

Here's What You'll Get in the If You Give a Mouse a Cookie Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

If You Give a Mouse a Cookie
By: Laura Joffe Numeroff
Grade Level: 2 / Guided Reading Level: K

Asking Questions

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

Summary

If You Give a Mouse a Cookie is the story of a boy who offers a mouse a small bite of his cookie. Upon taking a bite, the mouse asks if he can have a glass of milk to go with the cookie. Next the mouse asks for a straw to go with the milk. Once the boy gives the mouse a straw, the mouse asks for something else. Soon the mouse is asking for all sorts of things until finally, he gets thirsty. When he gets thirsty, the mouse asks for another glass of milk. Can you guess what he'll ask for once he gets his glass of milk?

Link to What You Know

- What do you know about mice? What questions do you have about a mouse?
- What kinds of chores do you do to help at home?

Important Words to Know and Understand

Sweep - To remove dust or dirt from something with a broom or a brush

Trim - To make something neat by cutting it

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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Asking Questions

3
Asking Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 6 - What questions do you have about the mouse? How do you think he communicates with the boy? Why do you think so?

Page 14 - What are you wondering at this point in the story? How will your question help you to better understand the book?

Page 19 - What questions do you have about mouse's family? What can you tell about them from his picture? What are you wondering about his house?

Page 24 - What are you wondering now? Ask your question about the characters, the problem, or the words in the book?

Page 27 - What do you wonder about the relationship between the boy and the mouse? Do you have any more questions? If so, what is your question?

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy **If You Give a Mouse a Cookie**?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the questioning work you did while reading **If You Give a Mouse a Cookie**. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **If You Give a Mouse a Cookie**. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

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Retell and Summarize While Reading

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Make Predictions While Reading

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Retelling and Summarizing

Making Predictions

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3
Understand Text Structure

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

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Understanding Text Structure

Answer Key for Retelling and Summarizing with If You Give a Mouse a Cookie

Your Turn to Practice Retelling and Summarizing with If You Give a Mouse a Cookie

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Answer Key for Asking Questions with If You Give a Mouse a Cookie

Your Turn to Practice Asking Questions with If You Give a Mouse a Cookie

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Answer Key for Making Predictions with If You Give a Mouse a Cookie

Your Turn to Practice Making Predictions with If You Give a Mouse a Cookie

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Answer Key for Understanding Text Structure with If You Give a Mouse a Cookie

Your Turn to Practice Understanding Text Structure with If You Give a Mouse a Cookie

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

If You Give a Mouse a Cookie: Understanding Text Structure

Find a place in the story where the author uses a problem and solution text structure. What is the problem? What is the solution?

I can describe how characters in a story react to important events in the story. CCSS: RL.2.3

If You Give a Mouse a Cookie: Understanding Text Structure

Find a place in the story where the author uses a problem and solution text structure. What is the problem? What is the solution?

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

If You Give a Mouse a Cookie: Understanding Text Structure

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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing
Title: _____

Is it fiction or non-fiction?
 Fiction Non-fiction

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

Making Predictions
Title: _____

Predictions at the Beginning I predict... <input type="checkbox"/> I am confident about... <input type="checkbox"/> I am not sure about...	Predictions while Reading I predict... <input type="checkbox"/> I am confident about... <input type="checkbox"/> I am not sure about...	Check Predictions at the End I predict... <input type="checkbox"/> I am confident about... <input type="checkbox"/> I am not sure about...
---	--	---

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Predictions

Asking Questions
Title: _____

Question Sentence Starters I wonder... Why didn't... How about... <input type="checkbox"/> I am confident about... <input type="checkbox"/> I am not sure about...	Question	Answer
Question	Answer	
Question	Answer	
Question	Answer	

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Asking Questions

Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure helped Me
	Page:	
	Page:	
	Page:	
	Page:	

Text Structures You Might See While Reading:
Description Sequence Cause and Effect Problem and Solution

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Understanding Text Structure

Vocabulary Connections Resources

Vocabulary Connections If You Give a Mouse a Cookie
By: Laura Joffe Numeroff
Grade Level: 2 / Guided Reading Level: K

Important Words to Know and Understand in "If You Give a Mouse a Cookie"

Mustache
Hair growing on a man's upper lip

Refrigerator
A machine use to keep things cold

Scissors
A tool use for cutting paper, cloth, and hair






Sweep
To remove dust or dirt from something with a broom or a brush

Trim
To make something neat by cutting it

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in *If You Give a Mouse a Cookie* Word List

