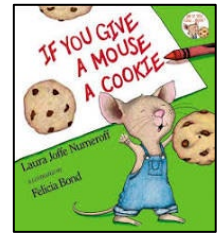







Book Title: If You Give A Mouse A Cookie


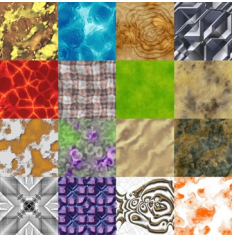
Author: Written by Laura Joffe Numeroff, illustrated by Felicia Bond

Grade Level: PreK-2

Brief Plot Synopsis: What kind of adventure will you go on if you give a mouse a cookie?



Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
<p>Mouse stuffed animal with a tail</p> 	<p>When the mouse is mentioned in the story.</p>	<p><u>Motor</u>: Student can reach to grab animal. Students can touch and feel fur to identify characters. <u>Academic</u>: Identifying main character.</p>
<p>Circle face with yellow string to represent boy placed on a high contrast background.</p>	<p>Whenever the boy appears with the dog in the story.</p> 	<p><u>Visual</u>: The student can identify the character in the book. <u>Motor</u>: Reaching to touch the yellow yarn to identify the character. <u>Academic</u>: The student can use the face representation to identify a character.</p>
<p>Items to represent things the mouse is given/what the mouse does:</p> <ul style="list-style-type: none"> -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) 	<p>Whenever an item is given to the mouse in the story.</p> 	<p><u>Motor</u>: Reaching for the items to sequence events in the story. <u>Academic</u>: The student can use the object if talking about, sorting, or sequencing events in the story. <u>Auditory</u>: Students can press music on a toy or device to identify when the mouse dances in the story.</p>
<p>Leaves and wooden block.</p> 	<p>Whenever the characters go outside (leaves) or inside (wood block).</p> 	<p><u>Motor</u>: Touch or reaching to identify the setting. <u>Academic</u>: Students can identify the setting of the story being inside and outside.</p>

Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
<p>Textured and/or different color swatches for beginning, middle, and end on a high contrast background.</p>  	<p>When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sand paper, slick, etc.)</p>	<p><u>Motor</u>: Students can touch and feel key texture to identify when events happen in the story.</p> <p><u>Academic</u>: Identifying and/or sequencing events in the story.</p> <p><u>Visual Skills</u>: If a color is representing beginning, middle, and end. Students can match event to the color. .</p>