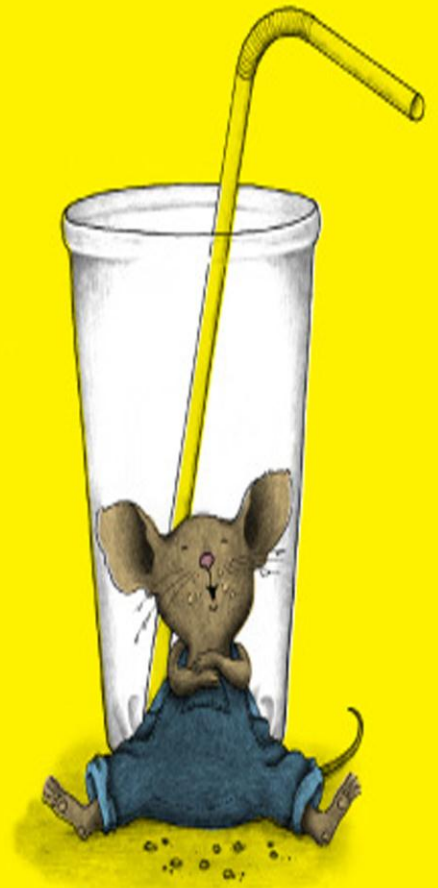


University of Wisconsin - La Crosse

Department of Theatre Arts

presents

IF YOU GIVE A MOUSE A COOKIE



By Laura Joffe Numeroff
Adapted by Jody Davidson

Resource Guide

Frederick Theatre, 100 Morris Hall
Located on the Corner of 16th & Vine Streets

UW-L

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Production Team

Director	Walter Elder
Scenic Designer	Brent Bankes
Costume Designer	Joe Anderson
Lighting Designer	Andrew Appold
Technical Director	Megan Riley
Sound Designer	Ron Stoffregen
Stage Manager	Shelby Krarup

Cast

Boy
Brian Coffin

Mouse
Kevin Fanshaw

Mirror Image
Kaylin Wolf

How to Be a Good Audience Member

The UW-La Crosse Department of Theatre Arts encourages active participation during the children's show performance of *If You Give a Mouse a Cookie*. Children, teachers and chaperones are often seated on the stage to be close to the action. Don't be surprised if we ask the children to yell or shout during the performance. However, we do ask that you prepare your students for the theatrical experience by teaching them to be good audience members.

- Do not play with or move the props that are on the stage. Having the props in their appropriate location allows for a successful production.
- Respect the actors and other audience members by listening quietly during the performance.
- Laugh (like crazy) when something funny happens. It's okay to respond to the show.
- Show your appreciation to the actors and crew by applauding at the end of songs, scenes and especially at the end of the show.
- Stay in your seat until the play is over. Wait for your teacher to tell you where to go.
- Food, drinks, and candy are not allowed in the theatre.
- Most importantly, have fun and enjoy the show!

About the Story

When a boy is sitting on the grass outside his house eating a cookie, a little mouse shows up. If the boy gives the mouse a cookie, the mouse will ask for a glass of milk. The milk will lead to a straw, and straw will lead to a napkin, so on and so forth. The humorous story ends with the mouse asking for a glass of milk and then a cookie. This classic children's story encourages kids to make predictions and teaches cause and effect in a fun way.

About the Author

Laura Joffe Numeroff is the author of many books for young readers in addition to the *If you Give...* series, including *The Chicken Sisters* and *Laura Numeroff's 10-Step Guide to Living with Your Monster*. Laura was born in 1953, the youngest of three sisters. As a child, she loved to draw, read and make up stories. She attended college at the Pratt Institute where she took a class on writing and illustrating books. Her class assignment, a book about the tallest girl in the third grade, became her first published book.

She lives in Los Angeles, California, where she loves to ride horses, read biographies, and play with her pets.

About the Illustrator

Felicia Bond is an artist, writer, animal lover, art collector, book gatherer, horseback rider, cook and illustrator of the *If You Give...* book series. She grew up as the second oldest in a family of seven children and credits her mother with her early introduction to art.

Felicia often draws on her experiences as a child when she illustrates her books. She has illustrated numerous children's books and written many of her own, including *Tumble Bumble* and *Poinsettia and Her Family*. She lived in New York for many years and currently lives in New Mexico with her family of casts and a horse name Twister.

About the Playwright

Jody Davidson is a director and arts administrator whose career and accomplishments in the field of theatre for young audiences spans 30 years. She is the founder of the Rainbow Company Children's Theatre and co-founder of both the Laguna Playhouse Youth Theatre and the Serendipity Theatre Company. She has the unique distinction and honor of being the only founder/executive director of three separate children's theatres to be named the "Best New Children's Theatre in the United States" by the American Alliance for Theatre and Education. In addition to her dedication to the field of family theatre, her seminal work in the field of theatre for disabled artists has produced several scripts. Jody has been featured in *People* magazine and on *Good Morning, America* as well as in many other national publications and media.

Themes & Discussion Topics

Politeness/Manners

What does it mean to be polite? What does it mean to have good manners? When have you been polite or used good manners? When is it difficult to be polite? Has someone ever not been polite to you? How did that make you feel?

