School Dates

If You Give a Mouse a Cookie • November 10-20, 2009
If You Take a Mouse to School • March 16-26, 2010

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Dear Teachers and Parents,

We are so excited to welcome Mouse back again this season, and this favorite character from the ever-popular If You Give… series will be gracing our First Steps series twice this year in the remount of IF YOU GIVE A MOUSE ACOOKIE and in a new adventure: IF YOU TAKE A MOUSE TO SCHOOL. Mouse and his pal, Boy, find themselves in more escapades, as Mouse constantly tests what happens when he starts up a new project or comes up with a new idea to try out! In both IF YOU GIVE A MOUSE A COOKIE and IF YOU TAKE A MOUSE TO SCHOOL, Mouse and Boy will explore cause and effect relations, giving and following directions, what it means to be a good friend, and how to effectively problem solve.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing IF YOU GIVE A MOUSE A COOKIE or IF YOU TAKE A MOUSE TO SCHOOL with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Best regards,

Julia Magnasco
Education Director
(414) 267-2971

First Stage Policies

- The use of recording equipment and cameras are not permitted during the performance.
- Food, drink, candy and gum are not permitted during the performance.
- Electronic devices are not permitted in the theater space.
- Should a student become ill, suffer an injury or have another problem, please escort him or her out of the theater.
- In the unlikely event of a general emergency, the theater lights will go on and the stage manager will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for the stage manager to guide your group from the theater.

Seating for people with disabilities: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our School Sales Specialist at (414) 267-2962. Our knowledge of your needs will enable us to serve you better upon your arrival to the theater.
In the kitchen of a young boy's house, a fresh batch of cookies, which his Mom makes for the PTA Bake Sale at his school, is cooling on the counter. His Mom is dropping off one batch at his Aunt Rose's house that afternoon, and asks the boy if he would like to go with her or stay at home while she runs this errand. The boy decides to stay at home—he figures he will have much more fun at home, reading comic books, than visiting Aunt Rose. The boy's Mom gives him a lengthy speech about responsibility, maturity, and staying home alone. She provides the boy with emergency phone numbers, and reminds him not to answer the door for anyone! As Mom leaves, the boy settles down with some cookies and his favorite comic: *Jungleman*.

Suddenly, as the boy is just about to begin his new comic book adventure, an excited mouse appears eyeing the cookies and saying how yummy they look. The mouse makes sure to point out how incredibly hungry he is! The boy offers some cookies to the mouse, to which the mouse replies, “…Cookies are always better with milk.” So the boy retrieves a glass of milk for the mouse who then requests a straw to drink his milk. The mouse struggles with the giant straw but finally, with much determination, sinks the straw in and empties the glass. Not wanting to disappoint his mom with a milk moustache, the mouse asks for a napkin. In order to see that he is properly clean, the mouse asks for a mirror. He is busy admiring himself in that mirror as he makes faces and silly dances which ends in a wild dance between the mouse and his reflection. Upon further inspection, the mouse notices that he has a whisker hair that is longer than the others. To fix this minor problem, he asks the boy for some scissors—nail scissors—to even it out. Once he clips the hair, he clips another and another and quickly erupts into a frenzy of hair cutting. Hair is flying about, getting all over the kitchen. When finished, the mouse asks the boy if he likes his new ‘do. The boy replies, “I guess.” With hair all over the place, the mouse offers to clean up, since he is so good at cleaning and wants to make a good impression on his new friend. With a broom that he gets from the boy, he sweeps up all the hair. And since the mouse is already cleaning, he decides it would be nice for the boy's Mom to come home to a really clean floor. “Let's surprise her. We can wash the floor.” The boy begrudgingly points the mouse to the floor washing supplies as he admits to the audience, “…I knew I had made a mistake.”

Covered in a giant yellow rubber glove, the mouse begins a cleaning frenzy that develops into an ice skating show complete with Brian Boitano-like moves. Once completed, the mouse admires his fine work, but is exhausted from all of the hard work and needs a nap. The boy creates a mouse-bed in his Mom’s bath powder box, filled with some cotton balls. After playing with the cotton balls, the mouse wants to change into his pajamas, because cover-alls are not comfortable or suitable for sleeping! As he begins to undress, he becomes embarrassed and asks for the boy’s handkerchief to cover up with. The mouse finally settles into his mouse-bed, but tells the boy he usually sleeps with a pillow. Getting slightly more frustrated, the boy grabs a powder puff, gives it to the mouse, and takes out his *Jungleman* comic book, hoping for a little peace. The boy then admits, “I thought the worst was over. I was wrong.”
For a few short moments, the mouse begins to get comfortable in the bed as the boy settles down with his comic. It is eerily calm and quiet. But suddenly, the mouse starts having a difficult time getting to sleep. His twists and turns, fluffs the pillow, and sighs audibly. “What’s the matter?” the boy exclaims. The mouse now asks the boy to tell him a story, to help him fall asleep. The boy decides to read the mouse the story that he reads before bed, the *Jungleman* comics. The boy begins a very enthusiastic reading of the *Jungleman* adventure through the jungle as the mouse pretends he is part of the story.