Vocabulary Connections If You Give a Mouse a Cookie
By: Laura Joffe Numeroff
Grade Level: 2 / Guided Reading Level: K

Mustache	Refrigerator	Scissors
		
Sweep	Trim	
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections If You Give a Mouse a Cookie
By: Laura Joffe Numeroff
Grade Level: 2 / Guided Reading Level: K

Mustache	Refrigerator	Scissors
Hair growing on a man's upper lip	A machine used to keep things cold	A tool use for cutting paper, cloth, and hair
Sweep	Trim	
To remove dust or dirt from something with a broom or a brush	To make something neat by cutting it	

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections If You Give a Mouse a Cookie
By: Laura Joffe Numeroff
Grade Level: 2 / Guided Reading Level: K

Mustache is a/an noun verb adverb adjective Definition of Mustache:	Refrigerator is a/an noun verb adverb adjective Definition of Refrigerator:	Scissors are a/an noun verb adverb adjective Definition of Scissors:
Mustache looks like this:	Refrigerator looks like this:	Scissors looks like this:
Mustache reminds me of:	Refrigerator reminds me of:	Scissors remind me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word and Definition Sorting Cards

Word Games
with Words from If You Give a Mouse a Cookie

Use the words in the word bank to fill in the blanks in the sentences below.

Word Bank
MUSTACHE
REFRIGERATOR
SCISSORS
SWEEP
TRIM

- You can keep food cold in the _____.
- The barber needs _____ to cut my hair.
- John loves to _____ the lawn.
- His _____ is thin and neatly trimmed.
- I need to _____ the crumbs off the table.

Directions: Graph the number of syllables in each of the words in the word bank.

MUSTACHE							
REFRIGERATOR							
SCISSORS							
SWEEP							
TRIM							
	1	2	3	4	5	6	7

Number of Syllables

Name: _____ ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections If You Give a Mouse a Cookie
By: Laura Joffe Numeroff
Grade Level: 2 / Guided Reading Level: K

If You Give a Mouse a Cookie
By Laura Joffe Numeroff

A new word that I learned in this book is: _____
It means: _____
It reminds me of: _____
I saw this word in: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Vocabulary Word Extension Activities

Vocabulary Connections Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Independent Word Exploration | ©BookPages.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
If You Give a Mouse a Cookie
By: Laura Joffe Numeroff
Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
Mixed Short Vowels

Background:
Short vowel sounds. Short vowel vowel. Examples:

Examples:

Short a
can
cat
hat
man
pan

Materials and Prep:

- A Copy of
- Chart Paper
- Mixes Short
- Mad Libs
- Mad Libs
- Write A Rhyme
- Optional
- Optional

Step 1: Introduce the Focus of Word Work

Introduce Short Vowels

- Explain to children that some words contain short vowel sounds and some words have long vowel sounds. Today, you will be focusing on short vowel sounds, including a, e, i, o, and u.
- Explain that the long vowel sound sounds like the letter itself - a, e, i, o, u. The short vowel sound does not sound like the letter. Review the sounds of each short vowel. Say them aloud and ask the class to repeat the sounds with you. Usually the vowel has a short sound in words that have a consonant on either side of the vowel.

Sample Anchor Chart

Short a	Short e	Short i	Short o	Short u
can	pen	pin	pot	put
cat	pet	pit	pot	put
hat	pet	pit	pot	put
man	pen	pin	pot	put
pan	pen	pin	pot	put

Short a: can, cat, hat, man, pan
Short e: pen, pet, pin, pot, put
Short i: pin, pit, pin, pot, put
Short o: pot, pot, pot, pot, pot
Short u: put, put, put, put, put

Step 2: Connect Word Work to Reading

Extend Engagement

- Select a short vowel word (one for each student).
- Write the word on two different colored index cards.
- Place one of the colored cards somewhere in the room.
- Distribute the matching cards to the students.
- Challenge the students to find their matching card.
- After all of the students have found their cards, go around the room and allow each student to say, spell and use their word in a sentence.

Short Vowels in the Text

- Tell the students that the book they will be reading today has many words with short vowel sounds.
- Show them the first two pages of *If You Give a Mouse a Cookie*. Tell the students to listen carefully and look at the words while you read. Ask the students to raise their hand when they hear a word that begins with the w, m, or s sound.
- After reading, ask the students to recall words with each beginning sound from the page (e.g., if, give, ask, glass, milk). Write the words to the chart paper, in the column with the matching beginning sound.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *If You Give a Mouse a Cookie*.

