

### If You Give a Mouse a Cookie

Kit contains: If You Give a Mouse a Cookie book, literacy book strip, mouse puppet with clothes, squeak mouse with backpack, Picture This software and go talk button

Activity	Environmental Support	Material Adaptations	Simplify the Activity	Child Preferences	Special Equipment/AT	Peer Support	Adult Support
<p><b>Oral Expression:</b> Retell the story using manipulatives.</p>	<p>Visual and Gestural Cues (act out story while retelling following sequence)</p>	<p>Bookworm (programmed to read the story).</p>	<p>Simplify by having students act out 1-2 pages of the story rather than the entire story in sequence.</p>	<p>Let students choose which manipulative to use.</p>	<p>Voice output device (not included in the kit) programmed with parts of the story. Example: Big Mack, Cheap Talk, Tech Talk, etc...</p>	<p>Peer assists the child to activate the device.</p>	<p>Modeling and visual cue.</p>
<p><b>Vocabulary:</b> The Mouse Says... game (Simon says game acting out actions from the story).</p> <p>Pocket chart for vocabulary words that go with this story that has a graphic for each word glued to a sentence strip. (Attachment 1A)</p>	<p>Verbal and Visual Cues</p> <p>Action pictures (Picture This software)</p>	<p>Non-ambulatory child directs students to the movements verbally, by showing pictures of movements or by pushing a switch programmed with directions</p>	<p>Duplicate pictures (student can match picture to picture).</p>	<p>Students pick actions from the story.</p>	<p>Use voice output device (randomizer) programmed with movements to allow student (nonverbal) to lead activity.</p>	<p>Use peers to assist those who need help by activating voice output device or showing pictures if needed.</p>	<p>Modeling and visual cues</p>
<p><b>Phonological Awareness:</b> Match cookies with rhyming words. (Attachment 1B)</p>	<p>Rhyming words chart with pictures</p>	<p>Visual cues placed under written rhyming words.</p>	<p>Have students identify the cookies as the words printed on them are</p>	<p>Choice of type of cookie.</p>	<p>Voice output device programmed with various phrases such as</p>	<p>Students partner up with matching activity.</p>	<p>Multiple repetitions, visuals of rhyming words</p>

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			pronounced.		“those two words rhyme” and tactile/visual cues.		
<p><b>Letter Knowledge:</b> Cookie Names Students are given cookie patterns with letters on them. They glue them in order on a cookie jar pattern to spell their name.</p>	<p>Visuals of students’ names.</p>	<p>Three-dimensional Cookie manipulatives with letters on them. Cookie jar pattern with velcro on it to adhere the students’ full name (rather than having to create name with individual letters)</p>	<p>Provide students with only the letters necessary to spell their name and present them in order.</p>	<p>Choose the color paper they want to use.</p>	<p>Choice board with visuals of student’s name. Student can choose name (hand over hand if necessary) and Velcro on a cookie pattern.</p>	<p>Peer assist in selecting correct name and placing on paper.</p>	<p>Verbal prompting and modeling of activity instructions and finished product.</p>
<p><b>Print/Book Awareness:</b> <i>If you Give a Mouse a Cookie</i> book; address illustrator, author, etc.</p>	<p>Mouse puppet and manipulatives from story.</p>	<p>Create own interactive book using Picture This software. Place the pictures on the literacy strip and used as manipulatives.</p>	<p>Use a big book version of <i>If you Give a Mouse a Cookie</i>.</p>	<p>Child chooses story manipulative.</p>	<p>Interactive story  Voice output device programmed with various phrases from the story.</p>	<p>Partner activities. Peer assist s student with activating the device if necessary.</p>	<p>Tell a story using interactive book and manipulatives; conduct a retelling of the story.</p>

