

TEACHERS ACTIVITIES

Theme:

One thing leads to another!

Topics For Discussion:



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Before viewing the program, discuss the nature of cause-effect relationships, using situations that are very familiar to children, such as "Don't play with matches because..." and "Look both ways before you cross the street because..." etc. After watching, extend this concept to defining "chain reaction."



Invite students to share any experiences or funny stories that they or members of their families have had while bowling.



Before watching the program, ask students what they think bowling balls are made of and what makes them so heavy. Have students who have bowled explain how to bowl to the rest of the class. After viewing, compare the ideas that were expressed earlier to what they learned from the program.

Curriculum Extension Activities:

Collect the items that the mouse asked for in the story. (Some substitutions may be needed, such as a school lunch milk carton for a glass of milk.) Put the items in a box for students to use to retell the story on their own.



Bake cookies in the classroom. Laura Numeroff and Felicia Bond, the author and illustrator of *If You Give a Mouse a Cookie*, have created *Mouse Cookies*, a book of the mouse's 10 favorite cookie recipes. The recipes are accompanied by a wordless story of the mouse's adventures in cookie baking. Use a recipe from this book or a favorite from the students' families.



Give each student a 3 x 3-inch piece of paper and have everyone draw a picture of her/his favorite cookie and then cut it out. Make a graph of cookie favorites.

Have students write original cookie recipes. Before writing, preview some children's cookbooks and discuss what is included in a recipe, e.g., ingredients, directions for preparing, baking time, etc. After the students have written their recipes, bind them in a round cookie-shaped book and place them in the classroom library.



Have students construct a timeline of the story events. This timeline is unique in that it is circular, instead of linear. Encourage students to be on the lookout for other stories that have a circular pattern.



The author and illustrator have published two other books that have a story and language pattern like *If You Give a Mouse a Cookie*. Obtain copies of *If You Give a Moose a Muffin* and *If You Give a Pig a Pancake* to read to the class. Have students compare similarities and differences among the three books.



Have students work with the sentence frame, "If you give a _____ a _____, then she/he's going to want a _____, by placing the names of different animals in the first blank and other items for the remaining blanks. Have them draw a picture to accompany their sentence. Display the finished work and invite students to use the ideas as a starter for their own "If You Give a _____ a _____" book.



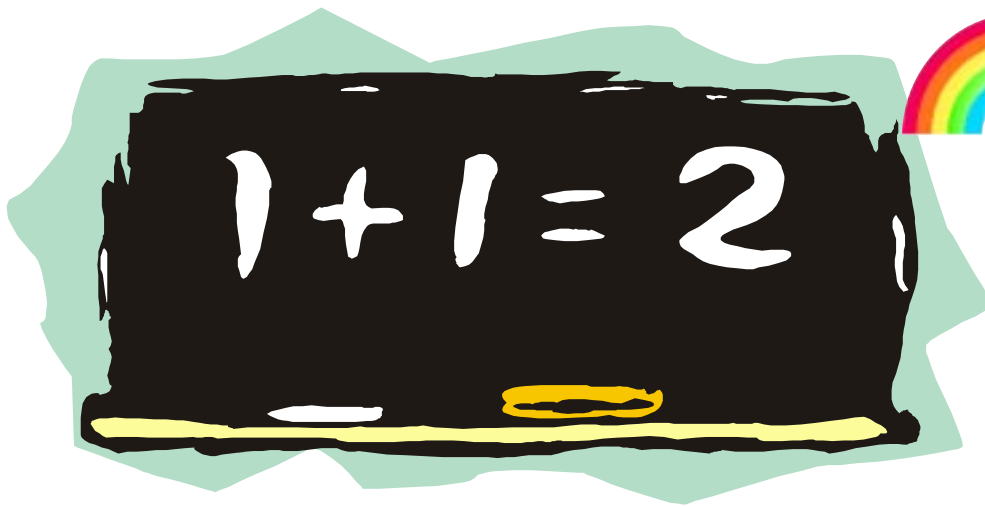
Working in small cooperative groups, have students experiment with dominoes by setting them up in different arrangements to see what happens when they push down the first one. They might place the dominoes in a triangle, circle, or square, for example. Also have them try setting up the dominoes different distances apart to see if this makes a difference in the way they fall. Allow students to share the results of their experimentation. Have each group create a domino design that it can set up and demonstrate for the class. (It might be helpful to view the domino segment of the program again before doing this activity.)