Hospitality

What is hospitality? What does the word hospitality make you think of? What makes you feel welcome and at home? How do you make others feel welcome? Do you look forward to having guests? When was your favorite time you had a guest, or were a guest of someone else? How did you welcome your guest, or how did they welcome you?

Patience

What does it mean to be patient? Name some examples of situations when someone would need to be patient (i.e. waiting for your birthday to come; your little sibling is playing with the toy you want; putting together a puzzle; etc.)? When have you had to be patient? When has someone not been patient with you? How did that make you feel? Is being patient easy or hard? Why? What are some things you can do to help with being patient?

Dealing with Frustration

Have you ever been frustrated? What does it mean to be frustrated? What other emotions does frustration feel like? Is it a good feeling or a negative feeling? What makes you frustrated? How do you handle frustration? What might prevent feelings of frustration?



From the PAGE to the STAGE

When a playwright takes a book and *adapts* it into a play, he or she must answer many questions, including:

- Can this book be an effective play?
- Who are the most essential characters? What are the most essential events?
- How can I confine the action to the space of the stage?
- Do I need to suggest ways to stage certain actions, changes of location, etc.?
- Is there anything *not* in the book that should be in the play?

Theatres like to produce adaptations because typically the plays are based on well-known books that will bring in audiences. But almost always, books are not intended to be turned into plays, and so translating them into scripts can seem “unnatural” or awkward. The playwright must find what is “theatrical” about the book and concentrate on those elements in order to create a successful adaptation. Theatrical elements might include conversations between characters, supernatural or imaginary characters, actors playing more than one character, multiple events taking place at the same time in different areas of the stage, stylized movement, and use of masks or puppets.

Discussion Questions:

1. If you were a playwright, would you rather write an adaptation of an existing book or write an original play? Why?
2. Do you like seeing plays based on books you’ve read? Why or why not?
3. How are plays different from TV shows or movies? What are the limitations of a play (things that can’t be done on stage)?
4. What parts of the book *If You Give a Mouse a Cookie* do you think will be difficult to stage? Why?
5. What other books do you know of that have been turned into a play?

Adapting a Favorite Book into a Play

Objective- Students will begin to understand the process of adapting a book for the stage.

1. Have each student choose a favorite book. Tell them they will be reimagining a scene from that book as a play scene.
2. Students choose a scene from the book to adapt. The scene should have dramatic action (characters dealing with a problem), and students should have an idea of how to stage the action.
3. Show students a page from a script if they are unfamiliar with script format.
4. Students write their scenes, starting with stage directions setting the scene and continuing through dialog and action until they reach a resolution.
5. Students trade their script pages and read each other’s work *or* cast their scenes (with teacher guidance) and read them in reader’s theatre style.
6. Students give each other feedback on how the scene translated from page to stage (focusing on what was clear and what confused them or caused them to “tune out”) and suggest directions to go next with the script.

For older students: Have older students plan a scene breakdown for their entire book. How many scenes need to be included? Do any need to be added? Where is the climax of the book/play? How can they use the elements of the stage to tell the story of the book? They can do this using a storyboard format.

For younger students: Have younger children draw a picture of a scene from the book as it would appear on the stage, create a tableau image (frozen picture) of the scene, or dramatize the scene using minimal set and costumes or puppets.

Vocabulary Words

cookie
whiskers
mirror
barber
refrigerator

milk
mustache
haircut
pillow
thirsty

straw
napkin
tape
crayon
comfortable

Word Search

Find the vocabulary words listed above in the word search below.

C	A	J	W	H	M	I	T	E	S	B	N	V	Z	C
O	Y	K	H	A	I	R	C	U	T	T	L	K	M	O
O	Q	A	I	W	L	E	R	Y	U	H	R	G	B	M
K	V	N	S	Z	K	L	P	P	U	F	S	A	D	F
I	C	T	K	Y	Y	U	I	T	A	P	E	M	W	O
E	J	A	E	S	A	D	C	H	X	V	B	N	M	R
R	U	R	R	E	W	Q	N	I	U	H	J	M	N	T
K	P	F	S	G	P	I	K	R	V	D	B	N	Y	A
L	I	U	D	D	K	E	W	S	Q	Z	C	J	E	B
N	L	Z	N	P	M	U	S	T	A	C	H	E	B	L
O	L	K	A	E	I	O	O	Y	R	A	H	T	A	E
Y	O	N	M	Q	R	A	B	R	F	C	G	D	R	P
A	W	Z	X	H	R	G	V	J	M	N	W	R	B	T
R	T	Y	B	O	O	J	S	S	P	T	R	L	E	L
C	X	R	E	F	R	I	G	E	R	A	T	O	R	T