With the great adventure he experienced the mouse becomes a little shaken to which the boy tries to calm him down. The boy shows the mouse the comic pictures which remind the mouse how much he loves to draw. Worn out, the boy asks, “What do you need?” After returning with the crayons and paper, the mouse begins his artwork. Once finished, he shows the boy and gives it to him. Before he gives it to his friend, he asks to sign it, like all the great “artistes.” He can’t sign with a crayon, so he asks for a pen. He signs the picture and respectfully asks the boy to hang it on the refrigerator. The mouse tries a variety of ways to hang the picture, including a hammer (which ends in a loud CRASH!), until the boy suggests using tape. The boy becomes aware of the mess and tells the audience that if he doesn’t clean up before his Dad gets home, he’ll be grounded. The mouse returns with the tape and ends up getting stuck in a sticky mess. The boys unwraps the mouse, quickly leaves to finish cleaning up, and tells the mouse to sit still. Still concerned about his picture, he wraps a string around his waist, and “scales” the refrigerator like a mountain. He loses his footing and struggles to stay atop the “mountain.” The boy rescues him as he places him back down on the floor.

Finally able to admire his picture on the refrigerator, the mouse realizes how thirsty he is. “Could I have a glass of milk…please?” Nearly beaten down, the boy gives in as he looks upon the great mess in the kitchen. Of course, the mouse then asks for the perfect companion for milk – a cookie. Exhausted, the boy collapses into a heap on the floor, amongst the mess in the kitchen. Happily the mouse jumps into the boys lap, cookies in hand. Suddenly the door slams and we hear Mom’s voice, “What happened here?” The mouse begins his introductions again as the lights fade out.
If You Take a Mouse to School

It is morning, and time for Boy to get ready for school. As Boy hesitantly rolls out of bed, Mouse leaps out of his bed and races to the bathroom to quickly get ready for a big day at school. Boy begins to realize that Mouse thinks he can come to school with him, and so he tries to explain to Mouse that mice are not allowed at school—it’s a rule. Mouse does not think this is very fair, but Boy simply can’t risk getting in trouble today because this is the day when progress reports come out, and if he scores well on this progress report, Boy’s parents have promised to get him the Ultimate Gamestation! However, after incessantly begging and pleading with Boy for him to take Mouse to school, Boy finally gives in—as long as Mouse promises to be on his best behavior ever.

Boy and Mouse grab their lunchbox, but before they are on their way to school, Boy must make Mouse his own sandwich and pack him a snack for later. Boy tries to do all of this quickly and without his mom finding out! Boy looks over his backpack with his mom, to make sure he has everything he needs for the day: homework, silent reading book, and lunchbox. Finally, Boy and Mouse are ready for school—and today is a special day at school because not only is it Progress Report Day, but it is also Science Day! Boy is extremely nervous about bringing Mouse to school on such an important day, but he knows Mouse won’t take “no” for an answer!

At school the teacher asks for all the students to take their seats. Boy once again instructs Mouse to behave today, and he stuffs his backpack and Mouse into his locker before rejoining his class to say The Pledge of Allegiance. As the class recites The Pledge, Mouse pries himself out of the locker and causes Boy to lose his focus and become quite distracted. The teacher notices Boy’s diverted attention, and reminds him that today Progress Reports come out and that he must be on his best behavior.

Before beginning their exciting day of experimentation, the teacher and class review their homework from the night before. As they go through their homework and Boy answers all the questions correctly, Mouse starts to race to the blackboard. Boy gets incredibly nervous and tries to bring Mouse back from the front of the class, but suddenly yells out “Mouse!” in front of the entire class. The teacher becomes frantically worried that there is a mouse in the classroom and Boy has to quickly calm her nerves by reassuring her that there isn’t a mouse in the room. Finally, after all that excitement, it is time to begin Science Day.

The Teacher hands out the directions for the first experiment of the day, and Boy quickly gets to reading them. Mouse doesn’t understand why they need to follow directions, so Boy must explain to him that everything has an order and that every action causes another action to occur. For the correct action to occur next, it is important to follow directions. As Boy is explaining this to Mouse, Millie calls out to Boy from across the classroom. Mouse wants to meet Boy’s friend, but Boy quickly hides Mouse because Millie is allergic to every-
thing—especially animal hair. Millie comes up to Boy and as they talk about the experiment, Millie begins to sneeze uncontrollably. She asks him if there is an animal in the classroom, but Boy denies it. Millie sneezes so hard that she blows Mouse high into the air and straight into a beaker. When he lands in the beaker there is a huge explosion, and the contents of the experiment erupt everywhere! Millie decides to go see the school nurse about her allergies, and Boy and Mouse decide to go to the bathroom to clean up.

As Boy and Mouse clean up in the bathroom, Boy tells Mouse how upset he is with Mouse. He has not been on his best behavior today. Mouse ruined Boy’s science experiment, has been sneaking around the classroom all day and talking out of turn, and doing all sorts of things that could get Boy in lots of trouble. Boy instructs Mouse that they are going to go to the lunchroom and eat their lunch in silence and that Mouse must promise to be silent for the rest of the day! Mouse promises to behave better this afternoon...until he sees the playroom!

