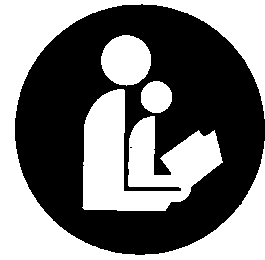


# Picture It, Dads!



## Facilitator Activities For If You Give A Mouse A Cookie

I



**Picture It, Dads!**  
**If You Give a Mouse a Cookie**



**Goals for Dads:**

1. To practice effective read-aloud techniques.
2. To recognize the structure of cause and effect pattern books.
3. To learn how to use a book as a learning tool.

**Goals for Children:**

1. To enjoy listening to a read-aloud.
2. To understand the cause and effect relationship.
3. To stimulate verbal expression.

**Schedule of Activities**

A. Welcome

B. Whole Group

- a. Action Song: *Who Stole the Cookie from the Cookie Jar?*
- b. Book: *If You Give A Mouse A Cookie*

C. Parent Session

- a. See: Parent Session Plan

D. Children's Session

- a. See: Children's Session Plan: Personal Door Hangings
- b. Snack\*

E. Dads and Children Activity

- a. See: Combined Parents/Children Session: Book-Making Activity
- b. Assemble book

F. Hand out Workshop Bag

\*Snack can move depending on time.

## Whole Group Session: Parents and Children

In advance: Print the rhyme on chart paper.

Gather children together on floor or in chairs close to the chart. (The chart helps the leaders remember what comes next and helps parents participate!)

### Who Stole the Cookie from the Cookie Jar?

Everyone: Who stole the cookie from the cookie jar?  
\_\_\_\_\_ (persons' name) stole the cookie from the  
cookie jar.

Child: Who me?

Everyone: Yes you!

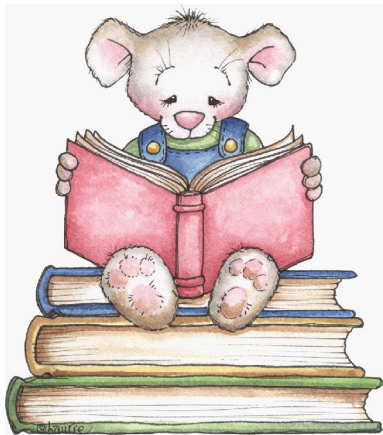
Child: Couldn't be!

Everyone: Then who...

Child points to another child whose name is inserted in the chant. Continue until all children have had their name inserted.

**Note:** If a child is too shy to say their part alone, say it for them or with them. Keep the rhyme moving to the next child.

The children can also clap to the beat while saying the rhyme.



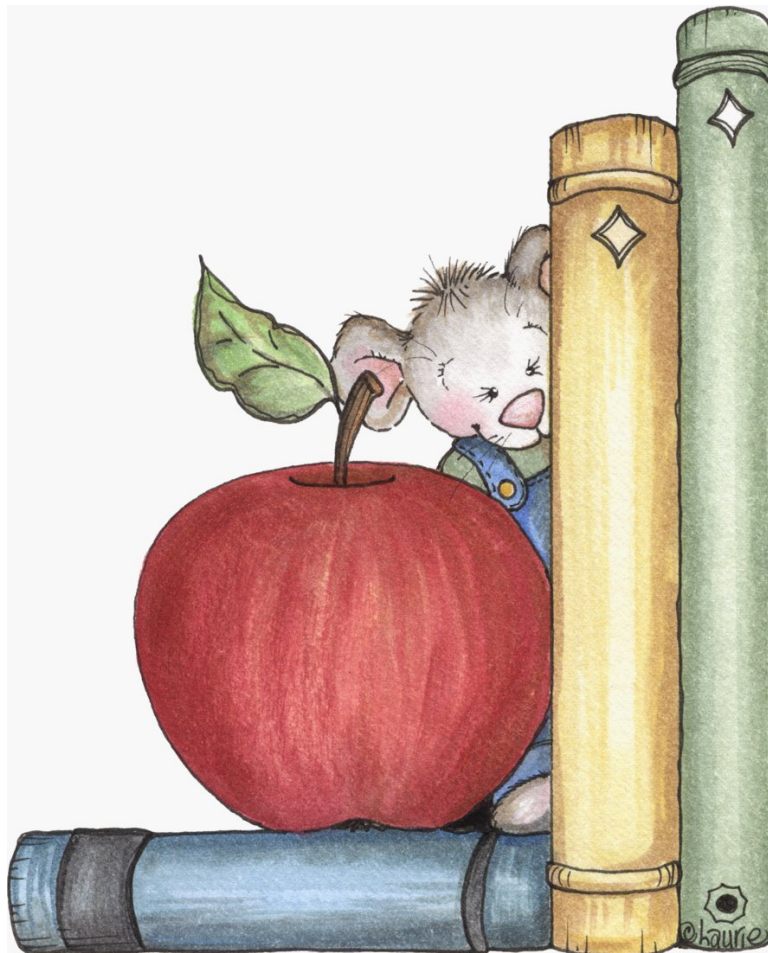
**Story:** Read the book *If You Give A Mouse A Cookie*

Hold the book so the children can see the pictures. Say "The title of this story is *If You Give A Mouse A Cookie*." Introduce the book by asking the children if they like cookies. Then ask the children what is their favourite kind of cookie. Read the title of the book and talk about the picture on the cover. Have the children relate their own experiences by asking them what they like to have with their cookies. Say: "This little mouse likes cookies, too, but he isn't happy just getting a cookie, he wants more. Let's see what happens in this story *If You Give A*

*Mouse A Cookie.* Read the book aloud and stop at various points to talk about what is happening and to make predictions about what will happen next.