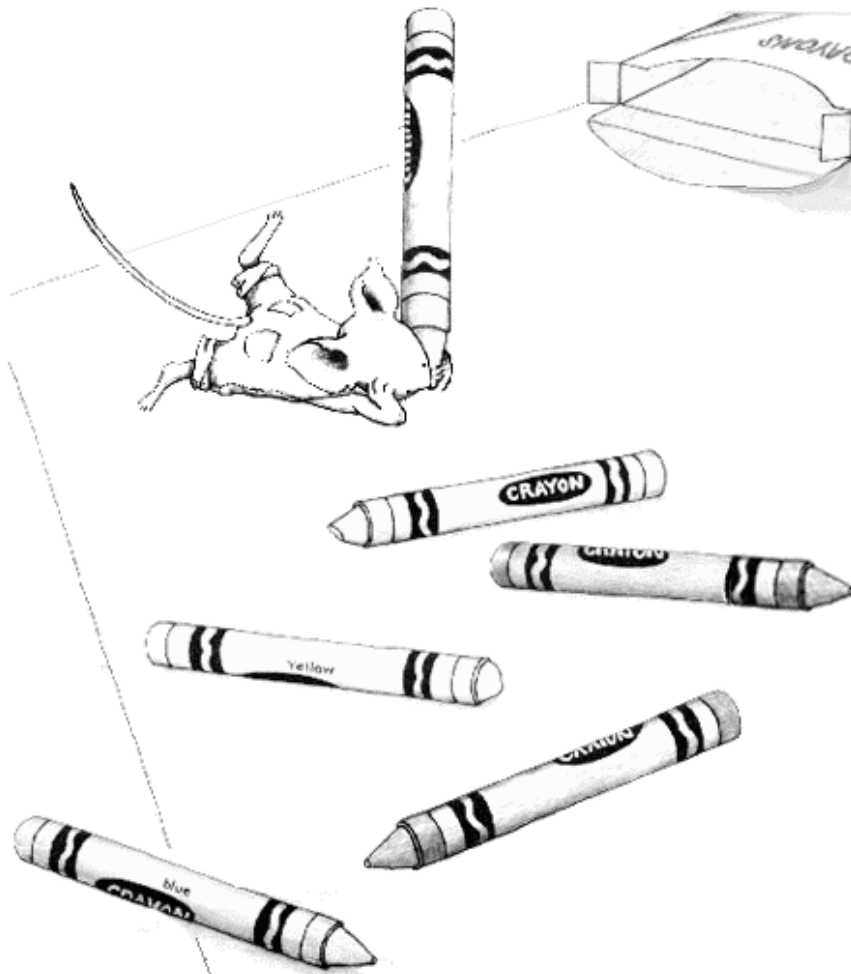
If You Give a Mouse a Cookie Quiz

1. If you give a mouse a cookie, what is the next thing he will want?
 - a. A glass of water
 - b. A napkin
 - c. A glass of milk
 - d. A soda
2. After he drinks the milk, why does the mouse want to look in a mirror?
 - a. To see if he has grown
 - b. To see if he has a milk mustache
 - c. To see if he has crumbs on his outfit
 - d. To see if one eye is bigger than the other
3. What will he discover while looking in the mirror?
 - a. That he is getting bigger
 - b. That he needs another cookie
 - c. That he is too small
 - d. That he needs a trim
4. After he gives himself a trim, what will he do next?
 - a. He will take a bath
 - b. He will clean up the floor
 - c. He will bake cookies
 - d. He will cut the little boy's hair
5. After he cleans the floor of the whole house, he will be tired. Where will he rest?
 - a. In a treehouse
 - b. In a box
 - c. In your sock drawer
 - d. In your refrigerator
6. The Mouse now wants to draw a picture. What will he need?
 - a. Colored pencils and an envelope
 - b. Crayons and paper
 - c. Watercolors and easel
 - d. Chalk and sidewalk
7. He will want to hang his picture on the refrigerator with what?
 - a. Staples
 - b. Glue
 - c. Scotch tape
 - d. Play-doh

8. Before he hangs it, he will need a good pen to do what?
 - a. Sign his name
 - b. Scribble out a tree in the picture
 - c. Outline his drawing
 - d. Draw another mouse

9. Looking at the refrigerator will remind him that he is what?
 - a. Ready to draw some more
 - b. Tired
 - c. Thirsty
 - d. Angry

10. And chances are if he gets a glass of milk, he will want what with it?
 - a. Candy
 - b. A slice of cheese
 - c. A brownie
 - d. A cookie



Word Search Answer Key

C	A	J	W	H	M	I	T	E	S	B	N	V	Z	C
O	Y	K	H	A	I	R	C	U	T	T	L	K	M	O
O	Q	A	I	W	L	E	R	Y	U	H	R	G	B	M
K	V	N	S	Z	K	L	P	P	U	F	S	A	D	F
I	C	T	K	Y	Y	U	I	T	A	P	E	M	W	O
E	J	A	E	S	A	D	C	H	X	V	B	N	M	R
R	U	R	R	E	W	Q	N	I	U	H	J	M	N	T
K	P	F	S	G	P	I	K	R	V	D	B	N	Y	A
L	I	U	D	D	K	E	W	S	Q	Z	C	J	E	B
N	L	Z	N	P	M	U	S	T	A	C	H	E	B	L
O	L	K	A	E	I	O	O	Y	R	A	H	T	A	E
Y	O	N	M	Q	R	A	B	R	F	C	G	D	R	P
A	W	Z	X	H	R	G	V	J	M	N	W	R	B	T
R	T	Y	B	O	O	J	S	S	P	T	R	L	E	L
C	X	R	E	F	R	I	G	E	R	A	T	O	R	T

Quiz Answer Key

1. C (milk)
2. B (milk mustache)
3. D (trim)
4. B (clean floor)
5. B (box)
6. B (crayons/paper)
7. C (Scotch tape)
8. A (Sign name)
9. C (thirsty)
10. D (Cookie)

Cause and Effect

A cause is something that makes something else happen. Out of two events, this is the event that happens first. To determine the cause, ask the questions, “why did it happen?”