In the playroom, Mouse begins building his very own house out of wooden building blocks. Once his house is finished he decides he needs to decorate the shelves of his house with books, and he decides to write his own book. He breaks his promise by taking paper from a stack Millie is carrying, and then taking Boy’s pencils from his backpack. Boy has been looking for Mouse all afternoon, and finally finds Mouse with his pencils scattered all over the floor, and he is quite upset with Mouse...until Mouse shows him the book he wrote just for Boy, entitled “My Best Friend and I.” Mouse reads the story to Boy, and decide to place the book in a safe place so they can take it home. They put the book in Boy’s lunchbox and the school bell rings—school is over!

As Boy and Mouse race out the school door, Coach pulls Boy aside and remarks at how well Boy did today in gym class. Coach begins to give Boy a few pointers on how to step up his game even more, and as he does this, Mouse changes into his soccer gear. When Coach isn’t looking, Mouse takes the soccer ball and begins playing a little game! All the time, Boy tries to distract Coach so he doesn’t notice the missing balls, or Mouse playing with these balls!

At last, Boy and Mouse return home and Boy is exhausted! Boy’s mom looks inside his backpack to retrieve the Progress Report, which Boy completely forgot about! When she looks at it she is quite pleased—Boy has an excellent Progress Report, and so his parents will be getting him the Ultimate Gamestation. Boy is ecstatic and relieved, and Mouse decides they need to celebrate with a snack. When Mouse mentions “snack” to Boy, Boy suddenly remembers he forgot his lunchbox with Mouse’s book inside it at school. So...“when a mouse asks for your lunchbox, you’ll have to take him back to school!”
Laura Numeroff

Growing up as Laura Numeroff...in her own words!
Find out more about Laura Numeroff and her books at her website:
http://www.lauranumeroff.com/teachers/story_starters.htm

I was born in 1953 in Brooklyn, New York. I was surrounded by art, music, and books. My father, William, worked on the art staff of the World Telegram & Sun, one of New York's major newspapers. My mother, Florence, was a junior high school home economics teacher. They both enriched my life with the love of reading, playing the piano, singing, dancing, science and stamp collecting. I was the youngest of three girls. My favorite possessions were my microscope, a box of 64 crayons and my library card. I loved being a Girl Scout. I was a Brownie all the way through Cadets. I enjoyed it so much, especially selling Girl Scout cookies. The Thin Mints were and still are my favorites. My best friend, Pat, and I would work on badges together.

Here is a list of some of Laura Numeroff's favorite things!
1. Reading biographies.
2. Collecting stuffed animals.
3. My animals: Sydney, my dog, and my cat Petunia.
4. Curling up on the couch with a book when it's raining.
5. Curling up on the couch with a book when it's sunny.
7. Horses, cats, dogs, raccoons, otters, rabbits, mice, squirrels, lions, chimps, llamas, small parrots, pandas, meerkats and zebras.
8. Going to aquariums, museums and zoos.
9. Pizza with mushrooms and thin, crispy crusts, tangerines, watermelon, broccoli, oatmeal with raisins, peanut butter and jelly sandwiches on raisin toast.
10. Using my silly imagination to make people laugh!

Pre-Show Questions

1. Have you read IF YOU GIVE A MOUSE A COOKIE before? If so, why can it be troublesome to give a mouse a cookie? If you haven’t read the book, why do you think it can be dangerous to give a mouse a cookie?
2. Have you read IF YOU TAKE A MOUSE TO SCHOOL before? If so, why can it be troublesome to take a mouse to school? If you haven’t read the book, what trouble do you think a mouse could get into at school?
3. One of the main characters in this play is a mouse. How much do you know about mice? How do mice move? What do mice usually eat? Where do mice live?
4. The boy is a good friend to the mouse—he helps the mouse, takes care of him, and is always concerned with how the mouse is feeling. Who are some of your good friends? What makes you a good friend?
5. Mice are very small animals. How do you think a tiny mouse might eat a giant cookie, climb up a huge refrigerator, or play basketball outside on the playground?
6. The mouse likes to drink milk with his cookies. What is your favorite type of cookie? What do you like to drink and dunk your cookies in?
7. The mouse creates a big mess in the boy’s house, and the boy is afraid he may get in trouble for making this mess. What do you do after you create a big mess at a friend’s house? How do you help clean up, so your friend does not get in trouble?
About the Playwrights

If You Give a Mouse a Cookie – Jody Johnson Davidson

Taken directly from: http://www.encoreplay.com/encoreplay/Author%20bio%20pages/davidsonJbio.html

Jody Johnston Davidson is a playwright, director and arts administrator whose career and accomplishments in the field of theatre for young audiences spans over twenty years. She is the founder of the Rainbow Co. Children's Theatre and co-founder of both the Laguna Playhouse Youth Theatre and Serendipity Theatre Co. and has the unique distinction of being the only Founder/Executive Director of three separate Children’s Theatres to be named the “Best New Children’s Theater in the United States” by the American Alliance for Theatre and Education. Her seminal work in the field of theatre for disabled artists help produce such scripts as SPECIAL CLASS and ODD MAN OUT. She has been featured in People Magazine and on Good Morning America and in many other national publications and media. Jody Johnston Davidson adapted the story IF YOU GIVE A MOUSE A COOKIE for the stage in 1992.