After reading the story, tell the children they will have a copy of the book for their very own to take home with them to keep. Tell them they are going to have help to make their very own decorations to hang on their bedroom door (personal door hanging). Encourage them to go with \_\_\_\_\_ (the Early Childhood teacher). Tell them you are going to talk with their dads and that you will join them soon.

**See: Parent Session Directions**



## Children's Session: Personal Door Hangings

### Materials

Blank door hangings

Markers

Assorted small stickers for decorating

### In Advance

Cover tables with newspaper or plastic garbage bags. Have materials divided into 4 or 5 groupings depending on the number of children and a set for you to use to demonstrate (see below).



Decorate one of the door hangings as an example.

### The Activity

Start this activity by explaining: "We are going to make our own door hangings." Show the children the blank door hanging and one you have decorated and talk about what it is. Show how it hangs on a door knob. Tell the children they can decorate one of their own using the markers and stickers at their station.

Show how to decorate the hanging. Keep your demonstration short (5-6 minutes) so there will be enough time for the children to make theirs.

(20 minutes) Send the children to a station to work on their door hanging.

**Clean-up:** Have the children help tidy up.

**Group share:** If time permits, have children sit in a circle and ask for volunteers to share their hangings. Encourage each child to describe the colours they used or what they drew ("I coloured my hanging blue and green."). You may have to help by prompting (i.e. what colours did you use for your hanging?).

## Parent Session

### *If You Give A Mouse A Cookie Debriefing*

**Team Talk:** Talk about the read-aloud. This should be an interactive session with lots of opportunity for the Dads to share their own experiences and to ask questions.

What did you notice about how the leader read the book?

How did the leader use their voice?

What about their body, facial expression, eye contact?

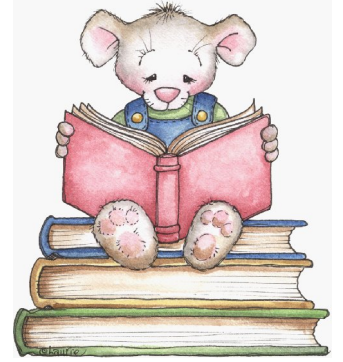
What did you notice about how the children responded? How did the children respond to the if/then format?

Did they participate? How?

What did they say? When?

Did they lose interest at any point?

How did the leader try to get their interest back?



Talk about your own experiences when reading aloud to your child or someone else's. Give other tips from your own experience. Give Dads an opportunity to talk about what they did with the bag from the previous session and/or time to share some stories of their own.

### **Take-Home Bags**

Show the materials in the bag. Briefly go over the contents and activities.

**Note:** Explain they are to keep the materials and to bring the bag back the next time they come so it can be filled with new materials.

Briefly describe what the children have been doing (making personal door hangings) and explain they can help their child make their own signs at home. There is an activity in their bag this week that explains how.

### Explain final book-making activity

The book they will make with their child will use the If/Then pattern of *If You Give A Mouse A Cookie*. We have a template prepared that they will fill in for their child.



Page 1: If you give \_\_\_\_\_ (child's name) a \_\_\_\_\_

Page 2: He'll/she'll want a \_\_\_\_\_? (Picture)

Page 3: If you give \_\_\_\_\_ (child's name) a \_\_\_\_\_

Page 4: He'll/she'll want a \_\_\_\_\_? (Picture)

Page 5: If you give \_\_\_\_\_ (child's name) a \_\_\_\_\_

Page 6: He'll/she'll want his/her daddy! (Picture)

We will all be in the computer room and there will be lots of help.

Today's book is based on *If You Give A Mouse A Cookie* and will use a template already on the computer. The title of the book will be the same as the first page, so the title can be filled in second, once you have decided on the first page.

Each pair of pages uses a pair of objects from the picture bank at the end of the template. The child and dad can choose what pairs they want to use and in what order they want to use them. The only fixed pages are the last two that use the photo from today. Here are the steps:

- 1) Working at a computer, choose one picture from the picture bank and put it on the first page of the book. Fill in the blanks with the child's name and the name of the object.
- 2) Now choose the matching object for page two. Again, put in the picture and the matching words.
- 3) Continue for another pair of objects, filling in pages 3 and 4.
- 4) The second last page will use the picture of the book and the last page will use the picture of the child and dad in the big chair with the book to be read.
- 5) Make sure you have gone back and filled in the title!
- 6) Print out the book (use cover stock for the first page), cut apart the pages and bind