Examples of Mixed Short Vowels Found in the Text:

ask	crayon	get
make	stand	and
near	back	and
blouse	strawberries	and
hang	glass	and
at	of	and
want	have	and
short	short	when

Step 3: Guided Word Work Practice

Interactive Exploration

- Copy and distribute **Mad Libs Word Card page** (one for student pair).
- Ask students to pair up, or assign each student a partner.
- Ask students to cut the words apart on the dotted lines, and place the words face down in a pile in front of them.
- Student A will read the beginning of sentence #1 on the **Mad Libs Sentence page**. Student B will randomly select a Word Card from his or her pile and read the word aloud. Student A must make up a logical ending to the sentence. Student A will glue the Word Card onto the box in sentence #1 and will write the ending of the sentence on the line.

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
If You Give a Mouse a Cookie
By: Laura Joffe Numeroff
Grade Level: 2 / Guided Reading Level: K

Step 3 Continued: Guided Word Work Practice

Interactive Exploration Continued

- Switch roles. Student B will read sentence #1 on the Sentence page. Student A will randomly select a Word Card from his or her pile and read the word aloud. Student B must make up a logical ending to the sentence. Student B will glue the Word Card onto the box in sentence #1 and will write the ending of the sentence on the line.
- Have students continue reading sentence starters, choosing word cards, gluing the word cards on the paper, and completing the sentences on the Sentence page.
- When all four sentences are complete, have students read their sentences aloud to their partners.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Write A Rhyme Word Work Practice Page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **short vowels** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

Mad Libs Sentence Interactive Activity

Directions:

- 1) Cut out the Mad Libs Word Cards.
- 2) Read the sentence starter.
- 3) Ask your partner to pick one of your Word Cards. Glue it in the box.
- 4) Read the sentence starter again.
- 5) Write a phrase on the line to complete each sentence.

1. If you give a mouse a , he will probably _____.

2. If you give a mouse a , he might ask you for _____.

3. If you give a mouse a , it will remind him of _____.

4. If you give a mouse a , he's going to _____.

Name: _____ Guided Word Work Practice | ©BookPagez.com

Extension Activity

Word Detective: Mixed Short Vowels Extension Activity

Directions:
Be a word detective!
Be on the lookout for **short vowels** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Write A Rhyme Word Work Practice Page

Directions:
Write a rhyming word for each short vowel word below. Then choose one word and draw a picture of it.

1. nap	9. well
2. start	10. give
3. stand	11. milk
4. back	12. him
5. have	13. in
6. get	14. his
7. end	15. box
8. pen	16. up

Name: _____ Independent Word Work Practice | ©BookPagez.com

Assessments

Running Record

Title: *If You Give a Mouse a Cookie* Guided Reading Text Level: K Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/secondsread x 60) _____

Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy

Page	Text	COUNT		INFORMATION USED	
		E	SC	E	SC
2	If you give a mouse a cookie.				
3	He's going to ask for a glass of milk.				
4	When you give him the milk.				
5	he'll probably ask you for a straw.				
6	When he's finished, he'll ask for a napkin.				
7	Then he'll want to look in a mirror to make sure he doesn't have a milk mustache.				
8	When he looks into the mirror, he might notice his hair needs a trim. So he'll probably ask for a pair of nail scissors.				
9	When he's finished giving himself a trim, he'll want a broom to sweep up				

Tested By: _____ @BookPagez.com

Running Record Assessment

If You Give a Mouse a Cookie
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *If You Give a Mouse a Cookie* to answer each of the following questions.

