

BROWN BEAR, BROWN BEAR AND OTHER TREASURED STORIES

31 Oct – 2 Nov, 2016

★ 10 AM & 12 PM





Dear Teachers,

Welcome to another exciting season for the Peace Outreach Program Youth Performance Series!

Every show presented for our 2016 - 2017 season is curriculum-based and designed to be both educational and entertaining. In order to get the most rewarding experience from the performance, it is important to prepare students for the show and reflect on what they learned following the performance. The resources and activities presented in this guide are designed to help you make the most of your visit to the Peace Center. As always, our goal is to help you create the most arts-enriching and educational experience for your students!

If you have any questions regarding your performance or the many educational opportunities available through the Peace Outreach Program, please feel free to contact us at education@peacecenter.org.

We appreciate your dedication to bringing the very best of opportunities to your students through the arts!

We look forward to seeing you and your students at the Peace Center!

POP Youth Performance Series sponsored by:



ABOUT MERMAID THEATRE OF NOVA SCOTIA

Founded in 1972, Mermaid Theatre's unique adaptations of children's literature have delighted more than four million young people on four continents. The company ranks among North America's most respected theatres for the young, and has won widespread recognition for its important ambassadorial role. Mermaid regularly crosses North America, and has represented Canada in the United States, Japan, Mexico, Australia, England, Northern Ireland, Holland, Scotland, Wales, Hong Kong, Macau, Singapore, South Korea, Taiwan and Vietnam. Mermaid Theatre's emphasis on imaginative design elements, original music, and challenging texts provides a rich opportunity to acquaint young spectators with the visual and performing arts as well as with the pleasures of reading. In addition to its international engagements, Mermaid Theatre regularly tours throughout Nova Scotia with specially designed programs designed to stimulate classroom learning as well as enthusiasm for the art of puppetry. Mermaid's puppetry programs at all levels as well as its dynamic Youthatre activities offer vital outreach opportunities. For more information, visit the company's website at mermaidtheatre.ns.ca.

ABOUT 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."

From eric-carle.com

THE STORIES

Brown Bear, Brown Bear, What Do You See?

First published in 1967, *Brown Bear, Brown Bear, What Do You See?* was written and illustrated by Bill Martin, Jr. and Eric Carle, and has served to help hundreds of thousands of children to associate colors and meanings to objects. Capturing the rhythmic text and beautiful tissue-paper collage illustrations of the classic picture book, Mermaid's adaption generates fresh appreciation of the endearing cast of characters.

Papa, Please Get the Moon For Me

Papa, Please Get the Moon For Me, has been delighting young audiences since its publication in 1986. Mermaid's version mirrors the book's stunning illustrations, drawn in thick, brilliant brushstrokes of blues and greens and dazzling reds. An unusual quest for a unique plaything – the moon – offers a splendid introduction to the wonderment of the lunar cycle.

The Very Hungry Caterpillar

Based on Eric Carle's 224 word story about a caterpillar who nibbles through apples, strawberries, chocolate cake, lollipops, and more, *The Very Hungry Caterpillar* follows the wonderful adventures of a very tiny, and very hungry caterpillar, as he progresses through an amazing variety of foods towards his metamorphosis into a beautiful butterfly.

BEFORE THE PERFORMANCE

Prepare your students for the performance prior to getting on the school bus with the following arts-based activities! Activities are in order from least to greatest amount of time required.

ACTIVITY 1 | READ THE BOOKS!

Read Eric Carle's classic books before the performance!

CURRICULUM CONNECTIONS | Language Arts, varied based on activity

TIME | 20 minutes

YOU WILL NEED

- Copies of *The Very Hungry Caterpillar*, *Brown Bear, Brown Bear, What Did You See?*, and *Papa, Please Get the Moon For Me*, at teacher discretion
- Varied based on activity (see below)

1. Read the stories featured in the Mermaid Theatre of Nova Scotia's production with your class. Following each book, lead your students in meaningful discussion about the story, including characters and main ideas. Incorporate the following or similar activities to bolster learning:

Brown Bear, Brown Bear, What Do You See? How many things did Brown Bear see? Have students guess and then count the actual number. Compare student guesses and discuss concepts of "more than" or "less than."

The Very Hungry Caterpillar Provide cutouts or representations of each food item that the caterpillar eats. Ask students to sort the foods into food groups and discuss whether each food is healthy or unhealthy. Make a chart of these healthy and unhealthy foods and discuss healthy food choices and eating habits.

Papa, Please Get the Moon For Me Discuss the myth of the man in the moon. Then, using a piece of black construction paper with a crescent moon glued on it, have students add faces to their moon, and consider what the man in the moon would be like.

ACTIVITY 2 | ACT OUT THE STORY

Use the drama technique of *tableaux* to work with your students on storytelling and story comprehension through works by Eric Carle!

