



# If You Give a Mouse a Cookie

by Laura Joffe Numeroff, illustrated by Felicia Bonds



## Teacher's Guide

Written By Elanna Grover

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**Note to the Teacher:** The following guide contains a number of activities and ideas to teach *If You Give a Mouse a Cookie*. Feel free to pick and choose among the suggested activities based on the needs and interests of your particular group, making adaptations, or supplementing the guide with activities of your own creation.

*If You Give a Mouse a Cookie* has no page numbers. However, you might find it convenient to number the pages, starting with the first page of the text—featuring a boy sitting on a rock holding up a cookie—as page 1. Page 22 shows the boy sitting by the open cupboard with the mouse on his knee. For ease of reference, this guide is written using this numbering scheme.

## Synopsis

This circular cause-and-effect story relates a series of events that are likely to follow if you give a mouse a cookie. He'll probably want a glass of milk, a straw, a napkin, a mirror, scissors to trim his hair, a broom to sweep up the clippings, and so on until the story ends with the mouse wanting another cookie.

## Author Sketch

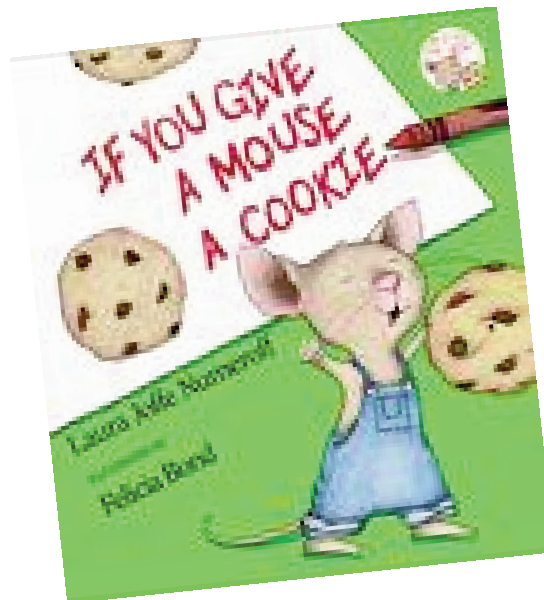
Laura Joffe Numeroff was born on July 14, 1953, in Brooklyn, New York. Her father was an artist and her mother was a teacher. Laura loved to read and draw when she was a child, but she never did like fairy tales very much. Now that she is an adult her favorite books are biographies, nonfiction, and real-life dramas. During college at the Pratt Institute, Laura took a class called "Writing and Illustrating for Children's Books," writing her first book, *Amy for Short*, as a homework assignment (it was published by Macmillan). She has written children's books ever since, and the *If You Give...* series is her best-known work. Laura Numeroff lived in San



Francisco for many years and now lives in Los Angeles, where she loves to ride horses, read, and play with her pets. A portion of her book royalties are donated to First Book, a charity promoting children's literacy.

## Illustrator Sketch

Felicia Bond was born in Yokohama, Japan, on July 18, 1954, but her family moved to the United States while she was still a child. Her father was a civil engineer and her mother was a high school English teacher. She has six brothers and sisters. She decided to be an artist when she was five years old. She attended the University of Texas, Austin, where she studied painting. After graduation, she moved to Edmonton, Alberta, Canada, where she decided to become a children's book illustrator, later relocating to New York City, where she worked in publishing while pursuing a career as an illustrator. She loves cooking, reading, and animals, and now lives in Texas and New Mexico.



## Critic's Corner

First published in 1985, *If You Give a Mouse a Cookie* has become a perennial bestseller for author-illustrator team Laura Numeroff and Felicia Bond, spawning everything from a stage show to YouTube segments and spoofs, as well as a series of further *If You Give...* books. It is so well-known that it was even referenced in the Harrison Ford action movie *Air Force One* (Columbia Pictures, 1997), as a metaphor for the consequences of giving in to terrorists' demands—an appropriate analogy, since it is a circular, cause-and-effect tall tale of increasingly outrageous consequences, in the same tradition as the folk song *There Was an Old Lady Who Swallowed a Fly*. Amazon.com reviewer Emilie Coulter writes of the story, "Laura Joffe Numeroff's tale of warped logic is a sure-fire winner in the giggle-generator category. But concerned parents can rest assured, there's even a little education thrown in for good measure: underneath the folly rest

valuable lessons about cause and effect. Felicia Bond's hilarious pictures are full of subtle, fun details." *School Library Journal* calls the tale, "A light confection ... suited for use in preschool story hours for beginning readers."