- Which of these is a key detail about the mouse in the story?
 - A He wears blue overalls.
 - B Mice are mammals.
 - C Chocolate chip cookies are his favorite.
 - D The mouse likes milk with a cookie.
- What lesson does the boy in the story learn?
 - A Houses can get dusty.
 - B Taking care of something can be a lot of work.
 - C Mice should stay outside.
 - D Mice take naps, too.
- How does the boy in the story respond to the mouse?
 - A He helps the mouse with everything.
 - B He says, "No!" and scoots the mouse away.
 - C He complains, but does it anyway.
 - D He asks his mom to help the mouse.
- Why does the author repeat the phrases, "If you give a mouse a cookie..." at the beginning of each new request from the mouse?
 - A It rhymes.
 - B It is alliteration.
 - C It is poetry.
 - D It creates a rhythm.
- How did the mouse solve the problem of his hair on the floor? (RL.2.5)
 - A He tells the boy to clean it up.
 - B He just sweeps it under the rug.
 - C He sweeps it up, and then decides to sweep the whole house.
 - D He vacuums the hair up.
- What might the mouse's voice sound like as he makes all these requests? (RL.2.6)
 - A High-pitched and child-like
 - B Demanding
 - C Whiny
 - D Sad
- What do the illustrations show about the boy and mouse? (RL.2.7)
 - A They are not friends.
 - B The mouse goes from one thing to the next, and the boy follows, cleaning up after him.
 - C The boy is afraid of mice.
 - D The boy and the mouse get in trouble.
- How are the mouse and many children alike? (RL.2.9)
 - A They cut their own hair.
 - B Mice and children are the same size.
 - C Mice like to take naps, but kids don't.
 - D They both like milk and cookies, stories, and drawing.
- Based on what you read, what will the mouse ask for next? (RL.2.10)
 - A A slice of pie
 - B A ride home
 - C A napkin and a mirror to make sure he doesn't have a milk moustache
 - D Another mouse friend to play with

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com


Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
In the book, *If You Give a Mouse a Cookie*, the mouse sees one thing, and it reminded of something else. Help the mouse get his cookie jar. Look at the word in each box. Write the first word that you think of next to the word.



milk

paint

dust pan

jelly

sock

pancake

egg

burger

cake

Extension Activity | @BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation

If You Give a Mouse a Cookie Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "If You Give a Mouse a Cookie" correlate with the following English Language Arts Common Core State Standards for second grade.

Reading: Literature

RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 - Describe how characters in a story respond to major events and challenges.

RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7 - Use information gathered from the illustrations and words in a print or digital text to describe understanding of a character, setting, or plot.

RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing

W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

If You Give a Mouse a Cookie CCSS Alignment | @BookPages.com

Common Core State Standards Correlation

If You Give a Mouse a Cookie Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "If You Give a Mouse a Cookie" correlate with the following English Language Arts Common Core State Standards for second grade.

Making Predictions Lesson Plan and Resources

Reading: Literature

RL.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.

RL.2.2 - Describe how characters in a story respond to major events and challenges.

RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing

W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

If You Give a Mouse a Cookie CCSS Alignment | @BookPages.com

Common Core State Standards Correlation

If You Give a Mouse a Cookie Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "If You Give a Mouse a Cookie" correlate with the following English Language Arts Common Core State Standards for second grade.

Asking Questions Lesson Plan and Resources

Reading: Literature

RL.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.

RL.2.2 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing

W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.2 - Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.3 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

If You Give a Mouse a Cookie CCSS Alignment | @BookPages.com

Common Core State Standards Correlation

If You Give a Mouse a Cookie Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "If You Give a Mouse a Cookie" correlate with the following English Language Arts Common Core State Standards for second grade.

Understanding Text Structure Lesson Plan and Resources

Reading: Literature

RL.2.2 - Describe how characters in a story respond to major events and challenges.

RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration/rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7 - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing

W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

If You Give a Mouse a Cookie CCSS Alignment | @BookPages.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

If You Give a Mouse a Cookie Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "If You Give a Mouse a Cookie" correlate with the following English Language Arts Common Core State Standards for second grade.

Vocabulary Lesson Plan and Resources

Language

L.2.4a - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

L.2.4b - Identify real-life connections between words and their use (e.g., describe foods that are salty or juicy).

L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

If You Give a Mouse a Cookie CCSS Alignment | @BookPages.com

Common Core State Standards Correlation

If You Give a Mouse a Cookie Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "If You Give a Mouse a Cookie" correlate with the following English Language Arts Common Core State Standards for second grade.

Word Work Lesson Plan and Resources

Reading: Foundational Skills

RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

If You Give a Mouse a Cookie CCSS Alignment | @BookPages.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for If You Give a Mouse a Cookie Super Pack

4 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir con If You Give a Mouse a Cookie (Si le das una galletita a un ratón)

El foro:
Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?

Página 8:
¿Qué aprendemos sobre el mouse después de que se da un trém? ¿Cómo lo sabes?

Página 12:
¿Qué está haciendo el chico cerca del cubo de basura? ¿Por qué es este evento importante para la historia?