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		Tactile cues to follow text with finger.					
<p><b>Written Expression:</b>            Story Map: After the story has been read several times, students help to complete a story map. Make a map on a large sheet of chart paper by writing the title of the book and the author inside a circle in the middle of the page. Make more circles radiating out from the circle including: characters, setting, beginning, middle and end of the story.</p>	<p>Pictures (Picture This software) of characters, settings, objects, actions, etc... from the story.</p>	<p>Picture cues for activity and instructions.</p>	<p>Limit number of pictures and use prompting to encourage students to add pictures to the story map.</p>	<p>Students choose pictures and words to add to story map.</p>	<p>Voice output device for child to make choices of picture(s) he/she wants.</p>	<p>Peers assist students with activating the device if necessary.</p>	<p>Verbal prompting.</p>
<p><b>Number and Number Sense:</b>            Use cookie jar pattern and attach to real jars and label with a number 0-10. Students count the appropriate number of paper cookies into</p>	<p>Visuals of cookies and numbers to represent the number of cookies in a set.</p> <p>Mouse that squeaks.</p>	<p>Three-dimensional cookie manipulatives.</p>	<p>Have children identify and count the amount.</p>	<p>Let students choose which cookie jar to start with.</p>	<p>Voice output device with numbers on it (i.e. "this jar has 5 cookies")</p>	<p>Use peers to assist those who need help with activating the voice output device.</p>	<p>Prompting and hand-over-hand for counting.</p>

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each jar. (Attachment 1C)	(Students squeak mouse to signal completion.						
<b>Computation:</b> Grouping and counting sets of chocolate chip cookies.	Chocolate chip cookies.	Grippers on handles of puppets to make them easier to hold.	Use fewer cookies to start with.	Let students get their own cookies.	Go Talk button programmed with numbers.	Peer assists student in activating device if necessary. Work in small groups	Modeling and verbal cues
<b>Measurement:</b> Sort story manipulatives by size (big/little), and measure.	Manipulatives that represent characters, objects, settings, and actions from the story	Visual, tactile cues on rulers.	Limit to comparison of big/little only.	Measure item of their choice.	Go Talk Button programmed with “that one is big.”	Work in small groups. Peers assist those who need help.	Model which items are big and little.
<b>Geometry:</b> Find basic shapes in the story. Students use cookie cutters to cut out different shapes out of cookie dough.	Cookie cutters  Cookie dough  Pictures of different shapes	Attach grippers to the cookie cutters.	Limit number of cookie cutters.	Choose cookie cutter.	Grippers for cookie cutters.	Partner activity	Model activity and show examples of different shapes.

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<b>Data Collection:</b> Chart your favorite cookie.	Chart board  Cookies	Choice board or voice output device.	Fewer choices of cookies.	Child chooses their favorite cookie.	Voice output device with cookie choices.	Peer assist with student placing cookie on chart if needed.	Modeling and verbal prompting of instructions and counting total number of cookies.
<b>Patterns and Relationships:</b> Make pattern with cookies and have students repeat those patterns.	Paper cookies with different numbers of chocolate chips on them for patterning.	Go Talk button with “Which comes next?” recorded on it.	AB pattern vs. ABCD pattern	Choosing which pattern they want to repeat.	Voice output device. Go Talk button with “Which comes next?”	Peer assist to those students who may need it.	Samples and verbal prompting.
<b>Scientific Investigation:</b> Cookie Investigation Students will describe how cookies look, feel, and smell in dough and cooked forms.	Cookie dough Spoons, napkins, cookie baking sheet, etc...	Weighted spoon for investigating the cookie dough.	Provide each child with a small bowl of dough to investigate.	Let students help with putting their dough on a cookie sheet for cooking.	Voice output device (not included in the kit) programmed with descriptive words. Example: Big Mack, Cheap Talk, Tech Talk, etc...	Peer assists child to activate the device. Hand over hand assistance.	Modeling and visual cue
<b>Force, Motion, Energy:</b> Have students touch magnets to items	Verbal Cues	Use a larger magnet on a stick for easier manipulation.	Limit the number of items tested and place them in a	Let students work in small groups of 2-3.	Use voice output device programmed with “this one	Use peers to assist those who need help	Modeling and visual cues