## Bibliography

"If You Give a Mouse a Cookie,"

[http://en.wikipedia.org/wiki/If\\_You\\_Give\\_a\\_Mouse\\_a\\_Cookie](http://en.wikipedia.org/wiki/If_You_Give_a_Mouse_a_Cookie)

"Laura Numeroff official website,"

[www.lauranumeroff.com](http://www.lauranumeroff.com)

"Laura Numeroff profile,"

[www.kidsreads.com/series/series-mouse-author.asp](http://www.kidsreads.com/series/series-mouse-author.asp)

"Laura Numeroff Teacher Resource File,"

<http://falcon.jmu.edu/~ramseyil/numeroff.htm>

"Felicia Bond,"

<http://www.authortracker.ca/author.asp?a=authorid&b=11820>

"Laura Numeroff,"

<http://www.authortracker.ca/author.asp?a=authorid&b=12548>

## Selected Other Works by Laura Numeroff

*Amy for Short*

*Emily's Bunch*

*Phoebe Dexter Has Harriet Peterson's Sniffles*

*You Can't Put Braces on Spaces*

*Does Grandma Have an Elmo Elephant Jungle Kit?*

*The Ugliest Sweater*

*Beatrice Doesn't Want To*

*Digger*

*Say Hello to the Statue of Liberty*

*Mouse Cookies and More: A Treasury*

*If You Take a Mouse to School*

*When Sheep Sleep*

*If You Give a Pig a Pancake*

*If You Give a Moose a Muffin*

*If You Take a Mouse to the Movies*

*What Grandmas Do Best*

*What Aunts Do Best*

*What Moms Do Best*

*The Chicken Sisters*

*Dogs Don't Wear Sneakers*

*Chimps Don't Wear Glasses*

*Sometimes I Wonder if Poodles Like Noodles*

*Sherman Crunchley*

*Beatrice Doesn't Want To*

*Why a Disguise?*

*Two for Stew*

*The 10-Step Guide to Living with Your Monster*  
*If You Give an Author a Pencil* (autobiography)

## Selected Other Works by Felicia Bond

*Christmas in the Chicken Coop*

*Four Valentines in a Rainstorm*

*The Halloween Performance*

*Mary Betty Lizzie McNutt's Birthday*

*Poinsettia and Her Family*

*Poinsettia and the Firefighters*

*The Sky is Full of Stars*

*Wake Up Vladimer*

*When Birds Change Their Feathers*

*Tumble Bumble*

*The Day it Rained Hearts*

*Poinsettia and the Firefighters*

*The Halloween Play*

## Objectives

1. To (a) recall details, (b) make interpretations, (c) read critically, and (d) respond creatively to the book
2. To expand vocabulary through the use of context clues, class discussion, and word games and activities
3. To become aware of cause and effect relationships
4. To have opportunities for a variety of writing experiences
5. To respond to the book through the use of art and drama

## Evaluation

Teachers may evaluate students' mastery of the preceding objectives through their response to the Word Study Activities, Discussion Questions, and Activities sections of this guide. Each of the items in these sections has been coded to the objective(s) to which it relates. You will find this coding in parentheses following each item. For example, (Obj. 1c; Obj. 5) would indicate that the preceding teaching suggestion relates to objective 1c and objective 5.

