**Book Title:** If You Give A Mouse A Cookie  
**Author:** Written by Laura Joffe Numeroff, illustrated by Felicia Bond  
**Grade Level:** PreK-2  
**Brief Plot Synopsis:** What kind of adventure will you go on if you give a mouse a cookie?

<table>
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<tr>
<th>Object to Be Used</th>
<th>What part/page of the story does it apply to?</th>
<th>What are possible learning objectives?</th>
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| Mouse stuffed animal with a tail | When the mouse is mentioned in the story. | Visual skills, auditory skills, motor skills, communication skills, academic skills  
Motor: Student can reach to grab animal. Students can touch and feel fur to identify characters.  
** Academic:** Identifying main character. |
| Circle face with yellow string to represent boy placed on a high contrast background. | Whenever the boy appears with the dog in the story. | Visual: The student can identify the character in the book.  
Motor: Reaching to touch the yellow yarn to identify the character.  
** Academic:** The student can use the face representation to identify a character. |
| Items to represent things the mouse is given/what the mouse does:  
- cookie toy  
- cup (milk)  
- paper napkin  
- Mirror  
- scissors  
- brush (to represent cleaning up)  
- cloth and cotton ball (blanket and pillow)  
- crayons (drawing)  
- Picture (his picture to hang)  
- piece of white board (to represent refrigerator) | Whenever an item is given to the mouse in the story. | ** Motor:** Reaching for the items to sequence events in the story.  
** Academic:** The student can use the object if talking about, sorting, or sequencing events in the story.  
** Auditory:** Students can press music on a toy or device to identify when the mouse dances in the story. |
| Leaves and wooden block. | Whenever the characters go outside (leaves) or inside (wood block). | Motor: Touch or reaching to identify the setting.  
** Academic:** Students can identify the setting of the story being inside and outside. |
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| Textured and/or different color swatches for beginning, middle, and end on a high contrast background. | When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sand paper, slick, etc.) | **Motor:** Students can touch and feel key texture to identify when events happen in the story.  
**Academic:** Identifying and/or sequencing events in the story.  
**Visual Skills:** If a color is representing beginning, middle, and end. Students can match event to the color. |