

Story Summary

Parents and teachers will find this circular tale familiar, since the mouse acts just like an energetic young child moving from activity to activity without missing a beat. The mouse eats a cookie, gives his hair a trim, sweeps the floor, draws a picture, and so on, until he eventually ends up back where he started—asking for a cookie again.

Themes:

- being a good host
- patience
- real and fantasy

Skills:

- making predictions
- alphabet
- counting
- biology
- manners

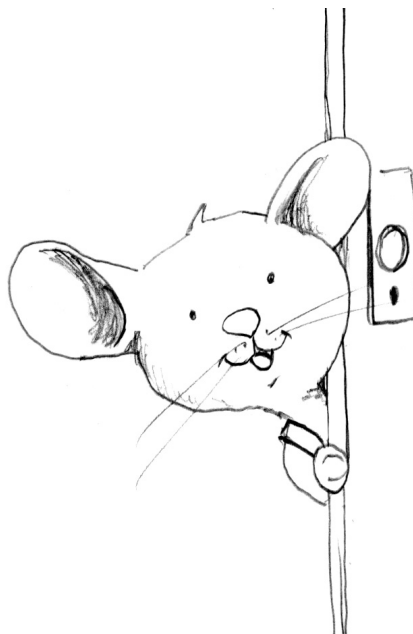
Vocabulary:
carried away, comfortable, finished, mustache, remind

Related Books:
If You Take a Mouse to School
by Laura Numeroff
(Laura Geringer, 2002)

If You Give a Moose a Muffin
by Laura Numeroff
(Laura Geringer, 1991)

Before the Story

Ask children what they think will happen if they give a mouse a cookie. Will he want more? Ask for a drink? Say, “Thank you”? Ask children what they do when they get a cookie.



During the Story

There are plenty of “cliffhangers” in this story because the author leaves sentences unfinished until you turn the page. Pause before turning the pages and ask, “What do you think comes next?” Once children realize that the connections that lead from activity to activity are a little random, they may offer outlandish guesses about what the mouse wants to do next.

After the Story

This is a great story for multiple rereadings because children love to shout out what comes next. Let children retell the story as you turn the pages and show the pictures.



Language Arts Connections

Play with Letters

The cover of the book shows cookies drawn with crayons as if they were baking on a cookie sheet, and the title appears to be written in red crayon on the sheet. Instead of letting children write on a cookie sheet, give them another way to experiment with letters. Let children play with a set of magnetic letters and a cookie sheet. Challenge them to use the letters to spell out their names.

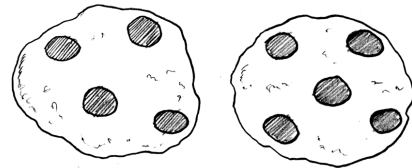
Alphabet Cookies

Purchase a set of alphabet cookie cutters (available at craft stores) and prepared sugar cookie dough. Give each child a small portion of dough and help them roll it out between two sheets of waxed paper. Either let each child make the first letter in their name or assign each child a few letters to make a cookie alphabet as a class. If you can, cut out and bake several cookie alphabets; then, have children practice spelling words from the story. You may also want to use cookies to spell out the title of the story, let children decorate the cookie letters with icing and sprinkles, and then eat the title.

Math Connections

Count with Cookies!

Give each child a copy of the Counting Chocolate Chips reproducible (page 48) and have them match each cookie to another with the same number of chips. To create a file folder game, enlarge the reproducible on sturdy paper, color the cookies light brown, cut them out, and laminate them. Draw a mouse in overalls on the cover of a file folder and write, "Can you help the mouse match the cookies with the same number of chips?" Staple a length of yarn to half of the cookies (make sure none of these have the same number of chips) and glue them to the left inside panel of the file folder. Glue magnets to the backs of the remaining cookies; then, glue these cookies to the right inside panel of the folder. Finally, measure the yarn from each cookie to its match, tie a paper clip to the yarn, and cut off the excess. Children can stretch each paper clip from the cookie on one side of the folder to the other to match the cookies with the same number of chips.

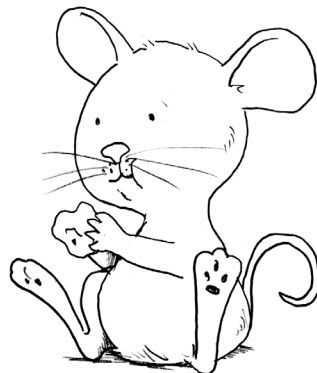


Science Connections

What Do Mice Really Eat?

In the story, the cookie given to the mouse appears to be chocolate chip. But, is that really the kind of food a mouse would prefer? If you have a fellow teacher or friend who keeps mice, set up an experiment to find out what foods a mouse might enjoy most. Gather food recommended for pet mice, such as vegetables, fruit, and rodent chow. (Do not give mice processed people food, uncooked beans or rice, animal products, cabbage, onion, hot peppers, or anything with sugar.) Place all of the food within a mouse's reach by spreading it out on a plate.