## Introductory Activities

1. Read the title and look at the cover of the book. Tell what you think will probably happen if you give a mouse a cookie. Use your imagination, but don't get too carried away. Your answer should be something that makes sense. (Obj. 1b; Obj. 2)

2. Notice as many details as you can from the book cover. From looking at these details, do you think chances are that this will be a make-believe story or a real-life story? What makes you think so? (Obj. 1c)
3. We're ready to start reading so let's all get comfortable. Before you start reading, I want to remind you that when you come to a word you don't know, think about the beginning sound and what would make sense in the story. (Obj. 2)

## Word Study

probably, p. 4, 11, 13	comfortable, p. 13
mustache, p. 6	fluff, p. 13
notice, p. 7	remind, p. 23
trim, p. 7	chances are, p. 27
carried away, p. 9	

**Note to teacher:** Try to use as many of these words as possible during the Introductory Activities discussion. (See Introductory script above with words italicized.) Repeat the vocabulary words as often as possible during the discussion. (For example, when calling on students you could say, "What did you *notice*, Bill?")

**Words to Introduce Before Reading** (these words have been chosen because they are crucial to understanding the story, and are not easily understood through the context): Print these sentences on the board:

- He *trimmed* his mustache so that it would not tickle his nose.
- The boy got *carried away* and spilled glue on the cushion of the teacher's *comfortable* chair.

If these italicized words are not already familiar to the students, ask them to guess their meanings by using clues from the rest of the sentence. Have them explain how the rest of the sentence helped them to figure out the meaning of the italicized word. (Obj. 2)

**During the Reading:** When students encounter words that are unfamiliar, encourage them to use the context along with the beginning consonant sound to take a guess at a word that would make sense. Then have them confirm their guess by looking at the ending consonant sound to see if it fits with their guess. If they can't think of words that make sense and fit the beginning and ending sounds, they can substitute a word that fits the meaning and read on. (Example from page 7. "... he might *notice* that his hair needs a trim." If students get stuck on the word *notice* they might substi-

tute the word *see*.) (Obj. 2)

**Other Word Study Activities** (to be done after reading the story):

1. Find the two words on our list that are synonyms (mean about the same thing). Answer: probably and chances are (Obj. 2)
2. Brainstorm a list of comfortable things or ways of being comfortable (shoes, clothes, chair, comfortable with a group of people, comfortable with a decision, etc.). (Obj. 2)
3. Find or draw pictures of different styles of mustaches. Choose your favorite. (Obj. 2)
4. Remind, notice, trim, fluff, and carried away are all action words. Choose one of these words and act it out for a partner. See if your partner can guess the word you acted out. Then give your partner a turn to act one of the words while you try to guess. (Obj. 2)

## Discussion Questions

**During the Reading:**

Make predictions of what might happen next at the end of the following pages: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, and 27. Be sure to show that you value any prediction that makes sense. This should not be a guessing game in which students whose predictions agree with the author's are considered right and those whose predictions disagree are considered wrong. (Obj. 1b; 1d)

**After the Reading:**

1. Look back at some of the predictions that were made in "During the Reading." How would the rest of the story have been changed if Laura Numeroff had decided to write it using some of these predictions? (Obj. 1b; 1d)
2. Which parts of the story could have happened in real life? Which parts are make-believe? (Obj. 1c)
3. Where do you think the boy's mother was while this story was happening? How might the story be different if she were in it? (Obj. 1b; 1d)
4. How would the story have been different if any of the following events had occurred: 1) the boy's best friend came over to play, 2) the boy's pet cat woke up, 3) six of the mouse's younger brothers and sisters followed him into the boy's house? What other events can you think of that would change the story? (Obj. 1b; 1d)
5. Read *The Giving Tree* by Shel Silverstein. Which character in *If You Give a Mouse a Cookie* reminds you of the tree? Which character reminds you of the boy? Who do you think was more selfish—the boy in

*The Giving Tree* or the mouse in *If You Give a Mouse a Cookie*? Give reasons for your answer. (Obj. 1c)

## Activities

1. After reading the story several times so that students are very familiar with it, have students work with a partner and act out the story. The student who is playing the mouse could wear a headband made of gray construction paper with mouse ears on it. The student who is playing the boy might wear a baseball cap headband. Read through the book one more time with your students. As you read, make a list of needed props on an overhead transparency or a piece of chart paper, similar to the one below:

a cookie (real or construction paper)  
a glass (use paper cups)  
a straw  
a napkin  
a mirror (tin foil over a piece of cardboard will do)  
scissors  
a broom  
a scrub brush or sponge  
a small box and scraps of fabric (empty milk cartons would work well)  
a book  
paper and crayons  
a pen  
a flat surface to use as a refrigerator (could be a section of the chalkboard or the wall, or a desk turned on its side)  
scotch tape