An effect is what happens as a result of the cause. Of the two related events, the effect is the events that happens second or last. To determine the effect, ask the question, “what happened?”

There are several words that indicate a cause/effect statement. They include if/then, because, so, therefore, and since.

CAUSE	EFFECT
The boy kicked the ball.	The ball rolled.
The girl teased the cat.	The cat growled.
Susie studied hard for the test.	Susie got an A on the test.
Billy finished all of his homework.	Billy was allowed to play outside.

In the book, *If you Give a Mouse a Cookie*, there are many Cause and Effect statements:

If you give a mouse a cookie, then he's going to ask for a glass of milk.

Fill in the EFFECT statement for each of the following CAUSE statements:

1. If you brush your teeth everyday and night, then _____.
2. If you misbehave in class, then _____.
3. The boy ate too much candy, so _____.
4. If you don't wear a coat in winter, then _____.
5. Because Jane felt sick, she _____.
6. If you eat healthy foods, then _____.
7. If you work hard in school, then _____.
8. If you miss the bus, then _____.

Possible Answers: 1. you won't get cavities; 2. you will be punished; 3. he got a stomach ache; 4. you'll get sick; 5. went to the doctor; 6. you'll grow strong; 7. you'll get good grades; 8. you'll have to work to school.

Counting Chocolate Chips

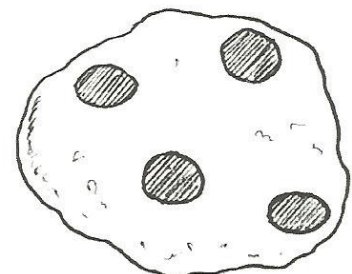
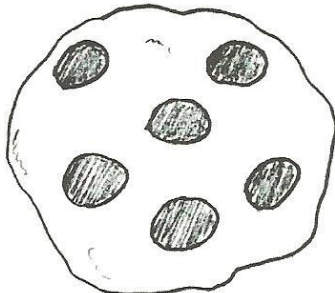
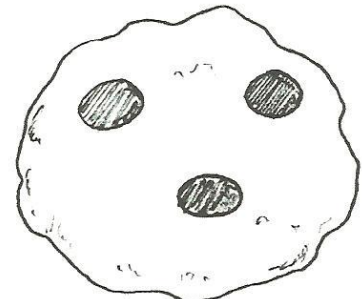
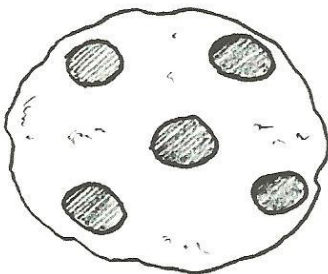
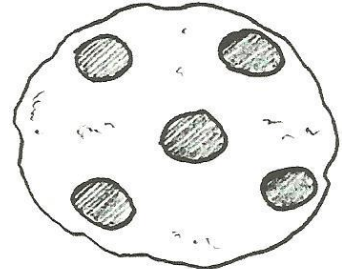
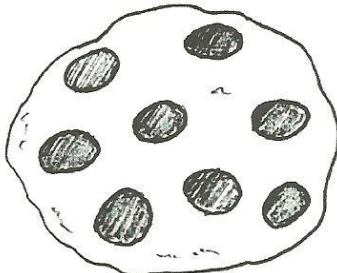
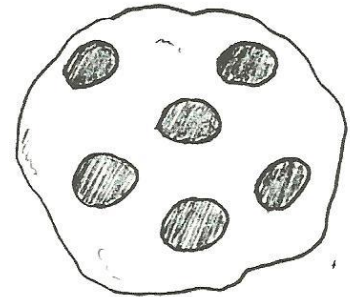
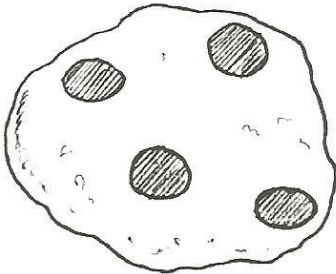
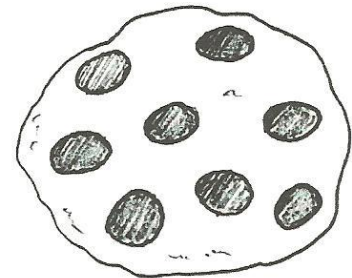
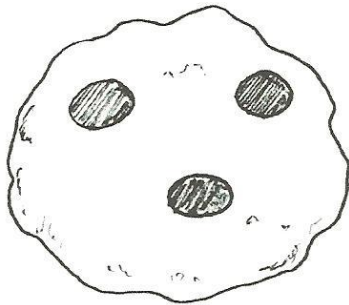
Name _____

(If You Give a Mouse a Cookie)

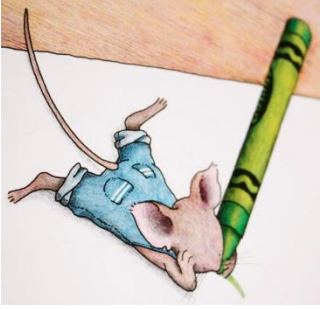


Counting Chocolate Chips

Directions: Draw lines to match the cookies that have the same number of chips.