CURRICULUM CONNECTIONS | Language Arts, Theatre/Drama

TIME | 25 minutes

YOU WILL NEED

- Free space in classroom for movement
- Book by Eric Carle (at your discretion)

1. Read a book by Eric Carle aloud to the class. You may wish to use this opportunity to review one of the books to be presented in the production at the Peace Center or you may use a book that will not be featured in the performance.
2. As a class, brainstorm the characters in the story. Then, as a class, determine the plot or sequence of main events.
3. Break up the story into small segments and assign each segment to a group of 4 to 5 students, depending on class size.
4. Instruct your students to create a tableau (frozen picture that tells a story) of their assigned moment in the story. Together, students may represent the characters, objects, or setting of their assigned

moment. Be sure to encourage students to use poses in different levels (low to the ground – high) and to use good facial expressions in creating their tableaux.

5. After adequate rehearsal, have each group show their tableau in front of the class in the sequence of the main events of the story.
6. Once a group is “frozen” in place to show their picture, tap students on the shoulder one at a time. When a student has been tapped, he or she should “unfreeze” and briefly describe who he/she is and what is happening in the scene.
7. Conclude the activity with class discussion. Incorporate the following or similar into your conversation:
 - How would you describe the character or object you played?
 - What happened at the beginning of the story? In the middle? At the end?

ACTIVITY 3 | CREATE A COLLAGE

Guide your students to better understand Eric Carle’s illustration techniques by creating your own collages!

CURRICULUM CONNECTIONS | Language Art, Visual Arts

TIME | 30+ minutes

YOU WILL NEED

- Drawing paper
- Paint brushes
- Washable paint in primary colors
- Tools to create texture, such as sponges, crumpled paper, etc.
- Scissors
- Glue
- Thick paper, such as cardstock
- Computer with Internet access and ability to project video
- Free wall space for collage gallery

1. Have students watch a short video of Eric Carle painting papers and creating a collage. Examples may be found on Eric Carle’s official website ([Eric Carle Photo and Video Gallery](#)).
2. Have students begin by painting an entire sheet of drawing paper with water. Guide students to not use too much water during this process!
3. Next, have students paint the paper with a primary color using long horizontal strokes. Students should paint quickly so that their papers stay wet.
4. Students may overlap another primary color on their paper to make secondary colors (purple, green, orange).
5. Students may add texture by using a tool, such as a sponge or crumpled paper, to dab, scrape, etc.
6. Allow time for the papers to dry (this may result in completing the activity during another class session). Once the painted papers are dry, have students cut their papers into different shapes. Ask your students to arrange their shapes into a picture and glue them to the thicker sheet of paper.
7. Conclude the activity by hanging student work on a blank wall in the classroom to create a gallery.

AFTER THE PERFORMANCE



AFTER THE PERFORMANCE

After the performance at the Peace Center, students feel a new level of excitement and are open to greater response to the content of the show. Take advantage of this enthusiasm and receptiveness to learning by reflecting on the performance back in the classroom!

ACTIVITY 1 | REFLECT ON THE SHOW!

*Engage your students in a class discussion of Mermaid Theatre of Nova Scotia's production of *Brown Bear, Brown Bear and Other Treasured Stories* to assess comprehension!*

CURRICULUM CONNECTIONS | Language Arts, Theatre, Visual Art

TIME | 20 minutes

YOU WILL NEED

- Plain paper and crayons, markers, colored pencils, etc., as available

1. Begin the activity by leading the class in a discussion of the production:
 - What was your favorite part of the performance?
 - Did the performance look like pages out of the book?
 - If you could jump into any page of an Eric Carle book, which one would you choose?
 - Was it easy to forget the characters were puppets? Why or why not?
 - What was similar about the show and the book? What was different?
 - What was the best part of seeing the story told as a live performance?
2. At the conclusion of class discussion, have students draw a picture depicting their favorite moment from the performance.

ACTIVITY 2 | MAPPING THE COURSE

*Uncover the rhythms created in *Brown Bear, Brown Bear, What Do You See?* with your students before creating your own rhythmic patterns!*

CURRICULUM CONNECTIONS | Language Arts, Music, Movement/Dance

TIME | 20 minutes

YOU WILL NEED

- Copy of *Brown Bear, Brown Bear, What Do You See?* book
- Free space in classroom for movement

1. Read or review the story *Brown Bear, Brown Bear, What Do You See?* with your class. Can students hear a rhythm in the text, almost like poetry? What about a repeating pattern?
2. Read a few pages to them a second time, with students clapping a steady beat with the rhythm in the book. Explain that the steady beat is like a heartbeat; it keeps going at an even pace.
3. Tell students that the story's author, Bill Martin, Jr., wrote *Brown Bear* while riding on a train. Do they think this is why there is such a strong rhythm? Ask students to make the sound of a train moving down the tracks. Can they make the sound slow down, and then speed up? Use a phrase from the book and try chanting it with the rhythm of the train sound, again starting slow and speeding up.
4. Next, ask students to use their own name and clap the syllables. Have them practice this pattern a few times.
5. Then, students should continue to make their pattern while finding others in the room making the same rhythm pattern. (For example, Sally and Joey both have 2 syllables and would have the same pattern, while Gabrielle and Timothy would have 3). Create groups with others making the same

pattern. If groups become too large, split them into smaller sections – 4 to 6 per group would be ideal.