Brainstorm a list of "go-together" words, such as cookies and milk, peanut butter and jelly, bacon and eggs, salt and pepper, thunder and lightning, bat and ball, etc. Display the list in the classroom so that students can add to it.



As a class, read other cumulative tales together and discuss the pattern of the stories (i.e., the way events build on each other). The "Supplementary Booklist" contains several suggestions for cumulative stories.



- **Making a timeline.** Have students construct a timeline of the story events. This timeline is unique in that it is circular, rather than linear. Encourage them to look for other stories that have a circular timeline.
- **Ordinal numbers.** Have students use the timeline they constructed for the story and label each item the mouse wanted in the appropriate order with the correct ordinal number. For example, first, he wanted milk to go with his cookie; second, he wanted a straw; third, a napkin, etc.
- **Measurement.** In the video, dominoes expert Bob Specka stated that he uses a ruler to set up his dominoes so that they are placed the appropriate distance apart. He puts the dominoes closer together on turns and further apart on straight-aways. Working in small cooperative groups, have students experiment with dominoes by setting them up different distances apart. For example, they can place dominoes in a circle, triangle, diamond, rectangle, and square, in addition to straight lines. Discuss advantages and disadvantages of putting the dominoes close together and far apart. The group's recorder should make notes of the conclusions drawn from the different trials. After some experimentation, have students use rulers to determine the *actual* distance they had chosen as optimal for placing their dominoes. Have them use a ruler to set up a set of straight line dominoes and speculate on Bob Specka's reasons for using one. Students might also draw a diagram of their domino creations. (You may wish to show just this segment of the video again before the students do this activity.)
- **Geometric shapes.** In the video, LeVar describes a bowling ball as "perfectly round." Identify this shape for the students as a "sphere" and discuss the differences between a sphere and a circle. Start a classroom collection of objects that are spherical. Contrast these items with objects that are circular.
- **Graphing favorite cookies.** Give each student a piece of 3 x 3-inch paper and have everyone draw a picture of her/his favorite cookie. Draw a baseline on a piece of large roll-type mural paper, and use the students' pictures to build a graph.

- **Cooking.** Laura Numeroff and Felicia Bond, the author and illustrator of *If You Give a Mouse a Cookie*, have created *Mouse Cookies* (HarperCollins, 1995), a book of the mouse's 10 favorite cookie recipes. The recipes come with a wordless story of the mouse's adventures in cookie baking and a mouse-shaped cookie cutter. The recipe below is from that book. When cooking with children, emphasize the measurement terms, quantities and details concerning time and temperature.

Lily's M & M Crunchies

- 1 1/4 cups flour
- 1/2 tsp. baking soda
- 1/2 tsp salt
- 1/2 cup softened butter
- 1 cup sugar
- 1 tsp vanilla extract
- 1 egg
- 2 cups Rice Krispies cereal
- 1 cup M & M's

Combine flour, baking soda, and salt. Set aside. In a bowl, mash together butter, sugar, and vanilla until smooth. Add egg. Mix in flour mixture. Stir in Rice Krispies and M & M's. Drop dough by teaspoon onto a greased cookie sheet. Bake for 12 minutes in a 350° oven. Makes 36 cookies. (*Reproduced with permission.*)

Do-At-Home Activity

- **Using math strategies in playing dominoes.** Encourage parents to play dominoes with their children. Have them incorporate the use of the doubles strategy into the game. Whenever any player makes a match, she/he must identify the "doubles" pair and tell what they equal when added together. For example, if 5 on a domino is matched with 5, a player must say "5 + 5 = 10." For a variation of the game, instead of matching "like" ends, the new domino added must be 1 less (or 1 more) than the one just played.
- **Finding mathematics in bowling.** Invite parents who bowl to take their child bowling and discuss the math concepts in the game. For example, there are 10 pins; they form a triangle when they are set up; each of the pins has a number according to its position; some problem solving and logic are needed to figure out how to take the remainder of pins down in a split; the scoring involves the use of several mathematical operations.