Fun with Mouse and Math



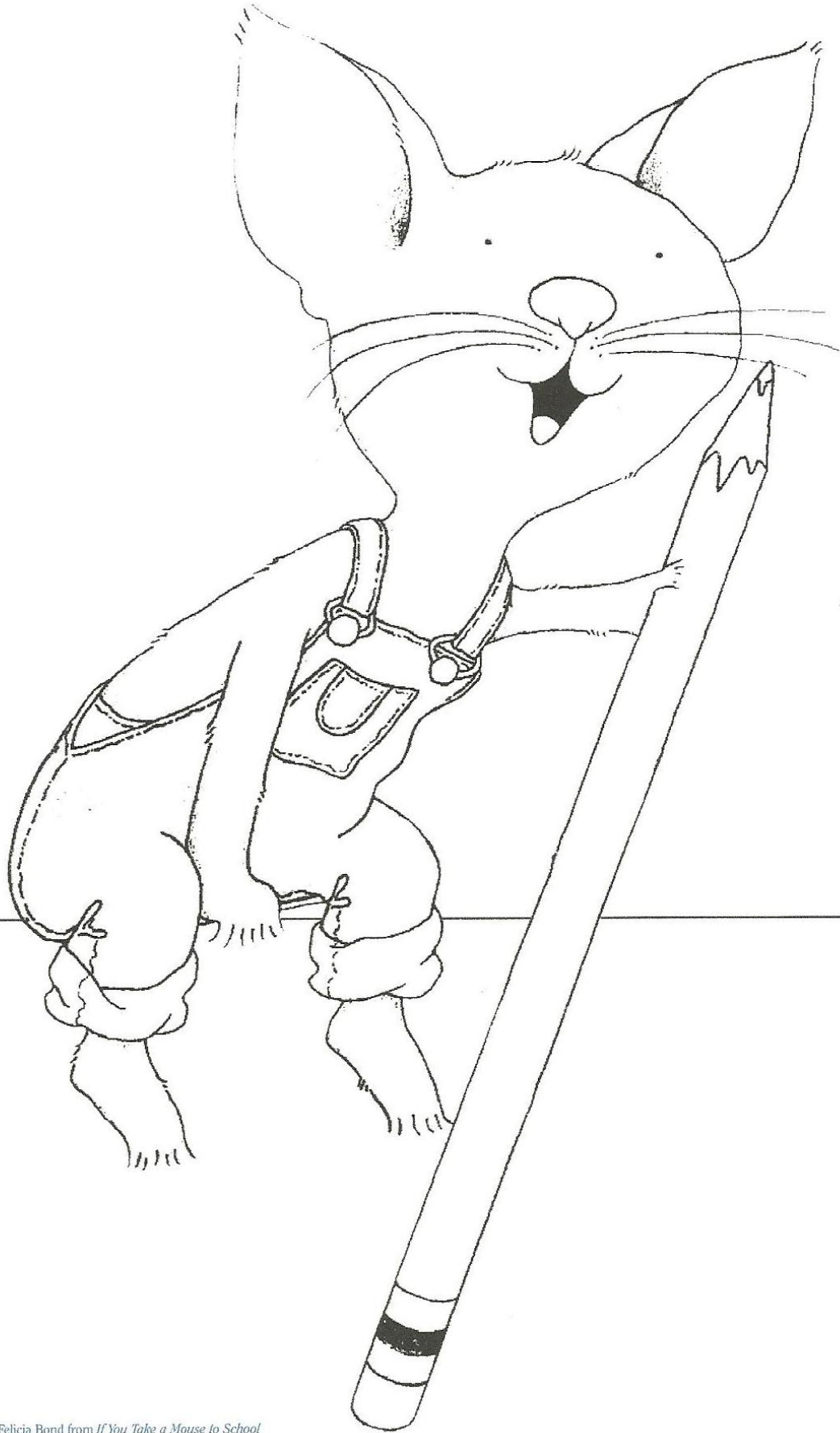
1. The mouse and the boy have a box of 24 crayons. The mouse lost 10 of the crayons. How many crayons are left?

2. The boy has 2 cookies and the mouse has 8 cookies. How many cookies do they have all together?
3. The mouse has 3 cookies, 4 straws for his milk, and 1 glass of milk. How many things does he have?
4. The boy eats 6 cookies in one day. The mouse eats the same amount. How many cookies did they eat in one day?