With the exception of the broom and the scrub brush or sponge, these props will be readily available in the classroom or easy to supply in quantity so that each pair of partners will have a complete set of props. Students may agree to bring in scrub brushes and brooms, or you may decide to simply pantomime this part of the action. Have each pair of students arrange their props in a circle in the order that they will use them as they act out the story. Having the props lined up in the proper order will help to remind students of the sequence of events in the story so that they will be more likely to give a smooth performance. If you decide to pantomime the use of the broom and scrub brush, make cards with the names of these items printed on them to remind students of where these items fit in the story. Let one pair of students do just a little of their dramatization

while the whole class watches, so that everyone gets the idea of how the dialog might work. Then, put in your earplugs, and send all of the partners to their own prearranged corners of the room to act out the story. (Obj. 5)

2. Read several other circular stories. (See the list in the "Making Connections to Other Books" section of this guide.) Talk about how all these books are alike. Be sure that you don't turn this discussion into a "fishing trip" in which students are desperately trying to guess the one right answer that you have in your head (i.e., they are all circular stories). If a student says that all of the stories are about animals, and that is true, it is just as valid an answer as the one you are thinking of. Don't be disappointed if no one discovers the principle of a circular plot structure in all of the stories, but point this out yourself at the end of the discussion. (Obj. 1b; 1c)
3. Make a story wheel depicting the events in this or another circular story. Use two circles held together at the center with a brass paper fastener. The top circle will have a window cut in it near the edge of the circle. Around the edge of the bottom circle, draw scenes from the story the size of the window. To use your story wheel rotate the top circle to show each scene as you retell the story. The cardboard circles used in pizza boxes make good bottom circles. The top circles should be of lighter weight paper such as a file folder, so that the window may be cut easily. (Obj. 5)
4. Try writing your own circular story as a group. You might want to describe some circular processes that are found in nature such as the life cycle of a frog, a butterfly, or a plant, or the water cycle in which rain water eventually evaporates and falls again as rain. Descriptions of the cycle of seasons, months of the year, days of the week, or hours of the day make other good circular stories. If you want to try your hand at a fictional circular story, here are a few suggested starting points: 1) A flea jumps on a dog's back 2) A boy accidentally drops his lucky penny down a storm sewer 3) A toddler sits down in a mud puddle and gets covered with mud. (Obj. 4)
5. Talk about examples of cause and effect found in this story. Have students think of other examples of cause and effect and draw a picture of their examples with a caption under each half. Paste these on cardboard (use tablet backs) and laminate if you wish. Cut the cause and effect examples apart in irregular

- shapes, assemble in a box and use for a classroom activity. Students will know they have matched the cause and effect correctly if the two halves fit together. (Obj. 3)
6. Do a survey to find out each class member's favorite kind of cookie. Make a graph showing the results of the survey. Collect recipes and bake several of the most popular kinds of cookies. (Obj. 4)
  7. Find out some facts about mice. How do they make their homes? What do they like to eat? Do they make good pets? How do they raise their young? (Obj. 1c; Obj. 4)
  8. Make a board game related to the story. Decide what the rules of the game will be and design game pieces based on something from the story. Decorate your board to fit the book. Write directions for playing the game and let your friends try playing it. For example, students might design a spiraling circular path with a cookie at the center. The playing pieces would be mice who start at the outside of the circle and, by throwing a die, move from square to square toward the center to see who will be first to reach the cookie and win the game. Certain squares can be marked with rewards and penalties related to the story such as "Stop to wash floors. Lose a turn." (Obj. 1d; Obj. 4)
  9. Write a prequel or a sequel to the story telling about the mouse's life before he came into the boy's yard and got a cookie, or telling further adventures that the boy and the mouse shared after the book ended. (Obj. 4)