Nombre: _____



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Page by Page Guided Questions

Answer Key


Volver a contar y resumir con If You Give a Mouse a Cookie (Si le das una galletita a un ratón)

El foro:
Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?
El personaje principal es un ratón, porque hay una foto de él en la portada y el título tiene la palabra ratón en ella.

Página 8:
¿Qué aprendemos sobre el mouse después de que se da un trém? ¿Cómo lo sabes?
Aprendemos que él es responsable. Él limpiará después de sí mismo y no abandonará el desorden. Le sé porque quiere encontrar la escoba para barrer.

Página 12:
¿Qué está haciendo el chico cerca del cubo de basura? ¿Por qué es este evento importante para la historia?
El niño está encontrando objetos para la cama del ratón, por lo que puede tomar una siesta. Esto es importante para la historia porque la siesta conduce a una historia que conduce al dibujo y hace avanzar la historia.

Nombre: _____



Answer Key | ©BookPages.com

Sample answers written in Spanish

Hacer predicciones con If You Give a Mouse a Cookie (Si le das una galletita a un ratón)


Tu turno para practicar: Hacer predicciones con If You Give a Mouse a Cookie (Si le das una galletita a un ratón)

Página 1:
¿Crees que el ratón tomará la cookie? ¿Por qué o por qué no? ¿Cómo puedes decirlo?
Predigo que sonriera.

Página 9:
Mira la imagen. ¿Qué predices que hará el chico a continuación? ¿Por qué piensas eso? ¿Qué pistas ves en la imagen?
Predigo que verá el co.

Página 12:
Mira la imagen. El chico tiene varias cosas. ¿Qué crees que hará después? ¿Por qué piensas eso? ¿Qué pistas ves?

Nombre: _____



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Making Predictions

Hacer preguntas con If You Give a Mouse a Cookie (Si le das una galletita a un ratón)


Tu turno para practicar: Hacer preguntas con If You Give a Mouse a Cookie (Si le das una galletita a un ratón)

Página 4:
¿Qué pregunta hiciste? ¿Por qué?
Las respuestas: lo que quiere? ¿Cris no pueden.

Página 14:
¿Qué te está preguntando la pregunta? ¿Por qué?
Las respuestas: pedir los alimentos ayudados.

Página 19:
¿Qué preguntas hiciste sobre la familia de ratón? ¿Qué puedes decir sobre ellos de tu imagen? ¿Qué te estás preguntando sobre su casa?

Nombre: _____



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Asking Questions


Tu turno para practicar: Entender la estructura del texto con If You Give a Mouse a Cookie (Si le das una galletita a un ratón)

Página 7:
Aquí el autor usa causa y efecto para mostrar y decir por qué el ratón se mira en el espejo. ¿Qué palabras usa el autor para decirle por qué se mira en el espejo y qué encuentra?
Las respuestas: un bigote, un bigote.

Página 12:
Aquí el autor usa la secuencia para contar lo que hace el ratón en su caja. ¿Qué hace primero, luego, luego y último?
Las respuestas: se pone cómodo, historia.

Página 14:
Aquí el autor usa causa y efecto para mostrar y decir por qué el ratón está emocionado. ¿Qué causa su emoción? ¿Qué efecto tiene? ¿Qué él ha hecho?

Nombre: _____



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Understanding Text Structure

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

If You Give a Mouse a Cookie (Si le das una galletita a un ratón): Hacer predicciones

¿Qué predice que hubiera sucedido si el niño no tuviera leche? ¿Qué podría haber hecho el niño?

Puedo preguntar y responder quién, qué, dónde, cuándo, por qué y cómo hacer las preguntas para demostrar que entiendo las historias. CCSS: RL.2.1

If You Give a Mouse a Cookie (Si le das una galletita a un ratón): Hacer predicciones

¿Qué predice que hubiera sucedido si el niño no tuviera leche? ¿Qué podría haber hecho el niño?

Puedo preguntar y responder quién, qué, dónde, cuándo, por qué y cómo hacer las preguntas para demostrar que entiendo las historias. CCSS: RL.2.1

If You Give a Mouse a Cookie (Si le das una galletita a un ratón): Hacer predicciones

¿Qué predice que hubiera sucedido si el niño no tuviera leche? ¿Qué podría haber hecho el niño?