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around the room and describe what happened (they stick to some but not others).		Or have magnets on dowels stuck to a large cookie sheet	container to avoid having to travel around looking for things in the room.		sticks to the magnet, this one doesn't stick to the magnet." (not included in the kit) Example: Big Mack, Cheap Talk, Tech Talk, etc...	manipulating the magnets or activating the voice output device.	
<b>Matter:</b> Using manipulatives of items in the story students will describe physical properties such as their color, shape, texture, size, weight, and position.	<i>If you Give a Mouse a Cookie</i> book.  Easel  Pointer	Voice output device to include a nonverbal child.	Provide choice board of words (pictures) that can help students with the vocabulary to describe their item.	Students choose manipulative to describe.	Voice output device. (programmed with descriptive words related to the activity.)	Hand-over-hand. Peer assists student in activating the device if necessary.	Modeling and providing visuals.
<b>Life Processes:</b> Students grow a Hairy Harry and draw a face on a styrofoam cup and , fill with soil. Sprinkle with grass seed and water. Watch Harry's hair grow! What happens if you	Provide pictures of steps to this process.  Styrofoam cups Use precut eyes, ears, mouth... for students to paste on cup Grass seeds	Provide student with a smaller cup of grass seeds to pour in their Styrofoam cup rather than having to place the seeds (for a student with limited fine motor skills).	Have a small group of students make a cup rather than one cup per student.	Choose how they want to decorate their cup.	Go Talk button programmed with "is hairy hary growing?" for a daily check on the progress.	Work as small groups.	Modeling and verbal prompting.

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do not water Harry?	Water  Soil						
<b>Space Systems:</b> Shadow screen Suspend a sheet between two tables. Place a strong light source behind the screen. Create several cardboard cutouts of various items from the story. Cast shadows on the screen by holding the cardboard in front of the light source. Ask children to identify the items from the story.	Squeak mouse and other manipulatives of items from the story.	Use larger manipulatives for easier viewing and identification.	Limit number of manipulatives used.	Child identifies which item they see.	Voice output device for the child to identify the items.	Peer would assist student with activating the device if necessary.	Verbal prompting and modeling.
<b>Earth Patterns, Cycles, and Change:</b> Using pictures sequence events from the book and discuss changes.	Pictures that represent characters, settings, objects, etc... from the book.	Realistic pictures of day/night	Limit the number of pictures used.	Choose what pictures they want to use to sequence.	Literacy strip to be used with pictures that represent things from the story.	Partner activity.	Modeling and verbal prompting.
<b>Resources:</b> Teach students to recycle.	Recycling bin in the classroom.	Pictures of things that can be recycled or	Limit the number of different	Let students choose which recycling bin	Pictures that can be places on the recycling	Use peers to assist those who	Modeling.

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Talk about objects in the story and whether they can be recycled or not.		actual items from the story including container of cookies, milk	recycling bins.	items belong in.	bins indicating which items belong in that bin.	need helping sorting the items in the right bins.	
<b>History Similarities and Differences:</b> Have children discuss various characters in the stories read and their similarities and differences. Retell the stories by students acting like certain characters.	Mouse puppet with clothes.	Pictures and visual boundaries for students to place manipulatives in similar / different categories for visual representation	Use fewer manipulatives.	Let students choose manipulative to retell the story.	Voice output device with pictures and phrases of different characters from the story for help in retelling story.	Peer would assist student in activating device if necessary.	Modeling and verbal cues
<b>History Change over Time:</b> Students sequence events of the stories using pictures.	Manipulatives and pictures of characters, settings, objects, etc...	Utilize the book and Velcro for student to sequence by placing the pictures on the proper pages.	Limit number of pictures and steps to complete sequence.	Child can choose to use the interactive book to sequence or just sequence from memory and some visual prompts.	Voice output device programmed with pictures and phrases in sequence of the story.	Work in small groups. Peer assist to those who need help.	Modeling and verbal prompting.
<b>Geography:</b> Involve children in creating simple representations of home, school, or neighborhood	Realistic pictures of homes, neighborhoods, schools, etc... from books,	Pictures that can be used to help create drawing.	Allow student to bring in a photograph that represents their home, neighborhood,	Choose their drawing or block construction.	Voice output device can be sent home for parent to program information	Students assist those who need support in participating in this	Modeling and redirection if needed.

