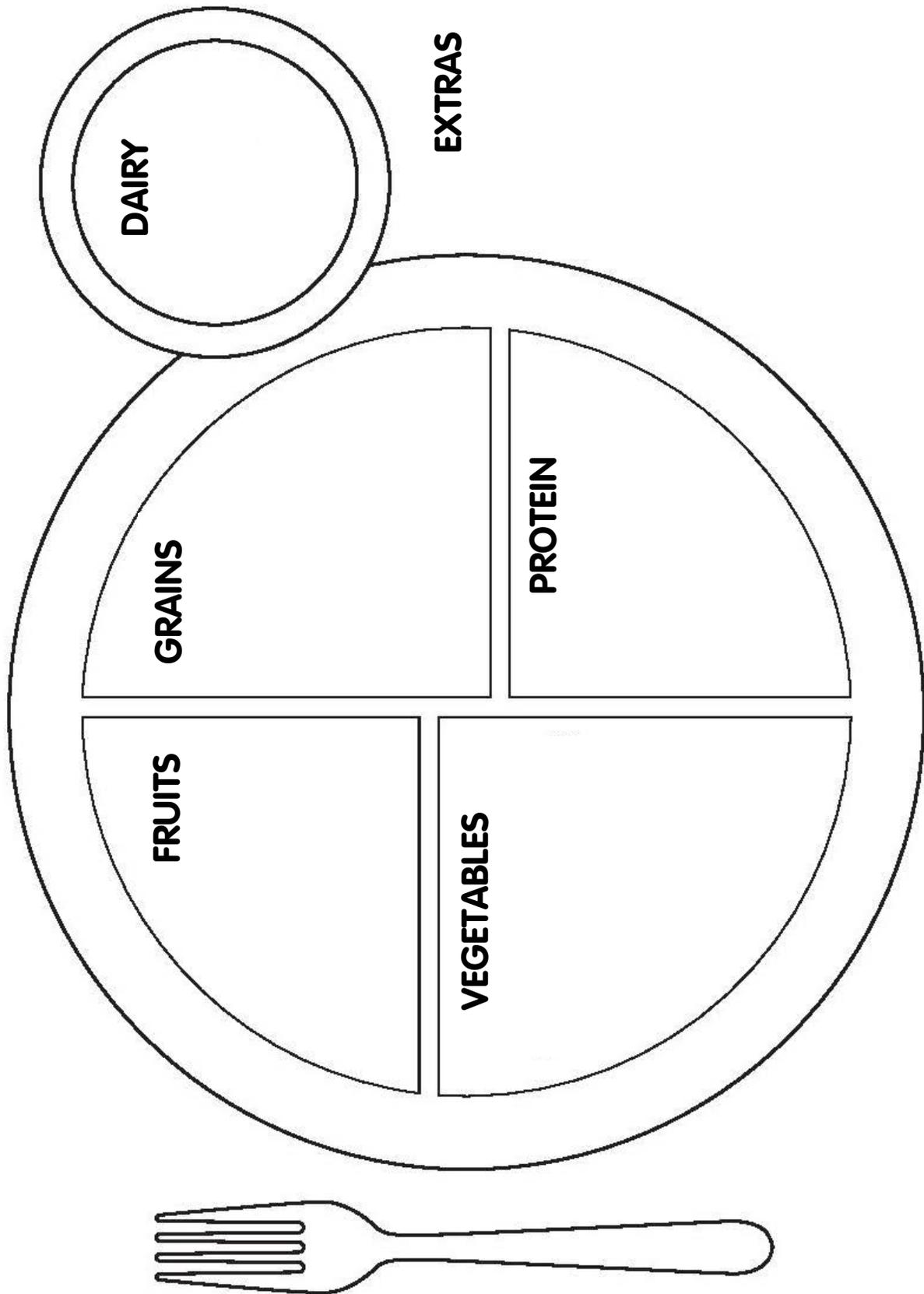
Caterpillar C



Caterpillar D



Template - Food Identification Activity



Template - Food Identification Activity



Tennessee State Standards for Activities

Grades PreK - 2

Page 1 - About the Stories

Favorite Graph

Math: PK.CC.A.1, PK-K.CC.B.4, PK-K.CC.B.5, PK-K.CC.C.6, 1.MD.C.5, 2.MD.D.10
ELA: (if reading the books) RL.RRTC.10

Page 2 - Animal Antics

Everybody, Everywhere

Theatre: T.P2.A, PK.CA.8

Old MacDonald...with a Twist!