If You Take a Mouse to School – Ernie Nolan

Taken from: http://www.iusb.edu/~sbarts/ernienolan.shtml

Ernie Nolan, a proud graduate of both the University of Michigan Musical Theatre Program (BFA Musical Theatre) and The Theatre School at DePaul University (MFA Directing), is a director dedicated to re-visioning classic plays, musicals, and theatre for young audiences.

An Artistic Associate of Emerald City Theatre in Chicago, his ECT credits include directing and choreographing the Chicago professional premiere of HIGH SCHOOL MUSICAL, JAMES AND THE GIANT PEACH, SEUSSICAL, THE JUNGLE BOOK, and adapting and directing SNOW WHITE: As Performed by TJ Barker and His Troupe of Theatricals as well as A FAIRY TALE LIFE, an original piece based on the life of young Hans Christian Andersen.

As a Resident Artist at The Coterie Theatre in Kansas City, Missouri, his credits include directing the premiere of U: BUG: ME and Flaherty and Ahrens’ TWICE UPON A TIME, directing and choreographing the premiere of THE DINOSAUR MUSICAL by Tony Award nominated Robert and Willie Reale, directing and adapting ONCE UPON A TREASURE TRUNK ’06-’07 (as well as ’05-’06 and ’04-’05) and directing in The Young Playwrights’ Festival 2004. In the summer of 2006, he also choreographed the world premiere of Stephen Schwartz’s GEPPETTO AND SON at The Coterie.

He is honored to have been awarded an Anne Shaw Fellowship. He currently sits on the national board of Theatre for Young Audiences USA.
Recommended reading

Mouse Books by Laura Joffe Numeroff and Felicia Bond

Mouse Cookies & More: A Treasury
If You Give a Pig a Pancake
If You Give a Cat a Cupcake
If You Give a Pig a Party
The Best Mouse Cookie Board Book
If You Take a Mouse to the Movies
Time for School, Mouse!
If You Give a Moose a Muffin
Merry Christmas, Mouse!
Happy Valentine’s Day, Mouse!

Other books by Laura Joffe Numeroff

Dogs Don’t Wear Sneakers by Laura Numeroff
Sometimes I Wonder If Poodles Like Noodles by Laura Numeroff
What Grandmas Do Best What Grandpas Do Best by Laura Numeroff and Lynn Munsingie
The Jellybeans and the Big Dance by Laura Numeroff, Nate Evans, and Lynn Munsinger
What Mommies Do Best/ What Daddies Do Best by Laura Numeroff and Lynn Munsinger
Beatrice Doesn’t Want To by Laura Numeroff and Sharleen Collicott
What Grandmas Do Best by Laura Numeroff and Lynn Munsinger
The Chicken Sisters by Laura Numeroff and Sharleen Collicott
If You Give an Author a Pencil (Meet the Author) by Laura Joffe Numeroff and Sherry Shahan
What Aunts Do Best/What Uncles Do Best by Laura Numeroff and Lynn Munsinger
Chimps Don’t Wear Glasses by Laura Numeroff and Joe Mathieu
When Sheep Sleep by Laura Numeroff and David McPhail
What Sisters Do Best/What Brothers Do Best by Laura Numeroff and Lynn Munsinger

Other recommended books

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
Goodnight Moon by Margaret Wise Brown
Harold and the Purple Crayon by Crockett Johnson
Cloudy With a Chance of Meatballs by Judi Barrett
Chicka Chicka Boom Boom by Bill Martin Jr.
Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business by Esphyr Slobodkina
The Kissing Hand by Audrey Penn
After reading and listening to the story *If You Give a Mouse a Cookie*, and looking at the pictures, color in the picture cards on the following page and cut them out on the dotted lines. Then, see if you can place the picture cards in the correct order from the story. What did the mouse ask the boy for first, second, third, and so on! Use the sheet below to help you place the picture cards in the correct order.

<table>
<thead>
<tr>
<th>First the mouse asked the boy for…</th>
<th>Second, he needed…</th>
<th>Third, the mouse wanted…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth, the mouse needed…</td>
<td>Fifth, he asked for…</td>
<td>Sixth, the mouse asked the boy to get him…</td>
</tr>
<tr>
<td>Seventh, he wanted…</td>
<td>Eighth, the mouse had to have…</td>
<td>Ninth, the mouse asked for…</td>
</tr>
<tr>
<td>Tenth, the mouse also needed…</td>
<td>Eleventh, he decided to ask for…</td>
<td>Twelfth, the mouse wanted…</td>
</tr>
<tr>
<td>Finally, the mouse needed another…</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write Your Own “If... then...” Story

Language Arts Classroom Activity
Adapted from: http://ecedweb.unomaha.edu/lessons/mouse.htm

“If you give a mouse a cookie, then he’s going to want a glass of milk...”