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through drawings or block construction. Have the students discuss these and the home/neighborhood in the story.	magazines, etc...		etc. and discuss it.		about student's home/ neighborhood, etc...	activity.	
<b>Geography Descriptive Words:</b> While reading the stories note location, descriptive, direction and attribute words.	Books  Easel and pointer.	Choice board or voice output device.	Utilize the pictures in the book and manipulatives for verbal prompting.	Student participates in discussion.	Voice output device with choices.	Students assist with voice output device.	Models and samples
<b>Economics:</b> Discuss with students different jobs and workers surrounding different items in the story (broom-janitor, hair-beautician, cookies – cook, books - librarian, etc...)	Pictures and props for workers and worker tools.	Realistic pictures of jobs and workers.	Limit number of jobs discussed.	Students can choose props and pictures to match workers to their job/tools.	Voice output device with pictures of different occupations and phrases to match.	Peers assist students who may need it.	Modeling and verbal prompting.
<b>Economics Making Choices:</b> Provide choice board for daily center / work time activities.	Chart board Pictures representing centers and work time.	Choice board and voice output device.	Fewer choices of centers and work time.	Child chooses their center and/or work time.	Voice output device with choices.	Peers assist students who may need help with voice output	Modeling.

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						device.	
<p><b>Civics / Citizenship:</b> Establish class rules and expectations.</p> <p>Start the day with a share time where each child may contribute to the class discussion.</p>	Pictures that represent class rules and expectations posted in the class	Provide smaller version of class rules and expectations using pictures for individual student use and reference.	Limit pictures and wording to describe rules and expectations. (Keep it simple) One to three rules	Children help in determining expectations for class	Voice output device used during sharing time programmed with expectations for the class	Peers assist students who may need it.	Modeling and verbal prompting.
<p><b>Skilled Movement:</b> The Mouse says .... (Simon Says game)</p>	Pictures that represent different movements.	Choice board or voice output device.	Fewer choices of movements.	Non-ambulatory child can lead class in movements.	Randomizer to be used to identify the order of movements.		Modeling.
<p><b>Movement Principles and Concepts:</b> Sing different Mice songs and finger plays. (Attachment 1D)</p>	Visual and Gestural Cues (gestures from song/finger play and pictures)	Voice output device programmed with some or all parts of the song(e.g., Big Mack, Cheap Talk)	Limit number of gestures Simplify by using repetitive pictures for visual cues	Let students choose which number to start with.	Voice output device (not included in the kit) programmed with parts of the songs. Example: Big Mack, Cheap Talk, Tech Talk, etc...	Peer assists the child to activate the device	Modeling and visual cue
<p><b>Personal Fitness:</b> What mice eat activity. Students can discuss</p>	Pictures and manipulatives of different foods.	Choice board or voice output device for choosing food	Fewer choices	Child chooses the manipulative and/or picture for sorting and	Voice output device with choices.	Peer assist with voice output device if	Monitoring and support.

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and sort different foods, whether a mouse eats those types of food and sort into healthy and non healthy categories. Provide opportunities for students to climb, hang, and swing on large appropriately-sized indoor and outdoor recreational equipment.	Adult monitoring and support.	and deciding which category it belongs in.  Voice output device with various choices of outdoor activities.		discussion.  Student can choose outdoor activity.	Adapted swings, scooter boards, etc...	necessary  Peer assist by pushing swings, pulling wagons.	
<b>Responsible Behaviors:</b> Have students draw a picture of what it would look like if the mouse was not responsible in cleaning up his mess.	Discussion of responsible behaviors in the book. Pictures and manipulatives from the book.	Mouse cut outs for those students that have to have the mouse look just right.	Provide craft materials for creating the mess.	Students choose the color paper they want to use, craft materials, etc...	Visual support and voice output device programmed with various responsible behaviors from the story.	Peer assist students who may need help activating the voice output device	Modeling.
<b>Physically Active Lifestyle:</b> Encourage students to walk, run, jump, hop or gallop around the outdoor recreational area. During this	Adult monitoring and support.	Choice board or voice output device for choosing outdoor activities.	Fewer choices of outdoor activities.	Child chooses their outdoor activity.	Voice output device with choices.	Peer assist to those students with motor difficulties.	Monitoring, support, and modeling of good physical activity.