## Cross-Curricular Sources

### Internet teaching resources

"If You Give a Mouse a Cookie printable activities and lesson ideas," <[www.dltk-teach.com/books/mousecookie.html](http://www.dltk-teach.com/books/mousecookie.html)>

"If You Give a Mouse a Cookie economics lesson," <[eced-web.unomaha.edu/lessons/mouse.htm](http://eced-web.unomaha.edu/lessons/mouse.htm)>

"Teaching links for If You Give a Mouse a Cookie," <[www.geocities.com/crgoudie/MouseCookie.html](http://www.geocities.com/crgoudie/MouseCookie.html)>

"If You Give a Mouse a Cookie resources," <<http://school.familyeducation.com/literature/childrens-book/34679.html>>

### Books about mice

*Alexander and the Wind-Up Mouse* by Leo Lionni  
*Frederick* by Leo Lionni  
*Mouse Soup* by Arnold Lobel  
*Mouse Tales* by Arnold Lobel  
*The Town Mouse and the Country Mouse* by Aesop; illus-

trated by Janet Stevens (other versions illustrated by Paul Galdone, Laura Lydecker, Lorinda Bryan Cauley, and Tom Garcia)

*The Lion and the Mouse* by Aesop; illustrated by Ed Young  
*At Mary Bloom's* by Alik  
*Norman the Doorman* by Don Freeman  
*The Guard Mouse* by Don Freeman  
*Angelina Ballerina* (and other Angelina books) by Katherine Holabird  
*The Island of the Skog* by Steven Kellogg  
*Whose Mouse Are You?* by Robert Kraus  
*Mice Twice* by Joseph Low  
*The Churchmouse* (and other Churchmouse books) by Graham Oakley  
*Mother, Mother, I Want Another* by Maria Polushkin  
*The Tailor of Gloucester* by Beatrix Potter  
*The Tale of Two Bad Mice* by Beatrix Potter  
*Dr. DeSoto* by William Steig  
*The Story of Jumping Mouse* by John Steptoe  
*Anatole and the Cat* (and other Anatole books) by Eve Titus  
*Noisy Nora* by Rosemary Wells

### Books about cookies

*The Gingerbread Man* (many versions available)  
*The Mother Goose Cookie-Candy Book* by Anne Rockwell  
*The Doorbell Rang* by Pat Hutchins  
*Arthur's Christmas Cookies* by Lillian Hoban

### Circular stories

*Buzz, Buzz, Buzz* by Byron Barton  
*Ollie Forgot* by Ted Arnold  
*The Wishing Well* by Eugene Bradley Coko  
*The King, the Mice and the Cheese* by Nancy and Eric Gurney  
*Fat Mouse* by Harry Stevens  
*Elephant Buttons* by Noriko Veno  
*The Big Fat Worm* by Nancy Van Laan  
*The Treasure* by Uri Shulevitz  
*Too Much Noise* by Ann McGovern  
*The Fat Cat* by Jack Kent  
*Socks for Supper* by Jack Kent  
*Round Trip* by Ann Jonas  
*The Little House* by Virginia Lee Burton  
*A Year in the Forest* by Feodor Rojankovsky  
*Ox-Cart Man* by Donald Hall  
*Rooster's Off to See the World* by Eric Carle  
*The Grouchy Ladybug* by Eric Carle  
*The Bright Yellow Rope* by John Houston  
*Mrs. Wishy Washy* by Joy Cowley

**Books involving a cause-and-effect chain of events**

*The Strongest One of All* by Maria Ginsburg

*The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble

*The Emperor's Gifts* by Crockett Johnson

*Henry's Awful Mistake* by Robert Quackenbush

*The Camel Who Took a Walk* by Jack Tworkov

*Why Mosquitoes Buzz in People's Ears* by Verna Aardema

*Cookie's Week* by Cindi Ward

*Three Ducks Went Wandering* by Ron Roy

## Vocabulary Test

Fill in the blank in each sentence with the correct word from the list below.

probably

notice

trim

carried away

mustache

comfortable

chances are

fluff

remind

1. The mouse looked for a milk \_\_\_\_\_ on his lips after he took a drink of milk.
2. The mouse hit the pillow with his hands to \_\_\_\_\_ it up.
3. When the mouse looks at the refrigerator it will \_\_\_\_\_ him that he's thirsty.
4. The mouse made himself \_\_\_\_\_ in the bed the boy fixed for him.
5. Most of the things in this story \_\_\_\_\_ could not happen in real life.
6. When he swept up the hair, the mouse got \_\_\_\_\_, and swept the whole house.
7. Did the mouse \_\_\_\_\_ that his hair needed to be cut?
8. Once the mouse gets a cookie, \_\_\_\_\_ he'll want a glass of milk to go with it.
9. The mouse used scissors to \_\_\_\_\_ his hair.