Activity

1. After fully reading the book, If You Give a Mouse a Cookie, reread the following “if...then” statements from the book, and have students fill in the missing pieces of the statements:
   a. If you give a mouse a cookie, he’s going to ask for ______________________________ (a glass of milk)
   b. When you give him the milk, he’ll probably ask you for ____________________________ (a straw)
   c. When he’s finished, he’ll ask for ______________________________ (a napkin)

2. Explain to students that these sentences are cause and effect, or “if...then” statements.
   a. The first part of each statement tells something that might happen—this is called the cause (the “if”). The second part of each statement tells what might happen because the first thing happened—this is called the effect (the “then”).

3. Ask students if they have heard sentences like the following before:
   a. If you finish all of your dinner, then you will get to have dessert.
   b. If you take a bath, then you can stay up and watch the rest of the movie/video.
   c. Help students identify the cause and effect of these statements.

4. Allow students to share new cause and effect sentences with the class.

5. Ask students what the mouse asks for at the end of the story. Once they have answered this question correctly, ask them what might happen next if the story were to continue and not end.
   a. Get a number of different responses from students!

6. Place students in a circle, sitting on the floor. Explain to them that as a class we are going to be continuing the story of If You Give a Mouse a Cookie, from where it ends.
   a. Again, share the statement If you give a mouse a glass of milk, he'll probably ask you for... with the class.
      i. Ask for a volunteer to finish this statement, sharing the effect of giving the mouse another glass of milk.
      b. With the given effect statement, ask for another volunteer to narrate what might happen next.
      i. Continue with this process until all students have added to the new story!

7. Once the class has completed the story circle for If You Give a Mouse a Cookie, ask them if they could play this game with a different animal other than a mouse.
   a. Get their suggestions for different animals to create a story about, and write these animal names on the board.
   b. Once the students have given between five and ten animal suggestions, place these animals into the sentence structure used in If You Give a Mouse a Cookie, and have students share ideas for completing these “if...then” statements. For example:
      i. If you give a snake a sock, he’ll probably ask for a shoe.
      ii. If you give an elephant a feather, it’ll probably start to tickle him and he’ll start to laugh!
      iii. If you give a monkey a tutu, he’ll probably start teaching you ballet!

8. After going through these new cause and effect story starters, tell students that they are going to be creating a picture of one of these statements. They can either choose a statement that is already on the board, or create their own.
   a. Pass out one sheet of drawing paper to each student, and direct them to fold the paper in half so it looks like a book.
   b. Have the students unfold the paper, and lay it flat on their desk. On the left half of the paper, tell students to write the cause (or “if”) statement, and draw a picture of the cause activity or event. On the right half of the paper, have students write the effect (or “then”) statement, and draw a picture of the coinciding event.

9. Once pictures are finished, hang the story starters around the room, and allow students to share their work with the class!
Mice Facts

Classroom Science Facts


• Mice are originally from Asia. They arrived in North America on colonists’ ships. House mice spread across North America very quickly, and are now found in every state in the United States (including Alaska), and in southern parts of Canada.

• Mice normally feed up to 20 times each day, and will eat practically anything a human will eat.
• Mice consume about 15% of their body weight every 24 hours.
• Mice require very small amounts of water.
• Mice produce their own vitamin C.
• Baby mice curl up when they are being carried.
• Mice are afraid to jump off high vertical drops.
• The word mouse comes from the word mus, a Sanskrit word that means “thief.”
• Mice travel over their territory multiple times in one day, investigating each change that may have occurred in their territory.
• Mice have poor vision, so they must rely heavily on their senses of smell, taste, touch, and hearing.
• Mice use their long and sensitive whiskers to help them navigate through the dark.
• Mice are nocturnal animals.
• Mice have an excellent sense of balance—they can easily walk along thin surfaces like telephone wires and ropes.
• Mice can leap up to 12 inches vertically.
• Mice live between 15 to 18 months.
• Mice never travel very far from their nests, usually only 12 to 20 feet away from the nest.
• There are usually 6 mice to a litter, and female mice can produce up to 10 litters each year.
Favorite Cookie! Counting and Graphing Activity

Mouse loves cookies… especially freshly baked, homemade cookies, accompanied with a glass of cold milk!

Activity

1. Ask students if they like to eat cookies! Ask them what their favorite cookies are.

2. On a blank sheet of paper, have students draw their favorite cookie, making sure to pay attention to details!
   a. Before students begin to draw their favorite cookie, prompt them with the following questions:
      i. What does your favorite cookie look like? What color is it? Does it have chocolate chips, raisins, peanuts, or other chunks in it? Is the cookie big or small?

3. After students draw and color their favorite cookie, have them cut it out.

4. While students are drawing and cutting out their cookie pictures, create on the board, or a large poster board, a cookie graph—with columns created for chocolate chip cookies, oatmeal cookies, Oreo’s, and other cookie types that are popular favorites among the class. One column may be created for unique cookies, which can be used for all the unusual cookie types that may not fit into any other category!