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time children should have access to large open spaces and be able to be active on large appropriate recreational equipment as well as being able to play with balls and other manipulative objects.							
<b>Self Concept:</b> Provide daily opportunities for students to choose an activity, make a plan, and carry out the plan.	Choice board and pictures that represent choices for students.	Provide individualized, smaller choice board.	Limit number of choices for students.	Students choose activities and plans and how to carry out those plans.	Voice output device to identify choices.	Peer assist to those students who may need it.	Modeling and verbal prompting
<b>Self Control:</b> Model for children what to do when they finish an activity. Have child-size cleaning materials available and teach children how to use them. Teach students a simple song to sing	Child size cleaning materials  Visual timer for transitions.	Pictures to represent steps of what to do when students are finished with an activity. Visual timer.	Simple song for transitions.  Simple instructions for what to do when students are finished with an activity.	Child chooses to follow the instructions for clean up and transition 😊	Visual timer.	Peer assist to those students who may need it.	Modeling and verbal prompting.

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when it is time to transition from one activity to another.							
<b>Approaches to Learning:</b> Students should participate daily in small group planning and discussion.	Structured planning time.	Chart that represents order of students turn for sharing their plans, thoughts, and ideas.	Provide opportunity for smaller group planning and discussion time.	Students choose their plan and discussion.	Pictures and chart for planning time.	Peer assist to those students who may need it.	Modeling.
<b>Interaction with Others:</b> Model appropriate styles of communication with children and adults. Demonstrate interaction strategies through role-play. Use photographs of classroom activities as an opportunity for children to share their thoughts and ideas. Make a class record or graph of their thoughts and ideas.	Photographs of classroom activities.  Graph of students thoughts and ideas.	Alternative pictures of appropriate interaction strategies.  Use solution kit pictures.	Identify through positive reinforcement models of appropriate communication and interaction in addition to role-play identification.	Child chooses appropriate interaction strategies or not ☺	Voice output device for interaction from a child with limit expressive language skills.  Solution kit pictures.	Peer assist with device to those students who may need it.	Modeling and role playing.

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<b>Social Problem Solving:</b> Student social story. Provide a social story for students to discuss, read (by pictures) and color.	Different examples of social stories.	Solution kit and additional pictures that represent social problem solving.	Utilize a simple short social story.	Students choose social story.	Voice output device with parts of the social story and pictures to represent them.	Peer assist to those students who may need it.	Modeling and verbal prompting. Lead discussion about the different social stories.

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#### ATTACHMENT 1A

mouse	cookie	milk	straw	napkin	crumbs
broom	mop	mirror	scissors	paper	crayons
pillow	blanket	box	sleep	boy	glass
refrigerator	mustache	hair	house	floor	book
pictures	pen	name	tape	overalls	

<http://www.thevirtualvine.com/ifyougivea.html>

#### ATTACHMENT 1B

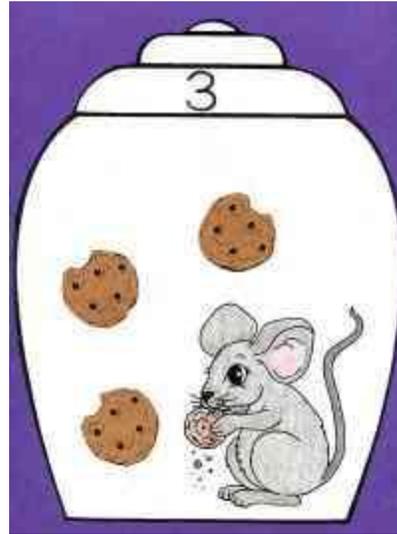


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ATTACHMENT 1C



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ATTACHMENT 1D

#### **Three Blind Mice**

Three blind mice, three blind mice,  
See how they run, see how they run.  
They all ran after the farmer's wife  
Who cut off their tails with a carving knife.  
Did you ever see such a sight in your life  
As three blind mice!

#### **Five Little Mice** (Play this game on five fingers.)

Five little mice on the pantry floor,  
This little mouse peeked behind the door.  
This little mouse nibbled at the cake,  
This little mouse not a sound did make.  
This little mouse heard the kitten sneeze. "Ah Choo," sneezed the kitten,  
And, "Squeak," they all cried,  
And they found a hole and ran inside.

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### **Little Mousie**

**Here's a little mousie**

**Peeking through a hole. (Poke index finger of one hand through fist of the other hand.)**

**Peek to the left. (Wiggle finger to the left.)**

**Peek to the right. (Wiggle finger to the right.)**

**Pull your head back in, (Pull finger into fist.)**

**There's a cat in sight!**