## Comprehension Test A

Read the words below. Draw a line under all the words that tell something that the mouse asked for in the story. If the word tells something that the mouse did not ask for, do not mark it.

1. milk
2. broom
3. hat
4. scissors
5. dog
6. story
7. bell
8. girl
9. crayons
10. scotch tape



## **Comprehension Test B**

Read the words below. Draw a line under all the words that tell something that the mouse asked for in the story. If the word tells something that the mouse did not ask for, do not mark it.

1. bug
2. straw
3. cookie
4. game
5. drum
6. mirror
7. rope
8. paper
9. pen
10. ball

## Answer Key

Vocabulary Test Comprehension Test A Comprehension Test B

- |                 |                        |                  |
|-----------------|------------------------|------------------|
| 1. mustache     | 1. <u>milk</u>         | 1. bug           |
| 2. fluff        | 2. <u>broom</u>        | 2. <u>straw</u>  |
| 3. remind       | 3. hat                 | 3. <u>cookie</u> |
| 4. comfortable  | 4. <u>scissors</u>     | 4. game          |
| 5. probably     | 5. dog                 | 5. drum          |
| 6. carried away | 6. <u>story</u>        | 6. <u>mirror</u> |
| 7. notice       | 7. bell                | 7. rope          |
| 8. chances are  | 8. girl                | 8. <u>paper</u>  |
| 9. trim         | 9. <u>crayons</u>      | 9. <u>pen</u>    |
|                 | 10. <u>scotch tape</u> | 10. ball         |

## Mouse Headband

Cut two ears out of gray construction paper. Cut two inner ear sections from pink construction paper. Glue pink inner ear onto gray outer ears. Fold on dotted lines and make a pleat that touches the solid line. Tape, staple, or glue ears onto headband about two inches apart.

## Baseball Cap Headband

Cut bill of baseball cap out of construction paper, and slash along the curve on the solid lines. Fold the tabs along the dotted lines. Tape or glue the bill onto a headband by the tabs, spreading them so that the curved edge of the bill fits the straight edge of the headband.