5. Have students share their cookie drawing with the class, making sure to explain why the cookie they chose to draw is their favorite!
   a. After each student shares their cookie with the class, have them tape their cookie onto the graph, in the correct category.

6. Once all students have placed their cookie onto the cookie graph, ask students to determine what the class’s favorite cookie is, what their second and third favorite cookies are, and what is the least favorite cookie of the class.
M&M Cookie Counting!

Math Student Worksheet (M&M Cookies are needed for this activity—one per student!)
Adapted from: http://www.lessonplanspage.com/LA5ChristmasSensesPoemPK.htm

“If you take a mouse to school, he might do a little math…”
– Boy

M&M cookies are so yummy—especially because of all the delicious M&M’s you get to eat with each bite of cookie! But don’t start chomping away at your cookie yet!

Directions .................................................................

After receiving an M&M cookie from your teacher, munch away at your cookie very carefully. It is your job to count how many M&M’s of each different color are in your cookie, and how many M&M’s total you have in your cookie! Record your M&M number below…and then you can chomp away!

Fill in the correct number for each statement:

I have _____________ red M&M’s in my cookie.
I have _____________ blue M&M’s in my cookie.
I have _____________ green M&M’s in my cookie.
I have _____________ orange M&M’s in my cookie.
I have _____________ yellow M&M’s in my cookie.
I have _____________ brown M&M’s in my cookie.
Addition Problems .................................................................

1. If you add the number of red M&M’s you have to the number of blue M&M’s you have, how many red and blue M&M’s do you have?

_________________ red M&M’s + _________________ blue M&M’s = _________________ red and blue M&M’s

2. If you add the number of green M&M’s you have to the number of orange M&M’s you have, how many green and orange M&M’s do you have?

_________________ green M&M’s + _________________ orange M&M’s = _________________ green and orange M&M’s

3. If you add together all of your M&M’s together, how many M&M’s in total do you have?

_________________ red M&M’s

+_________________ blue M&M’s

+_________________ green M&M’s

+_________________ orange M&M’s

+_________________ yellow M&M’s

+_________________ brown M&M’s

= ___________ Total M&M’s
1. Explain to students that one of the most important American patriotic symbols is the flag of our country. The Pledge of Allegiance expresses our feelings for the flag, so it is important that we understand what the words in the pledge mean.

2. Inform students that when we ‘pledge allegiance’ it means we are making a promise. Ask students to share some promises that they have made to others. Explain that when we say the pledge, we are promising to be loyal, as to a friend.

3. Write out the Pledge of Allegiance on the board, or overhead, allowing space in between each phrase for the class to define and discuss its meaning.
   a. At this point, you may choose to pass out the *What the Pledge of Allegiance Means to Me* worksheets, or wait until after students have come up with their own definitions before revealing the worksheet interpretation to them.

4. After exploring the meaning of the Pledge, hold a class discussion exploring the following questions:
   a. What are you promising to do when you say the Pledge of Allegiance?
   b. What kind of feeling do you get when you look at the flag and say the Pledge of Allegiance?
   c. Why do you think the flag, Pledge of Allegiance, and/or the National Anthem make people feel a certain way?
**What the Pledge of Allegiance Means?**

<table>
<thead>
<tr>
<th><strong>I</strong></th>
<th>me, myself, an individual, a committee of one</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pledge</strong></td>
<td>promise, guarantee</td>
</tr>
<tr>
<td><strong>allegiance</strong></td>
<td>my loyalty, my support, my love, my devotion</td>
</tr>
<tr>
<td><strong>to the flag</strong></td>
<td>the stars and stripes, “Old Glory,” symbol of freedom</td>
</tr>
<tr>
<td><strong>of the United States of America</strong></td>
<td>my country, fifty states</td>
</tr>
<tr>
<td><strong>and to the republic</strong></td>
<td>a nation in which supreme power rests in representatives chosen by the people they govern, no dictators</td>
</tr>
<tr>
<td><strong>for which it stands</strong></td>
<td>which the flag symbolizes</td>
</tr>
<tr>
<td><strong>one nation</strong></td>
<td>fifty separate and unique states sharing equally the rights and responsibilities of one nation</td>
</tr>
<tr>
<td><strong>under God</strong></td>
<td>the right of freedom of religion</td>
</tr>
<tr>
<td><strong>indivisible</strong></td>
<td>can’t be divided</td>
</tr>
<tr>
<td><strong>with liberty</strong></td>
<td>freedom</td>
</tr>
<tr>
<td><strong>and justice</strong></td>
<td>dealing fairly with others</td>
</tr>
<tr>
<td><strong>for all</strong></td>
<td>everyone, citizens and immigrants, boys and girls, men and women, you and me</td>
</tr>
</tbody>
</table>
You see, there’s an order to things.  
Something causes something else to happen which causes something else to happen.  
You have to go in order for the right things to happen…like with this experiment. – Boy

Materials

• Shape blocks or cards

Activity

1. Invite children to sit in a circle so all can see you. Hold up different shapes of pattern blocks and see if children can name them. Continue with all the shapes, asking the name of each one.