Puedo preguntar y responder quién, qué, dónde, cuándo, por qué y cómo hacer las preguntas para demostrar que entiendo las historias. CCSS: RL.2.1

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Common Core Free Option

If You Give a Mouse a Cookie (Si le das una galletita a un ratón): Hacer predicciones

¿Qué predice que hubiera sucedido si el niño no tuviera leche? ¿Qué podría haber hecho el niño?

If You Give a Mouse a Cookie (Si le das una galletita a un ratón): Hacer predicciones

¿Qué predice que hubiera sucedido si el niño no tuviera leche? ¿Qué podría haber hecho el niño?

If You Give a Mouse a Cookie (Si le das una galletita a un ratón): Hacer predicciones

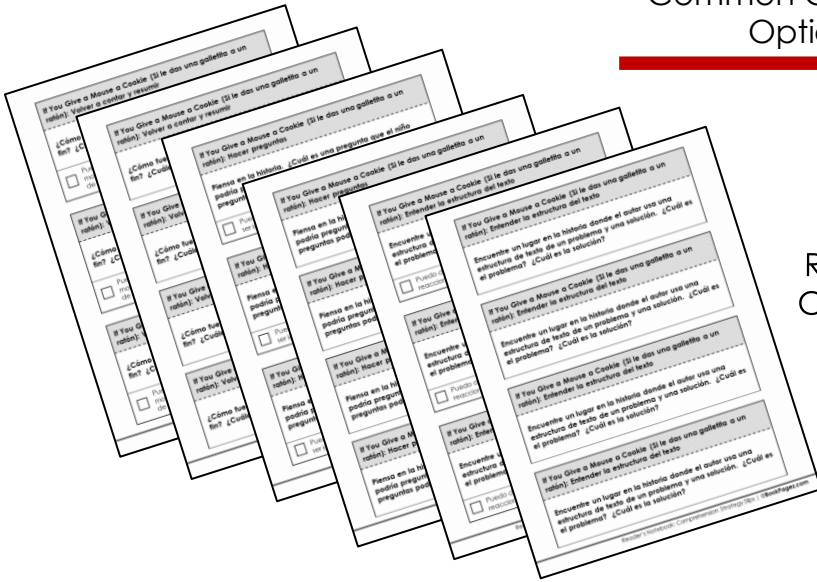
¿Qué predice que hubiera sucedido si el niño no tuviera leche? ¿Qué podría haber hecho el niño?

If You Give a Mouse a Cookie (Si le das una galletita a un ratón): Hacer predicciones

¿Qué predice que hubiera sucedido si el niño no tuviera leche? ¿Qué podría haber hecho el niño?

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



4 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____

¿Es ficción o no ficción?

Has un dibujo o escribe una escena completa en cada caja:

Número	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre lo que leíste en el libro?

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha tu slip en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer predicciones
Título: _____

Predicciones al principio Hazte las predicciones antes de leer.	Predicciones al medio Hazte las predicciones mientras lees.	Verifica las predicciones Comprueba si tus predicciones fueron correctas o si necesitas hacer más predicciones.
<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto	<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto	<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

Instrucciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha tu slip en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Hacer preguntas
Título: _____

Muestrame para empezar una oración
Quiero saber... ¿Por qué no...? ¿Cómo puede...?

Me confunde... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Entender la estructura del texto
Título: _____

¿Estructura del texto?	¿Dónde fue usado la estructura del texto?	¿Cómo la estructura del texto me ayudó?

Instrucciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro, *If You Give a Mouse a Cookie (Si le das una galletita a un ratón)*, el ratón ve una cosa, y se le recuerda algo más. Ayuda al ratón a obtener su taro de galletas. Mire al palabra en cada cuadro. Escriba la primera que piense al lado de la palabra.



Leche	<input type="text"/>	Limpiadora	<input type="text"/>
Pinta	<input type="text"/>	almohada	<input type="text"/>
recogedor de polvo	<input type="text"/>	Mazo	<input type="text"/>
jalea	<input type="text"/>	Ventana	<input type="text"/>
Calcetines	<input type="text"/>	Pelota	<input type="text"/>
crepe	<input type="text"/>	Gato	<input type="text"/>
Huevo	<input type="text"/>	Próximo	<input type="text"/>
hamburguesa	<input type="text"/>	Cuchara	<input type="text"/>
Pastel	<input type="text"/>	Jugo	<input type="text"/>
Mopa	<input type="text"/>		
Lapíz	<input type="text"/>		
Pasta dental	<input type="text"/>		