6. Now, students will create their own rhythm pattern with their group using body percussion. (For example, Sally and Joey's group might choose for their pattern to be clap-stomp, or it could be a slap on the leg and a toe tap.) Once groups have created their pattern, they should practice as a group.
7. Have each group perform their rhythm for the class.
8. Finally, make a name train! Students will follow the leader (teacher), with each group representing a car of the train. The teacher will play a steady beat while the —train follows behind, each group performing the name patterns on body percussion. Try speeding up and slowing down the train as you go!
9. To conclude the lesson, discuss the rhythm and patterns in the story one more time. Can students identify examples of a pattern in the text? How do patterns and rhythm work together?

ACTIVITY 3 | LIFE CYCLE DANCE

Have your students demonstrate understanding of the life cycle of the butterfly by creating a dance!

CURRICULUM CONNECTIONS | Language Arts, Science/Life Cycles, Dance, Theatre, Music

TIME | 40 minutes

YOU WILL NEED

- Images of different stages of butterfly life cycle (may use *The Very Hungry Caterpillar* as reference)
- Copy of *The Very Hungry Caterpillar*
- Free space in classroom for movement

1. Share pictures from websites that show the stages of a butterfly's life cycle through a variety of ways (e.g., photographs, drawings, colored prints). Discuss each phase of the life cycle. Read *The Very Hungry Caterpillar* again, this time looking for the beginning, middle, and end stages of the life of the butterfly.
2. On chart paper or the white board, list the discussed stages of the life cycle. Under each stage, list students' brainstorming ideas regarding possible movements or shapes that could represent each stage. Guide students in this discussion.
 - Egg: Rolled up in a tiny ball, enclosed in a soft shell
 - Larva/Caterpillar: move using a finger, hands, arms, body standing.
 - Pupa (chrysalis): wrapped up, silk out of the caterpillar's mouth, curled up, quiet, still
 - Butterfly: chewing their way out, pumping their wings, moving wings to dry them off before they can fly, flying, floating, perching, traveling

Encourage students to be creative in generating ideas for movements that represent each stage. Display the chart in a visible position for reference as students begin to move.

3. Have students move to free space in the classroom. As a class, guide students to improvise movements for each stage of the life cycle as the descriptive movement words are read aloud and/or a description of what is occurring during each stage is shared. *Music selections could accompany student improvisational work.* Make constructive comments after each stage regarding the appropriateness of movements in relation to the life cycle stage.
4. Dividing students into groups of four or five depending on class size, instruct students to design their own group dance that depicts the life cycle of butterflies. The dance must have three distinct movements with each movement effectively showing a stage in the cycle. Encourage students to select movements appropriate to each life cycle stage, practice the three movements in succession. If desired, students may select to do their movements with or without music.
5. To conclude the activity, have each group share their life cycle dances with the class.

ERIC CARLE BOOKS

(Not a complete listing)

Brown Bear, Brown Bear, What do You See?

1, 2, 3 to the Zoo

The Very Hungry Caterpillar

Pancakes, Pancakes!

The Tiny Seed

Feathered Ones and Furry

Do You Want to Be My Friend

Rooster's Off to See the World

Do Bears Have Mothers Too?

Have You Seen My Cat?

I See a Song

Why Noah Chose the Dove

The Mixed-Up Chameleon

The Grouchy Ladybug

The Honeybee and the Robber

The Very Busy Spider

The Foolish Tortoise

The Greedy Python

The Mountain that Loved a Bird

All Around Us

Papa, Please Get the Moon for Me

A House for Hermit Crab

Animals Animals

The Very Quiet Cricket

Polar Bear, Polar Bear, What Do You Hear?

Dragons Dragons

Draw Me a Star

Today is Monday

The Very Lonely Firefly

Little Cloud

From Head to Toe

Hello, Red Fox

The Very Clumsy Click Beetle

Does a Kangaroo Have a Mother, Too?

Dream Snow

"Slowly, Slowly, Slowly," said the Sloth

Mister Seahorse

The Artist who Painted a Blue Horse



Interested in more enriching educational programming for your students? Be sure to explore the many initiatives of the Peace Outreach Program, from master classes to workshops and more, at peacecenter.org!