Seven Blind Mice Activity Kit

Guidelines:
There may be more than 1 activity or sign under each skill area. Signs should brief, but explain what to do and why it’s important.

SKILL AREA – TALK, TALK, TALK
• Activity – Mystery Box—The Mystery Box will contain items from the book: a fan, a piece of rope, a toy mouse, a toy elephant, a toy snake, a pillar. The child will put his hand in the box and tell what he is feeling. Photographs of the items are available on the large fan as “clues”.
• Sign(s). (with toucan graphic)
  Put your hand in the Mystery Box and name the items you feel.
  Use the photographs on the large fan to give your child a hint.
  Hearing lots of language is linked to vocabulary development. The more words children hear, the easier it will be to decode written language when they start to read.

Supplies.
  o Mystery Box
  o Toy items from the book
  o Labeled photographs on Large Fan

SKILL AREA – LOOK FOR LETTERS EVERYWHERE
• **Activity** – Colored Lens Fun – 6 Colored Looking Lenses and 3 white mice in a box puppet are provided for visual exploration.

• **Sign(s).**  (with peacock graphic)

• Use the looking glasses to look for the three white mice. Can you make the mice orange blue, green, yellow or purple?

  *Looking at and playing with shapes is part of letter recognition. Understanding the concepts of same/different is the first step.*

• **Supplies.**
  
  o 3 Sets of 6 Colored glasses
  
  o 3 Mice in a Box Puppet

**SKILL AREA – LOOK FOR LETTERS EVERYWHERE**

• **Activity** – Letter rubbings—children have paper and crayons and are able to make rubbings of various letters.

• **Sign(s).**  (with peacock graphic)

• Use the paper and sides of the crayons to make bumpy letters come to life.*

  *A good letter to start with is the first letter of your child’s first name. Discuss the sounds each letter makes and other words that start with each sound.*

• **Supplies.**
  
  o Tactile letters
  
  o Crayons
  
  o Paper

  * This activity could be used as a tactile experience only, if you’re concerned about having crayons in your space.

**SKILL AREA – TELL STORIES ABOUT EVERYTHING**

• **Activity** – Big or Little. Simple Sequencing. Using different sizes of laminated mice and a replica of a mouse hole, see which ones fit, and put them in order of size.

• **Sign(s).**  (with turtle graphic)

• Big or Little? Put the mice in order according to size. Big too little—little too big. Which ones fit through the mouse holes?

  *Putting things in order helps children understand the idea of “beginning, middle and end”, which is important for children who are ready to tell—and eventually read—stories.*

• **Supplies.**
  
  o Replica mouse hole (plastic hoops)
Laminated mice of various sizes
Note there is a sign without the mention of the mouse hole for an alternate activity without the hoops.

SKILL AREA – TELL STORIES ABOUT EVERYTHING (option 2)
- **Activity** – Stack the rings. Stack the rings in the same order as the mice were stacked in the book.
- **Sign(s).** (with turtle graphic)
- Stack the mice in the same color order as in the book.
  
  *Putting things in order helps children understand the idea of “beginning, middle and end”, which is important for children who are ready to tell—and eventually read—stories.*

- **Supplies.**
  - Stacking Rings on Stand

SKILL AREA – TELL STORIES ABOUT EVERYTHING (option 3)
- **Activity** – Puzzle Pieces. Put the pieces of the jungle friends puzzle together and tell stories about them.
- **Sign(s).** (with turtle graphic)
- Put the puzzle together and tell a story about your creation.
  
  *Puzzles help children realize that parts fit together, just as different details fit together to make a story.*

- **Supplies.**
  - Jungle Friends Bilingual Puzzle

SKILL AREA – TELL STORIES ABOUT EVERYTHING (option 4)
- **Activity** – String the Beads
- **Signs (with turtle graphic)**
- String the beads in the same color order as the mice in the book. What colors are missing? What other patterns can you make?
  
