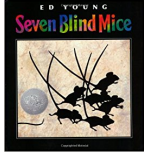


## Seven Blind Mice



**Story:** Ed Young  
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[CCSS.ELA-LITERACY.SL.K.1](#)

### WORD WALL: PERSPECTIVE

Angle, aspect, attitude, interpretation, outlook, perspective, viewpoint.

### SYNOPSIS

Seven blind mice found a strange big something by their pond and curiously began to investigate. The red mouse suggested it was a pillar; the green mouse thought it was a snake; and, the purple mouse believed it to be a great cliff. Only the white mouse ran from end to end and examined all sides of the large something, finally determining that it was an elephant.

### DISCUSSION

**Say:** *The white mouse did something that the other mice did not do—it bravely examined all sides of the elephant. Carefully acquiring as much information as possible before we make a judgment is an important part of decision-making.* **Ask:** *When you need to make a decision, such as selecting a book or a snack, what information do you use to help guide you?* **Say:** *The mice in the book all believed the object to be something different; each mouse had a different perspective.* **Invite** children to share anecdotal examples of times when they have viewed a situation differently than did someone else (be it a parent, a classmate, a friend, or a sibling). **Conclude:** *It is very natural for people to have different points of view. However, in certain situations, the only way to see the whole picture is to combine those viewpoints—because, just like each mouse only perceived part of the whole elephant, individual*

*viewpoints can represent only one part of the whole story.*

### GROUP ACTIVITY

Before class, **outline** an animal on a large poster paper. **Ensure** that the drawing is kept hidden from the students. **Cut** it into pieces so that there is one piece for each student in the class. **Shuffle** the pieces. **Give** one piece of the animal to each child to color. Then, **ask** the students to assemble the puzzle by working together. **Conclude** the activity by reading the Mouse Moral from the book: “Knowing in part may make a fine tale, but wisdom comes from seeing the whole.”

### OPTIONAL ACTIVITY

**Say:** *After the seven mice determined that the big object was an elephant, they wanted to find out if it was an African Elephant or an Asian Elephant. Create playdough models of each kind based on the information on the handout I am giving you. When the two elephants are done, close your eyes and try to find out which one is which.* **Conclude:** *Being attentive to details is a character virtue that can help us learn, stay safe, and get along with others.*

### AT-HOME ACTIVITY

**Say:** *At home and with the help of an adult, locate an object that you are not familiar with. Try to figure out what it is by asking questions such as: “Why is it here? What is it used for?” Use critical thinking skills to decide what the object actually is. If you still do not know the name of it, ask an adult.*



### RESOURCEFULNESS REQUIRES INITIATIVE

Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

## African and Asian Elephants



### Asian Elephant

**Height:** 6.5– 11.5 feet

**Length:** around 21 feet

**Ears:** Small

**Shape of head:** Two domes on top of head

**Lips:** long and narrow

**Skin:** A little wrinkled

**Tusks:** Not all elephants have tusks. If they do, the tusks are small.

**Trunk:** One “finger”

**Toenails:** Five nails on each front foot

### African Elephant

**Height:** 11 feet

**Length:** 19–24 feet

**Ears:** Large, reach up and over the neck

**Shape of head:** One dome on top of head

**Lips:** Short and full

**Skin:** Very wrinkled

**Tusks:** All elephants have tusks

**Trunk:** Two “fingers” to hold things

**Toenails:** Four nails on each front foot