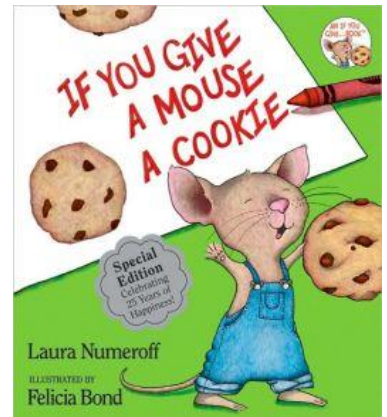


If You Give a Mouse a Cookie

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This is a story of a little boy and a mouse. The little mouse is hungry so the boy offers him a cookie. Once the little boy gives him a cookie, the mouse wants or needs something else. The little mouse drives the boy crazy with all of his demands. The story ends with suspense. The author leaves the reader to wonder and predict what will happen next.



Possible strategies for instruction:

Comprehension:

- **Summarize text; Include sequence of main events**
 - Prior to reading, ask students to listen for and pay attention to key events, noting what events would be important to the main idea of the story.
 - After reading the text, ask students to list the events of the story in order.
- **Predict what will happen; use text to confirm**
 - This strategy can be used to help students form connections with the text. Each event in the text encourages readers to think ahead. Students should try and revisit their predictions and also use their text to confirm.
 - After reading p. 1, ask students what they think the mouse may want to go with his cookie.
 - On pg. 2 confirm or adjust predictions and make a new prediction on what the students think the mouse will want next.
 - Continue asking students to predict what the mouse will want throughout the story. Have them explain why they think he will want the things they are predicting.
 - At the very end of the story, have students predict what might happen after he has his second glass of milk and cookies.

Accuracy:

- **Cross-Checking**
 - Do the pictures and/or words look right? Do they sound right? Do they make sense? Model this strategy as you come to various words in the story that are supported by the beautiful illustrations. Some suggested words to use for this strategy are:
 - Straw, mirror, cookie, milk, mustache, sweeping
- **Skip the word, then come back**
 - On pg. 7, upon reaching the word probably, try sounding out the word, but only get as far as the beginning sound. Model having to skip over the word and then go back, looking for a word that can make sense in the context. Other words in the text where this strategy can be used include: comfortable (p.13), excited (p. 15), and refrigerator (p 21)

Fluency:

- **Use punctuation to enhance phrasing and prosody**
 - This text provides students with opportunities to use intonation when reading. When using this strategy, tell students to notice the up and down of your voice and also how you pause when there is a comma. Explain to students that your tone changes when you read a question or a statement. Also, explain that when students see a comma, that is a signal to pause or take a breath before continuing with the rest of the statement.
- **Adjust and apply different reading rates to match text**
 - This strategy is a follow up to using punctuation to enhance phrasing. Explain to students the importance of using intonation when reading and model how to read with expression and proper rate. Show students how to read with meaning and feeling.
- **Reread text**
 - This is a fun book for children to read several times. It will help them practice reading smoothly and with expression. The pictures support the story well, so the students will enjoy rereading the story to pick up details from both the text and the pictures.

Expand Vocabulary:

- **Tune into interesting words, and use new vocabulary in speaking and writing**
 - Discuss unfamiliar vocabulary and introduce 2-3 words to students. When coming across them in the book, say them, have students repeat them back to you, write them, and add them to their personal dictionaries. Continue to revisit these words daily to provide practice and enhance comprehension. Possible choices of words include: thirsty, refrigerator, comfortable, trim, milk mustache

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.