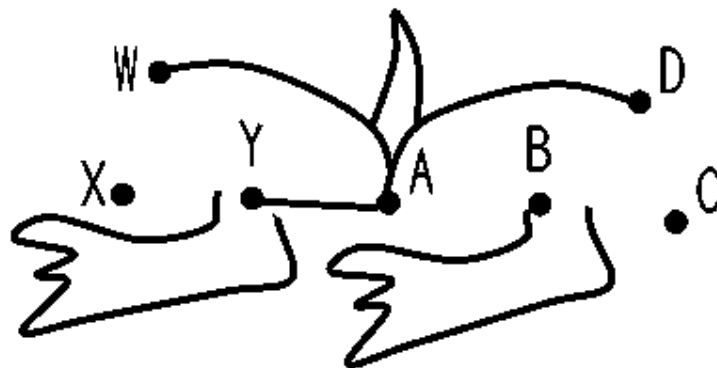
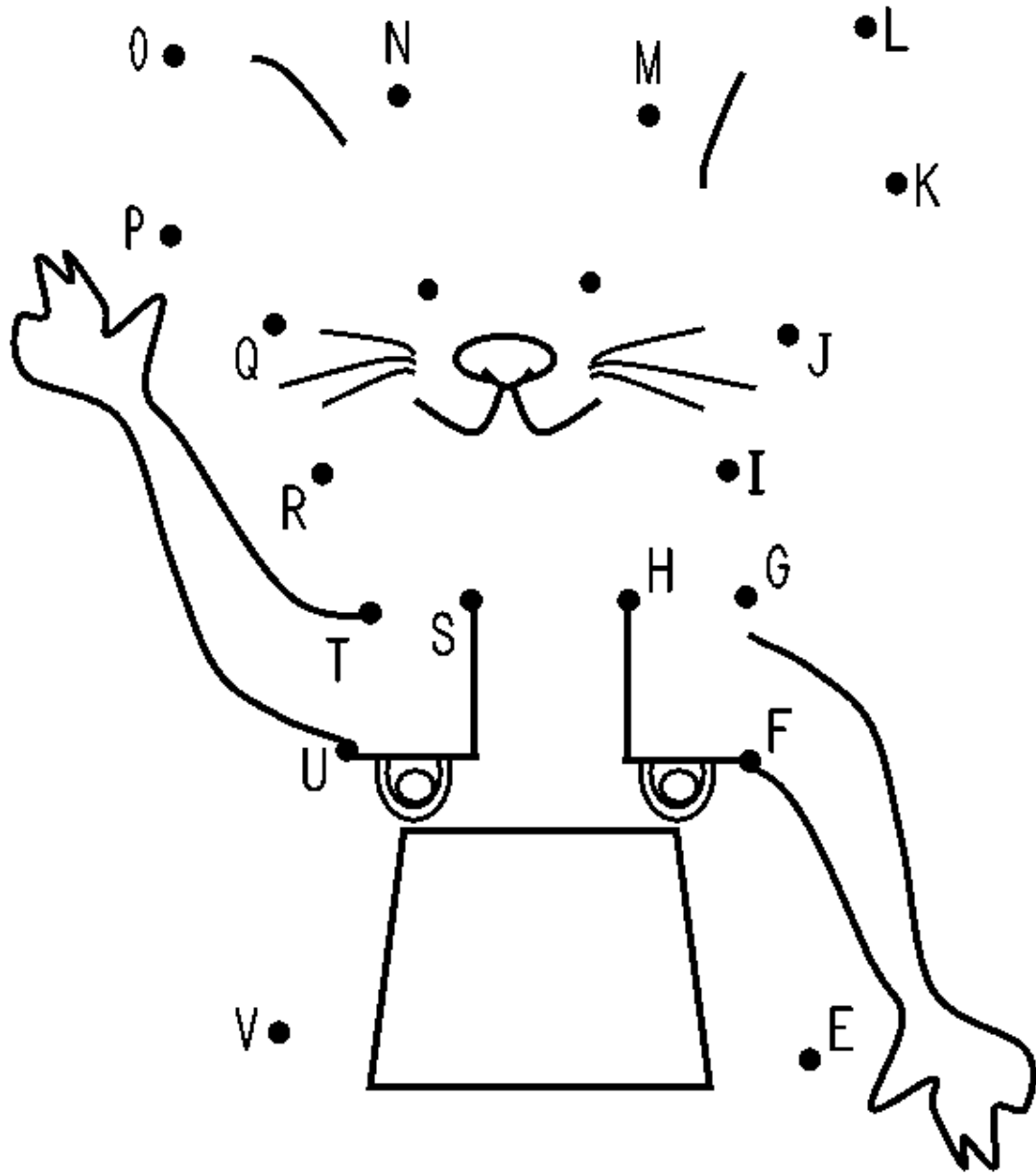


5. There are 4 people in the mouse's family. Mother Mouse baked 12 cookies. How many cookies can each mouse have if they each have the same amount?
6. The mouse drew 2 pictures for the refrigerator. He used 4 pieces of Scotch tape for each picture. How many pieces of tape did he use?

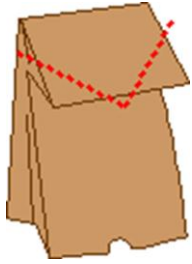
Coloring Sheet



Alphabet Dot-to-Dot



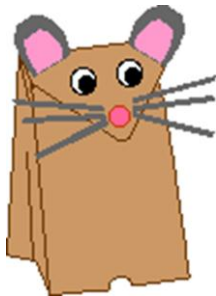
Mouse Paper Bag Puppet



Fold the two square edges of a paper bag under (at the dotted line), to form the animal's pointed snout.