2. Next, pass out a bag of shapes to each child. Allow time to explore and discuss the various shapes.

3. Create a simple design using two blocks. Explain what you made in the picture, using the correct terms for the geometric shapes. For example, say, “I used a triangle and a square.” Invite children to look at the design for a few seconds without touching their blocks.

4. Then, invite them to make the design on their own by selecting the blocks that were used to make the design. Ask them if their designs look like yours. What shapes did they use?

5. Continue to make pictures for them to copy. Increase the difficulty of the design each time. Be sure to repeat the same directions and process for each design.

6. When children are familiar with the game, pair them up to take turns designing and trying to replicate each new creation.
Mice Finger Puppets

Art/Imaginary Classroom Activity

Have students create their very own mouse, from If You Give a Mouse a Cookie and If You Take a Mouse to School. Then, reread the story as students act it out with their mouse puppet!

Materials

- ¼ sheet of grey, white, or brown construction paper (one sheet of paper cut into 4 pieces)
- 2 pink construction paper circles
- 2 wiggly eyes (optional)
- 1 tiny black or pink pompom for the nose (optional)
- 6” piece of black yarn
- scissors
- glue or gluestick

Procedure

1. Begin by folding a 1/4 sheet of paper in half, like a book, so the piece is about the size of a index card.
2. Turn the folded side of the paper towards you. Draw a half circle from the left corner (this is the nose) to the right side, about 1.5” up from the fold.
3. Cut out the half circle; do not unfold the paper.
4. Glue the curved sides together, leaving a 2” gap on one side of the half circle—this opening is for students’ finger to go into.
5. Glue the 2 pink circles on the side of the mouse that is completely glued together (opposite of the side where the 2” gap is). These pink circles will become the ears.
6. Glue on wiggly eyes and pompoms, or have students draw on the eyes and nose of their mouse.
7. Allow students to decorate their mouse any way they choose.
8. Glue on the tail, directly above the 2” opening.
9. Allow at least a half hour for the mice puppets to dry.
10. Once dry, let students play with their puppet, exploring different movements. Help students explore their mouse puppets by prompting them with the following questions:
    a. How does your mouse move when it’s excited?
    b. How does your mouse move when it’s sleepy?
    c. How does your mouse move when it’s scared?
    d. How does your mouse move when it’s sad?
    e. How does your mouse jump?
    f. How does your mouse sneak around?
    g. How does your mouse eat?
    h. How does your mouse say “hello” to another mouse…or a kid?
CHEDDAR CHEESE COOKIES
(for mice and kids!)

Ingredients

- 1 3/4 sticks butter, softened
- 1/2 lb. sharp Cheddar cheese, grated
- 2 1/2 c. flour
- 1 tsp. salt
- 1/2 tsp. paprika
- 1/4 tsp. dry mustard
- 1/4 tsp. red pepper
- 1 or 2 tbsp. warm water to make dough stick together (if necessary)

Procedure

1. Cream butter and add other ingredients.
2. Roll out to 1/2 inch thickness on waxed paper or lightly floured board.
3. Cut with center of doughnut cutter or in square or diamond shapes, about 1 inch in size.
4. Bake at 325 degrees for 20 minutes until golden, not brown.
5. Allow cookies to cool before eating them!
6. ENJOY with your friends—human and mice friends!
Starting School: Tips for the Kindergarten-Bound

Parent & Teacher Information
Taken directly from: http://www.lessonplanspage.com/BackToSchool-StartingSchoolWelcomeToKindergarten.htm, written by Kathie Felix

Your little one is headed to Kindergarten. This is an exciting—and emotional—time for everyone involved. You’re keeping her or him interested in the new school year and the new friends on the horizon. And, most importantly, you’re wondering what you can do to help your child make the best possible start to his or her school career.

New Friends
It can be difficult for some children to meet new people. Daniel, a young friend of mine, recently met a new friend at the beach who will be in his Kindergarten class in the fall. When asked how the meeting went, he told his mother, “Good, but he didn’t really talk to me.” That led Daniel and his mom to a discussion about making new friends.

They talked about the fact that some kids are a little shy.

“If you talk to shy kids first or ask them to play, it can make it easier for them to be your friend,” Daniel’s mother told him. “That way, they’re able to see that you’re nice. Once they know you a little better, they’ll talk more and you’ll be glad you put in the effort to be their friend.”

After the talk, Daniel’s mom began looking around the park for children about his age. This led her to many opportunities to meet new parents—and her efforts led Daniel to meet some future classmates before school begins.

Practice, Practice, Practice
This is the perfect time to channel the family’s energy into a variety of positive and useful activities that can help a new scholar shine in the classroom. Many Kindergarten skills can be practiced during the summer months. This prep time will enable your young learner to build confidence as she or he develops and hones the skills that will be needed in the classroom.

Words
Work with your child on learning letter names and sounds, recognizing and writing letters, and writing his or her own name using upper and lower case letters.

Rhyming games can be a big help as youngsters learn to work with words. You can find these types of games in books, online, and on television. You can even make them up yourself.