  *Putting things in order helps children understand the idea of “beginning, middle and end”, which is important for children who are ready to tell—and eventually read—stories.*

SKILL AREA – NOTICE PRINT ALL AROUND YOU
- **Activity.** Mouse Days. Child matches colored mouse with appropriate day of the week which has been written on the magnetic board with chalk ink.
- **Sign (with kangaroo graphic)**
• Match the mouse with the day of the week. Which day did the white mouse go out? The red? Orange? Purple? Green? Yellow? Blue?

*Looking at words in the environment helps kids learn that printed text is important.*

• **Supplies.**
  - Laminated colored mice with magnets
  - Chalk ink

**SKILL AREA – TAKE TIME TO RHYME**

• **Activity** – Parent or Caregiver will tap out a simple rhythm with the Boom Whackers. The child will repeat the rhythm back to the adult.

• **Sign(s):** (with Goat graphic)

• Make Mouse Music. Tap out a simple rhythm with the Boom whackers. Have your child repeat the rhythm to you. Try “3 Blind Mice”!!

*Rhythm and songs help your child learn to hear the smaller sounds of language, which will help your child sound out words when learning to read.*

• **Supplies.**
  - Boom Whackers

**SKILL AREA – TAKE TIME TO RHYME**

• **Activity** – Caregiver encourages child to replace the “m” in “mice” with another letter sound.

• **Sign.** (with goat graphic) Rhyming Mice

*What word would you have if you replace the “M” in mice with an*

• “N”?
• “R”?
• “D”?
• “SL”?

• **What other fun sounds can you make?**

*Most children who have difficulty reading are having trouble hearing and manipulating these smaller sounds in words*

**Overall SKILL AREA – HAVE FUN WITH BOOKS**

• **Sign.** (with monkey graphic)
# Seven Blind Mice

## Early Literacy Kit Contents

### Included.

<table>
<thead>
<tr>
<th>Item</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>__Mystery Box with pictures clues on fan</td>
<td>___</td>
</tr>
<tr>
<td>___ (6) Objects From Story (elephant, rope, pillar, fan, mouse and snake)</td>
<td>___</td>
</tr>
<tr>
<td>__Mouse puppet</td>
<td>___</td>
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<tr>
<td>__Elephant Puppet</td>
<td>___</td>
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<tr>
<td>__Stack color rings</td>
<td>___</td>
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<tr>
<td>__First Jungle Puzzle (Bilingual)</td>
<td>___</td>
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<tr>
<td>___ (1) Visual Explorers Large Magnifying Glass</td>
<td>___</td>
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<tr>
<td>___ (5) Boom whackers</td>
<td>___</td>
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<tr>
<td>___ (3) Sets of 6 Color Viewers on string</td>
<td>___</td>
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<tr>
<td>__Three Mice in a Box Puppet</td>
<td>___</td>
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<tr>
<td>__Bag of stringing beads &amp; laces</td>
<td>___</td>
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<tr>
<td>__First Lacers (7 beads &amp; string)</td>
<td>___</td>
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<tr>
<td>__First Crayon Set w/ Tactile letters, upper &amp; lower case</td>
<td>___</td>
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<tr>
<td>__Plastic hoops–2 sizes (12)</td>
<td>___</td>
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<tr>
<td>___ (2) Copies of Seven Blind Mice (1) HB (1) PB–(not for checkout)</td>
<td>___</td>
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<tr>
<td>__Laminated white mice (12)</td>
<td>___</td>
</tr>
<tr>
<td>__Laminated colored mice with magnets (21)</td>
<td>___</td>
</tr>
<tr>
<td>__Chalk ink (2)</td>
<td>___</td>
</tr>
<tr>
<td>__Fan with Rhyming letters and pictures</td>
<td>___</td>
</tr>
</tbody>
</table>

### What you need to provide.
- Sign holders
- Paper for letter rubbings
- Magnet Board

### Your comments – what worked, what didn’t, your suggestions.