You now have the shape of the animal's head.



Cut out eyes, ears, nose and whiskers (made of thin paper strips or pipe cleaners threaded through the paper bag). Glue them to the bag.

<http://www.enchantedlearning.com/crafts/puppets/paperbag/>

Cookie Recipe

Ingredients:

1 $\frac{3}{4}$ cup all-purpose flour
1/2 cup packed brown sugar
1/2 cup white sugar
1/2 cup butter, softened
1 egg
1 tsp. vanilla extract
1/2 tsp. baking soda
1/2 tsp. salt
16 oz. chocolate chips
1/2 cup walnuts (optional)

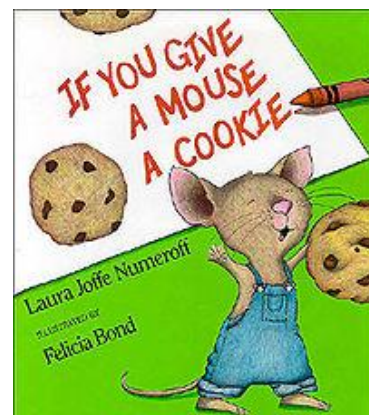
Instructions:

Preheat the oven to 375 degrees. With butter or a non-stick spray, grease four cookie sheets. Into a large bowl, measure all of the ingredients except for the chocolate chips. With a mixer at medium speed, beat until well mixed. Add in the chocolate chips and stir well. Drop by rounded teaspoonfuls, 2 inches apart, on the cookie sheets. Bake for 10-12 minutes, or until the cookies are lightly browned. Serve warm and don't forget the milk!

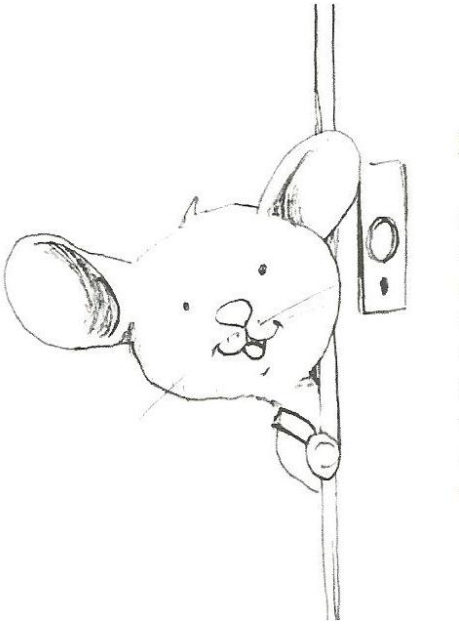







Books by Laura Numeroff












If You Give a Mouse a Cookie
If You Take a Mouse to the Movies
If You Give a Mouse a Muffin
If You Take a Mouse to School
If you Give a Pig a Pancake
What Mommies Do Best
If You Give a Dog a Donut
If You Give a Cat a Cupcake
Ponyella
The Jellybeans and the Big Dance
A Mouse Cookie First Library
When Sheep Sleep
Laura Numeroff's 10-Step Guide to
Living with Your Monster



Facts About Mice



-  Mice are originally from Asia. They arrived in North America on colonists' ships. House mice spread across North America very quickly, and are now found in every state in the United States (including Alaska) and in southern parts of Canada.
-  Mice normally feed up to 20 times each day and will eat practically anything a human will eat.
-  Mice consume about 15% of their body weight every 24 hours.
-  Mice require very small amounts of water.
-  Mice produce their own vitamin C.

-  Mice never travel very far from their nests, usually only 12-20 feet away from their nest.
-  Mice use their long and sensitive whiskers to help them navigate in the dark.
-  Mice are nocturnal animals.
-  Mice are afraid to jump off high vertical drops.
-  Baby mice curl up when they are being carried.
-  Mice have an excellent sense of balance. They can easily walk along thin surfaces like telephone wires and ropes.
-  Mice can leap up to 12 inches vertically.
-  There are usually 6 mice to a litter, and female mice can produce up to 10 litters each year.
-  The word mouse comes from the word *mus*, a Sanskrit word that means "thief."
-  Mice have poor vision, so they must rely heavily on their senses of smell, taste, touch and hearing.
-  Mice live between 15 to 18 months.

Theatre Definitions

Actor	any theatrical performer
Cast	group of actors in a play
Center Stage	the middle of the stage
Choreographer	the person who designs and teaches all of the dances in the production
Costume Designer	the person who creates what the actors wear in a performance
Director	the person in charge of the actor's movement onstage
Improvisation	drama that is created on the spur of the moment, without any advance preparation
Lighting Designer	the person who creates the lighting for a play that simulates the time of day and location
Onstage	a part of the stage that is visible to the audience
Offstage	a part of the stage that is not visible to the audience
Pantomime	a performance without speaking
Plot	a storyline
Prop	an object used by an actor in a scene
Set	the background or scenery for a play
Set Designer	the person who creates the scenery
Sound Designer	the person who provides special effects such as thunder noises or bird chirping
Stage Crew	the people who, during a performance, are in charge of changing and setting up scenery
Stage Manager	the person who helps the director during rehearsals

Theatre Games

Mirror Game

What if the Mouse took a long look in the mirror? Pair up children. One child is the mirror and must copy everything the other student does. See how complicated the gestures become. Then reverse, so the other child becomes the mirror.