Theatre: T.P2.A, PK.CA.8

Music: PK.CA.4

Duck, Duck...Animal!

Theatre: T.P2.A, PK.CA.8

Page 3 - The Art of Eric Carle

You Try!

Art: PK.CA.1, PK.CA.2, VA.Cr2.A

Color Identification with Brown Bear, Brown Bear

Art: PK.CA.1, PK.CA.2, K.VA.Cr1.A, K.VA.R1.A

Pages 4-5 - Puppet Power!

What is Puppetry?

ELA: SL.CC.1

Art: VA.Cn2.A

Create Your Own Puppets!

Visual Art: PK.CA.2, VA.Cr2.A

Theatre: K.T.Cr1.B

Puppet Play!

Theatre: PK.CA.8, PK.CA.9, T.Cr1.A, T.Cr3.A, T.R2.B,

T.R3.A, T.Cn1.A, TA.Cn2.A

ELA: W.TTP.3, SL.CC.1

Music: (extension) PK.CA.4

Pages 6-8 -

The Amazing Butterfly, Seahorse & Firefly

The Amazing Butterfly

Science: 2.LS1

ELA: 2.SL.CC.1, 2.SL.CC.2

The Amazing Seahorse

Science: 2.LS1

ELA: 2.SL.CC.1, 2.SL.CC.2

The Amazing Firefly

Science: 2.LS1

Pages 9-10 - Healthy Habits

Nutrition & The Very Hungry Caterpillar

Health: K-2.PCW.1, K-1.PCW.2, PK.PD.8

ELA: RL.KID.1, RL.KID.2, SL.CC.1, SL.CC.2

Food Identification Activity

Health: K-2.PCW.1, K-1.PCW.2, PK.PD.8

ELA: SL.CC.1

Caterpillar Yoga

Health: PCW.3, PK.PD.8

Physical Education: MS.6, FPA.2, PK.PD.3

Page 13 - Caterpillar Counting Worksheet

Caterpillar Counting Worksheet

Math: PK.CC.A.1, PK.CC.B.4, PK.CC.B.5, PK.CC.C.6,

K.CC.A, K.CC.B, K.CC.C



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Info for Teachers

Free Educator Preview for *The Very Hungry Caterpillar Show*

Thursday, February 21, 2019

Reception/Workshop: 5 pm Performance: 6:30 pm

Enjoy wine and cheese as you are introduced to activities you can use in your classroom.

To reserve your spot visit NashvilleCT.org and under the heading "Come Visit Us" click "Book a Field Trip." Then select "RSVP for Educator Previews" at the top of the page.

(This event qualifies as PD.)

On the day of your field trip:

- If you are attending a 10 am show please arrive at 9:30 am.
- If you are attending an 11:45 am show please arrive at 11:15 am.
- An NCT employee will come to your bus before your students disembark.
- Please check in at the box office while your students are led to their seats.
- If you are going to be late please call: 615-254-9103.

Pre- or Post-show Workshops

NCT offers Workshops for all of our shows. Ask Catherine about workshops when you book your field trip or email her at: cbirdsong@nashvillect.org.

A Bilingual Production for Grades 2-4



TOMÁS AND THE LIBRARY LADY

April 25-
May 19, 2019

By José Cruz González
Adapted from the
book by Pat Mora

About Nashville Children's Theatre

Believing the culturally curious child is the future, Nashville Children's Theatre nurtures the next generation of global citizens by providing transformational theatrical experiences which reflect our evolving community, instill profound empathy, and foster personal discovery.