Let children guess which food they think the mouse will try first, will eat most often, and will finish first. Then, place the plate in the mouse's cage. Record the results. If possible, try the experiment a few more times, keeping the same food options but rearranging them on the plate. Then, graph the results of the experiment.



Problem-Solving and Social Skills Connections

Entertaining Guests

Ask children to recall how hard the boy works to keep his mouse friend happy. He offers the mouse refreshments, entertains him, makes a place for him to nap, and entertains and feeds him again. Ask children to think about when they have visited their friends or family. What did their friends do to make them feel comfortable when they were guests?

In your dramatic play center, spend a little one-on-one time pretending to be a guest in each child's home. Make a mouse puppet from a paper bag or use a stuffed mouse. Knock on a "door" and see what each child does to make the mouse feel welcome. Jot notes about each "visit." At the end of the week, acknowledge each child's hospitality by writing a thank-you note from the mouse. Sample notes could say: "Dear Josh, Thank you for offering me a glass of milk when I visited. Love, Mouse." or "Dear Darby, Thank you for the lovely talk during our visit. I had a good time. Sincerely, Mouse."

*"Dear Josh,
Thank you for offering me a
glass of milk when I visited.
Love, Mouse."*

Fine Motor Connections

Refrigerator Art

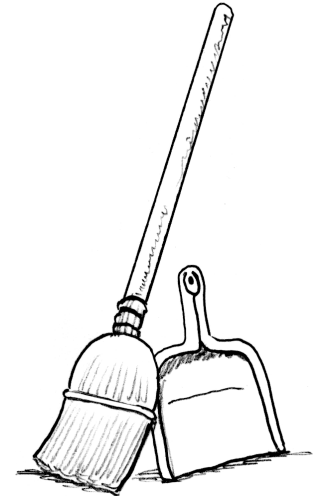
Although art projects are usually reserved for the art center, they also provide fine motor skill practice. Reread the section of the book where the mouse draws a picture with crayons, signs his name, and then tapes the picture to the refrigerator. Give each child crayons and paper and ask them to draw pictures of a scene from the book or of their family like the mouse does. Carefully sign each child's name in script on a separate piece of paper and give it to them, along with a piece of tracing paper. Let the children use dark crayons to trace their names on the tracing paper. Tape the tracing paper to the artwork to show their signed name. Then, let each child attempt to tear off two pieces of tape and tape their picture to a door, wall, or bulletin board. (This can be tricky and is high-level fine motor practice. You may want to use masking tape instead of clear tape since masking tape can be gently pulled away from paper without damaging the artwork.)

Gross Motor Connections

Mouse-Inspired Cleaning

Sweeping and mopping strengthen large muscle groups and improve eye-hand coordination. Use props in your housekeeping center for a little mouse-inspired cleaning. Provide as many brooms and dustpans as possible and let children sweep the "hair" from the Art Connections activity (below, left) and place it in the trash. Play soft, slow music as children do this activity.

Remind children that the mouse got carried away and swept the entire house. Play some lively music and let children pretend to get carried away and sweep the entire classroom. If you are brave, provide small mops and slightly soapy water and let small groups take turns washing a section of the floor.



Art Connections

Barbershop Portraits

Children are often tempted to cut their own hair like the mouse does in the story. Give this desire an outlet by making barbershop portraits. Reread the book, paying special attention to the pages on which the mouse trims his hair. Help children use paint or crayons to draw large self-portraits on sheets of card stock. Then, let children use white glue and long scraps of yarn to add hair to their portraits. Have children smear plenty of glue where they wish to attach hair. Also, make sure they attach only one end of the pieces of yarn to the portraits.

After class, let the portraits dry and set up a barbershop, complete with safety scissors. Cover a low bulletin board in red and white strips of paper and use pushpins to attach some of the portraits to it. Let children whose portraits are posted cut the hair on their own portraits. When they are finished, post a second row of portraits. Display the new haircuts on the bulletin board.

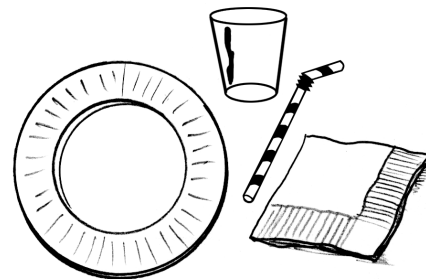
For a quick and fun cleanup, proceed to the Gross Motor Connections activity (above, right).



Creative Dramatics Connections

Good Manners

Inspire good manners with dramatic play. Reread the section of the book where the mouse asks for a straw and a napkin with his cookie snack. Give children paper plates, empty cups and straws, and napkins.



Sit with children and pretend to be a group of mice. Pretend to drink milk and eat cookies. Demonstrate the proper way to eat a cookie over your plate, use your napkin, and drink carefully through a straw. Reward children's efforts with the real thing. Pass out a cookie for each child, and add a small amount of milk to each cup, and encourage children to use the good manners they have just learned. After the real food is eaten, have one child carry the wastebasket around to each child. Instruct children to carefully throw away their trash.

Name _____

(If You Give a Mouse a Cookie)



Counting Chocolate Chips

Directions: Draw lines to match the cookies that have the same number of chips.