Storytelling

Have student join forces to tell a story around the room. Sitting in a circle, one person starts with a sentence such as "If you give _____", the next person continues, etc. Can it become a circular story (so it ends the same way it starts) like *If You Give a Mouse a Cookie*?

The Directing Game

One of the jobs of the director is giving the actors ideas for how to say their lines and how to move onstage. Pick one person to be the director. Everyone else makes up a short scene that includes a lot of action. (Ex: Two kids are having a picnic in a park when all of a sudden it begins to rain. The kids hurry to pick up their blanket, food, and picnic basket. Other kids in the park hurry to the shelter to get out of the rain. Another kid splashes in a puddle. To begin the scene, the director yells "action" and yells "cut" when the scene is completed. The director then assigns a direction such as "slow motion" and the actors do the scene again using this technique. Other directions may include fast forward, overdramatic, doing the chicken dance, walking through Jell-O, laughing hysterically, on one foot, underwater, or backwards.

Body Sculptures

Acting isn't just about memorizing lines. Actors have to express themselves with their bodies as well. Try this fun exercise with the children. Have the children evolve into frozen sculptures by calling out ideas: 1) Things you would find in a castle, 2) Things you would find in a classroom; 3) Things you would find at a movie theatre, etc. You can create your own lists. Encourage the children to explore their imaginations. Use your bodies to create a frozen object.

Expressing Feelings

Actors in theatre are required to express many different emotions on stage. Frequently, they may use movement to convey these emotions to their audiences. Below are some examples of emotions. Model the movements ; have other students try to guess the emotion.

Horror/fear

Love

Anger

Happiness

Evil Planning

Grief/sadness

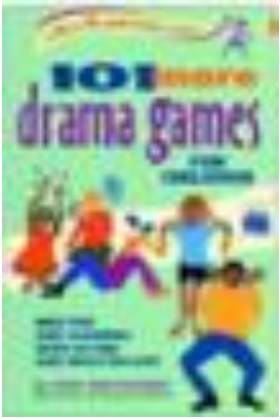
Tired/exhausted

Bored

Sound Effects

Most theatrical sounds can be made by using your voice, hands, and/or body. Have one player call out a sound effect and the other players must make the sound using their voice, hands or body. Suggestions for sound effects include frog, galloping horse, rain, thunder, doorbell, snoring, popcorn popping, train, birds singing, etc.

Theatre in the Classroom Resources



101 More Drama Games for Children by Paul Rooyackers

Drama and Music: Creative Activities for Young Children by Janet Rubin and Margaret Marion

Drama with Children by Geraldine Brain Siks

Easy-to-Read Folk and Fairy Tale Plays (Grade 1-3) by Carol Pugliano and Carolyn Croll

Great Scenes for Young Actors from the Stage by Craig Slight and Jack Sharrar

Improvisation for the Theater by Viola Spolin

Kids Take the Stage by Lenka Peterson

Little Plays for Little People: Theatre, Games and Activities by Chari Greenberg

Make-up, Costumes and Masks by Bruun Rasmussen and Grete Peterson

Making Make-Believe: Fun Props, Costumes and Creative Play Ideas by Maryann Kohl

Multicultural Plays for Children (Grades 4-6) by Pamela Gerke

Multicultural Plays for Children (Grades K-3) by Pamela Gerke

On Stage by Lisa Bany-Winters

Plays Around the Year (Grades 1-3) by Liz Schafer

Plays Children Love: A Treasury of Contemporary and Classic Plays for Children by Coleman A. Jennings

Plays from Famous Stories and Fairy Tales by Adele Thane

Teaching with a Purpose: Using Child Drama with Younger Children by Phyllis Lutley

The Art of Storytelling by Daryl Bellingham

The Wonderful World of Theatre by J. B. Priestly

Theater Games for Rehearsal by Viola Spolin



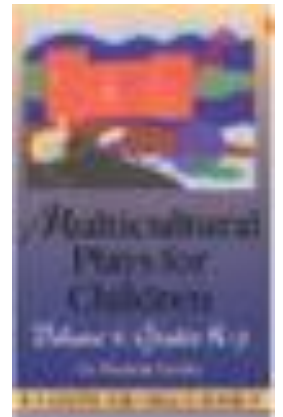
Theater Games for the Classroom: A Teacher's Handbook by Viola Spolin

Theatre for Young Audiences by Coleman A. Jennings

Theatre Games for Young Performers: Improvisation and Exercises for Developing Acting Skills by Maria Novelly

Theatre Magic: Behind the Scenes at a Children's Theater by Cheryl Walsh Bellville

Wings to Flying: Bringing Theatre Arts to Students with Special Needs by Sally Dorothy Bailey



Save the Date

School Performances

April 10-12, 2013

Times TBA

Public Performances

Saturday, April 13, 2013

Times TBA



Department of Theatre Arts

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