

# SEVEN BLIND MICE

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Ages: 4-8

Lexile®:AD350L; Guided Reading Level: K

Themes: Fables, Animals, Colors, Days of the Week, Problem Solving, Teamwork

## SUMMARY

Seven blind mice come upon a mysterious *Something* by the side of their pond. One by one, they venture out to discover what it is. However, each mouse comes back with a different report. “It’s a pillar!” “It’s a fan!” “It’s a snake!” “It’s a rope!” Soon, they all begin to argue. It is not until the seventh mouse goes out and runs up, down, and around the entire *Something* that its true identity becomes apparent. Vivid artwork makes this wise tale engaging and lively. Students will enjoy the follies of the mice as the *Something* is revealed, part by part.

## OBJECTIVES

- Students will describe an object in its parts and then hypothesize on what the entire object is.
- Students will write riddles for others to solve.

## BEFORE VIEWING ACTIVITIES

Guide the students through listing the five senses: sight, smell, touch, taste, and hearing. Have the students use each sense to experience an object, such as a piece of fruit. First, have them describe what it looks, smells, feels, and tastes like. Repeat the activity with something that the students can hear, such as a water fountain or wind chimes (leave out the taste part!). Then, ask students what they think it would be like if they lost one of their senses. Record their ideas. Do an activity in which the students are blindfolded. Allow them to touch, taste, and/or listen to various objects to guess what they are. Tell the students that in the program that they are about to watch, seven blind mice must use their senses to try to guess what a mysterious object is, similar to the activity that they just had.

Teach students about the different accommodations that blind people use to survive in a seeing world. First, establish with students that the other senses grow stronger when one sense is absent or impaired, and that blind people rely strongly on their senses of hearing and touch to “see” the world around them. Teach students that seeing-eye dogs are specially trained dogs that act like eyes for blind people, guiding them away from obstacles and danger. Explain how some blind people walk with long white sticks that help them to feel the ground in front of them so they know where to walk. Finally, teach students that blind people read with an alphabet called Braille. If possible, check out some Braille books from the library and allow the students to gently touch them.

## AFTER VIEWING ACTIVITIES

Separate the students into groups of four or five. Choose a variety of objects from the classroom or home that are familiar to the students, such as: a manual pencil sharpener, a blender, a tennis racket, a backpack, or other common objects. Blindfold all four students and allow each one to touch only one small part of the object. After each student touches the object, he or she must make a hypothesis as to what the object is, based on what they felt. After all of the students have guessed, have them talk together about what they felt and make a guess based on all of the parts, what the object is. Remove their blindfolds and let them see the whole object. The rest of the class can look on while they wait their turns, as they will enjoy watching their teammates blindly feel the object and make guesses.

Have students write “What am I?” riddles. Begin by giving the student a riddle, such as: “I am tall and strong. My feet reach into the ground and my arms reach up to the sky. In the summer I am covered, but in the winter I am not. What am I?” (a tree). Work with the students to write a riddle together as a class, then challenge them to write riddles on their own.

Guiding points:

- Students should write about common objects.
- Students need to give at least 3 clues.
- Students should think of 1-2 hints that would help the reader figure out the riddle.

Have students make a “Guess What?” collage. Collect magazines with pictures from nature, sports, or buildings and homes. Have students choose 5-10 pictures and cut out parts from each picture. The part that they cut out should have some clue as to what the object is. For example, if the students cut out a picture of a football, they should include at least one of the stitches. Students should label each picture part and glue it to construction paper, in a collage fashion. Then, on the back, they should make an answer key that tells what each picture shows a part of. Invite students to trade collages and try to guess what each other’s pictures show.

Discuss fables with the class, pointing out that fables are stories that are meant to teach a lesson or *moral*. Invite students to offer their own thoughts about the lesson in *Seven Blind Mice*. Look for one of the many collections of fables available in the library, and bring it to share with the class. Read several fables aloud, and ask students to guess the lesson each one is trying to teach. If students disagree on the moral of the story, encourage them to talk about it further until they get the right answer. Ask students why it is important to have stories that teach a specific lesson. If there is time, students can try to write fables of their own.

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