Blending and segmenting words can help young learners take their understanding of words and sounds to a new level. Try a little rhyme such as “Listen, listen to my word, tell me all the sounds you heard… b-a-d… what’s the word?” The adult can say the sounds; the child can put the sounds together to make the word. Some Kindergarten educators stretch their hands like a rubber band as each sound is said.
You can help your youngster learn about syllables by clapping out the syllables in a word. The word pickle, for example, has two syllables—and two claps.

Encourage word play. Play the “I’m thinking of a word…” game with your child. For example, “I’m thinking of a word that starts with b. It’s something that you sleep on.” (The answer: bed.)

Play the “missing letter” game. Say words without all of their letters. For example, dog without the d is og. You can delete the first sound or last sound of a word. You can also change the beginning, middle, or ending sound of a word. For example, change the beginning sound in hat to m. The word is now mat.

Summer is also a good time to begin and encourage journal writing. Children at this age won’t be able to write many words yet, but they should be urged to get their ideas down on paper. By the end of the school year, they will be writing full sentences.

Drawing projects can accompany the journaling exercises. At this age, the pictures should have details; the people should have all body parts and the pictures should have a setting. In terms of development, the details appear in a child’s pictures first and then appear in his or her writing at a later stage.

Numbers

Kindergarten students will need to know the numbers 1 through 100 by the end of the school year. The summer months are the perfect time to work on the numbers 1 to 30 to help youngsters develop the ability to recognize and write these numbers.

Let your child test herself by practicing writing numbers in order as high as she can go. She can chart her progress with stickers and other incentives.

This is also a good time to help children improve their skills at matching an item or a number of items to the appropriate number, building and demonstrating an understanding of one-to-one correspondence.
Who Said It? If You Take a Mouse to School

1. Mouse, Mom and Dad said I could only get The Ultimate Gamestation if I have a good progress report. I can’t risk it. I just can’t take you to school!

2. Well if you take me to school then I need something to carry! I’ll look awfully funny if I’m not carrying anything! I don’t want to look funny! Can I carry your lunchbox?

3. You don’t have to explain Progress Report Day. Now wipe that concerned look off your face and get to the bus stop! You’re one day closer to getting The Ultimate Gamestation. That is…only if your progress report is good!

4. Now, everyone must be on their best behavior, or it will go on your reports and you’ll have to speak to the principal.

5. Directions are lame! Let’s just mix everything together and see what happens!

6. Well, I am the smartest kid in school and well it’s a really easy science experiment.

7. I’m sorry about what happened during Science Day, so I’ve made something that I want to share with you…

8. Hey there, slugger. Good work in Gym Class this afternoon!


10. I could sure use my snack you packed this morning. So, where did you put your lunchbox?

Post-Show Questions

1. IF YOU GIVE A MOUSE A COOKIE takes place in a boy’s kitchen. What is similar about the boy’s kitchen and your kitchen at home? What is different?

2. At first, the mouse has difficulty drinking the glass of milk—even with a straw! If the mouse did not have a straw, how else could he have attempted to drink the milk?

3. Mouse makes a special book during class in IF YOU TAKE A MOUSE TO SCHOOL. What special art projects have you made at school this year? What are your favorite kinds of art projects to do?

4. The boy seemed frustrated at times with Mouse’s demands. Why do you think the boy tries to give Mouse everything he wants? If you were the boy, would you have given Mouse everything he asked for? Why, or why not?

5. At the end of IF YOU GIVE A MOUSE A COOKIE, the mouse is reminded of how thirsty he is and asks for another glass of milk. If the story was to continue, what do you think the mouse may ask for next, after his second glass of milk?

6. The mouse makes lots of requests from the boy in both IF YOU GIVE A MOUSE A COOKIE and IF YOU TAKE A MOUSE TO SCHOOL. Does he always use good manners? Why or why not? What are examples of good manners?

7. If you have read the book IF YOU GIVE A MOUSE A COOKIE or IF YOU TAKE A MOUSE TO SCHOOL, how is the play different than the book?
1. Mouse, Mom and Dad said I could only get The Ultimate Gamestation if I have a good progress report. I can’t risk it. I just can’t take you to school! **Boy**

2. Well if you take me to school then I need something to carry! I’ll look awfully funny if I’m not carrying anything! I don’t want to look funny! Can I carry your lunchbox? **Mouse**

3. You don’t have to explain Progress Report Day. Now wipe that concerned look off your face and get to the bus stop! You’re one day closer to getting The Ultimate Gamestation. That is…only if your progress report is good! **Mom**

4. Now, everyone must be on their best behavior, or it will go on your reports and you’ll have to speak to the principal. **Teacher**

5. Directions are lame! Let’s just mix everything together and see what happens! **Mouse**

6. Well, I am the smartest kid in school and well it’s a really easy science experiment. **Millie**

7. I’m sorry about what happened during Science Day, so I’ve made something that I want to share with you… **Mouse**

8. Hey there, slugger. Good work in Gym Class this afternoon! **Coach**

9. Oh, I almost forgot. Coach called from school. He said something about track practice tomorrow. **Mom**

10. I could sure use my snack you packed this morning. So, where did you put your lunchbox? **Mouse**