## Baseball Cap Headband

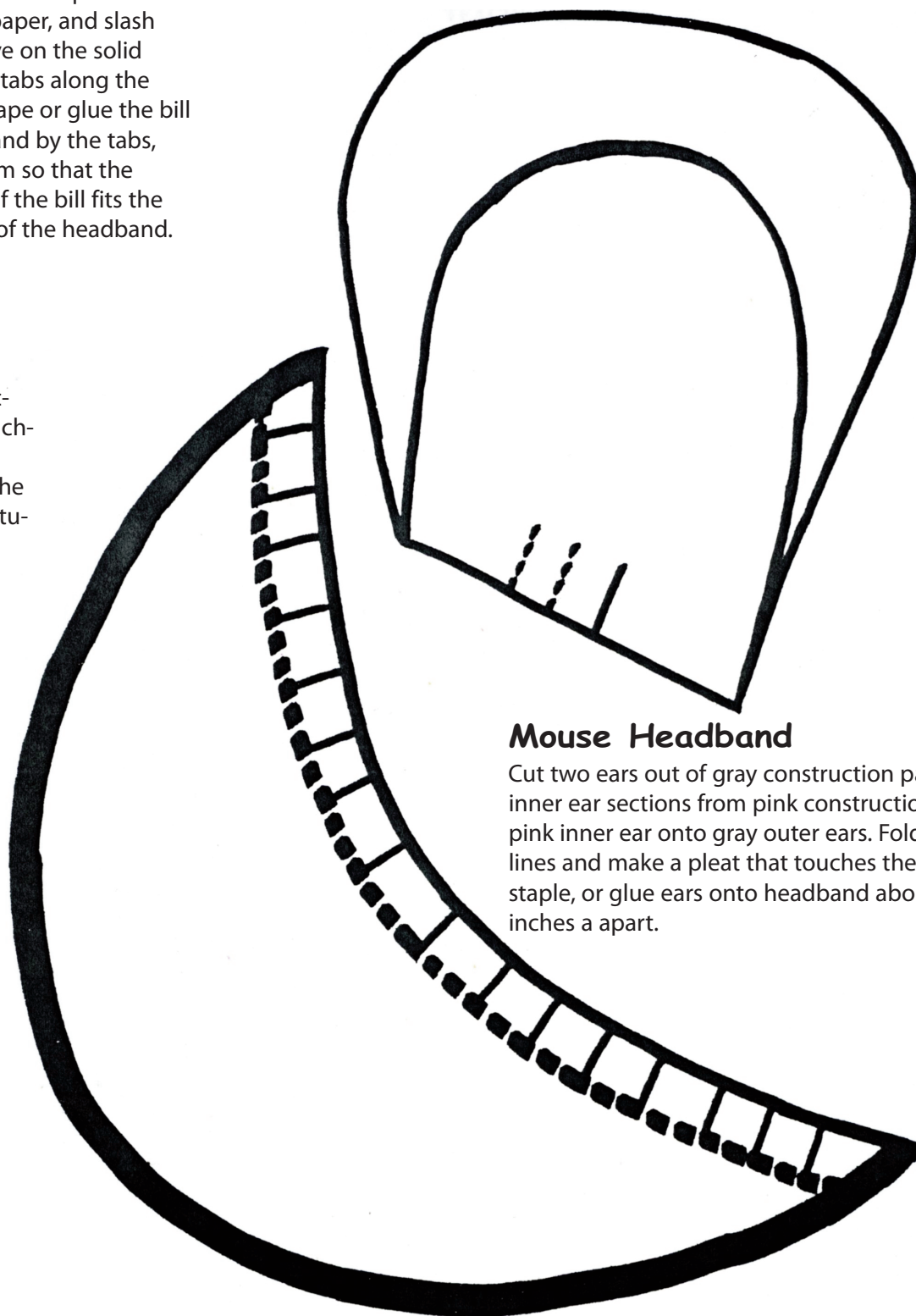
Cut bill of baseball cap out of construction paper, and slash along the curve on the solid lines. Fold the tabs along the dotted lines. Tape or glue the bill onto a headband by the tabs, spreading them so that the curved edge of the bill fits the straight edge of the headband.

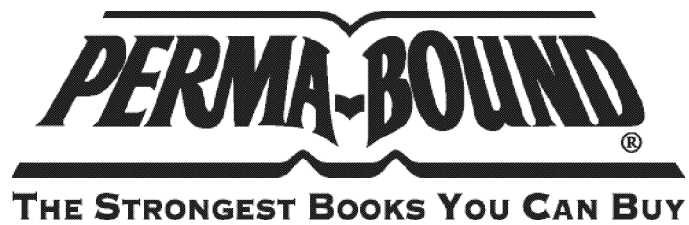
## Headband

Cut strips of construction paper about 3 inches wide by 24 inches long. Tape or staple the headband to fit the student.

## Mouse Headband

Cut two ears out of gray construction paper. Cut two inner ear sections from pink construction paper. Glue pink inner ear onto gray outer ears. Fold on dotted lines and make a pleat that touches the solid line. Tape, staple, or glue ears onto headband about two inches apart.





**Perma-Bound**

617 East Vandalia Road • Jacksonville, Illinois 62650  
Toll Free 1-800-637-6581 • Fax 1-800-551-1169  
E-Mail: [books@perma-bound.com](mailto:books@perma-bound.com)

**Perma-Bound Canada**

Box 868, Station Main • Peterborough, Ontario K9J 7A2  
Toll Free 1-800-461-1999 • Fax 1-888-250-3811  
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