

# Three Blind Mice

## Analysis from Multiple Perspectives

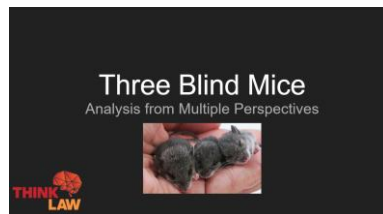
Objective: Thinkers will hypothesize struggles that the blind mice and farmer's wife might face and determine how those struggles would affect their behavior. Thinkers will create an alternative ending that could have solved each party's issues.

### Lesson Outline

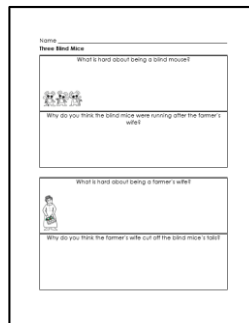
1. In the thinkStarter, thinkers will consider struggles that students and teachers face each day. They will brainstorm ways that teachers and students could support one another.
2. Thinkers will read "Three Blind Mice" and determine struggles that blind mice might face. They will then determine struggles that a farmer's wife might face.
3. After reflecting on the struggles of the characters, thinkers will determine how these struggles affected the actions of the characters.
4. The lesson will conclude with thinkers creating an alternative ending to the nursery rhyme that would allow both parties to be happy.

### Materials

Three Blind Mice  
PowerPoint Presentation



Three Blind Mice  
Student Response  
Sheets



Thinker Materials:  
Writing Utensils

## Common Core Content Standards

KINDERGARTEN	FIRST GRADE	SECOND GRADE
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	RL.1.3 Describe characters, settings, and major events in a story, using key details.	RL.2.3 Describe how characters in a story respond to major events and challenges.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.
SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## thinkStarter

What are things that are hard about being a student?



We love to come to school every day to exercise our brains but sometimes being a student is hard!

What are some things that are hard about being a student?

Sample responses might include having a lot of classwork, having to get up early in the morning, having to sit still and listen, not having a lot of time for lunch, etc.

What are things that are hard about being a teacher?



Teachers also love to come to school every day. But sometimes, it's hard to be a teacher. What are some things that you think might be hard about being a teacher?

Sample responses might include when students do not listen or talk too much, too many meetings, having to make copies, planning lessons, etc.

How could students and teachers help each other?



We are very lucky. There are things about being a student that are hard and things about being a teacher that are hard. But we can do hard things together. How could students and teachers help each other?

Sample answer: A student could tell a teacher that they are having trouble and the teacher could help. A student could do a good job of listening and working hard and the teacher could reward them with a fun activity, etc.

In our brain exercise today, we are going to read a nursery rhyme where the characters have some hard things in their lives. We are going to think about how they could have helped each other out and solve their problems.

## thinkAnalysis

### Three Blind Mice



Three blind mice, three blind mice  
See how they run, see how they run  
They all ran after the farmer's wife  
Who cut off their tails with a carving knife  
Have you ever seen such a sight in your life  
As three blind mice

This nursery rhyme is called "Three Blind Mice." You may have heard this poem before. **Read the poem aloud.**

Raise your hand if you have heard this poem before. Some of you may have heard this poem before and, for some of you, today might be the first time.

This nursery rhyme makes me have a LOT of questions. Does it make you have questions? What questions do you have about this poem? **Give thinkers the opportunity to share their questions.**



### Who are the characters?

The Three Blind Mice



The Farmer's Wife



This nursery rhyme has two sets of characters. Who are the characters? **Click once to make the mice appear. Click a second time to make the Farmer's Wife appear.**

There are three blind mice and the farmer's wife.

### Let's think about the mice first.

What is hard about being a blind mouse?



Why do you think the blind mice were running after the farmer's wife?

Let's talk about the mice first. What does blind mean? **Allow thinkers to respond. Blind means that the mice cannot see.**

What problems might a blind mouse have? **Blind mice would have trouble staying safe. They would not be able to**

**see things that were dangerous. Blind mice could not see people or animals that want to catch them. They might have a hard time finding food. Follow-up the responses with the question "Why?" Why would that be a problem for a blind mouse?**

Why do you think they were running after the farmer's wife?

**The mice may have been afraid of the farmer's wife. They might have been confused. The mice might have had a cat chasing them and were accidentally running after the farmer's wife because they couldn't see where they were going.**

Now it is your turn to tell me what you think. In the first box, answer the question: What problems might a blind mouse have? In the second box answer the question: Why do you think the blind mice were running? Thinkers will fill out their student response sheets using drawings, writing, or a combination of both. Give thinkers an opportunity to share their work.

Now let's think about the farmer's wife.

 What is hard about being a farmer's wife?	
Why do you think the farmer's wife cut off the blind mice's tails?	

THINK LAW



Now let's talk about the farmer's wife. What might be hard about being a farmer? Farmers must work really hard to grow crops. It is hard to sell your crops. It is hard to keep bugs and animals from eating all the food you grow.

Why do you think the farmer's wife cut off the blind mice's tails? She could have been afraid of the mice. She might have been worried that the mice were going to eat all the food they had grown.

Now it is your turn to tell me what you think. In the first box, answer the question: What problem might a farmer's wife have? In the second box answer the question: Why do you think the farmer's wife cut off the blind mice's tails? Thinkers will fill out their student response sheets using drawings, writing, or a combination of both. Give thinkers an opportunity to share their work.

Now that we have had some time to think about what might be hard for each character and some time to think about why each character did what they did, we are going to work our brains just a little bit more.

How do you think these characters are feeling?

	
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THINK LAW

I want you to take a minute to write down how you think these characters are feeling. Give students a few minutes to write down their thoughts.

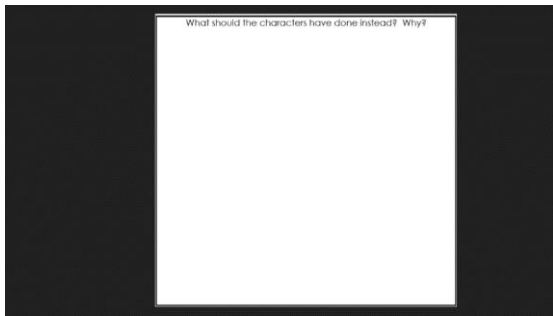
How do you think the farmer's wife was feeling? Allow thinkers to respond.

How do you think the farmer's wife was feeling? Allow thinkers to respond.

How do you think the mice were feeling? Allow thinkers to respond.

What do you notice about how each character is feeling? **All the characters are feeling afraid.** What happens when characters are afraid? **When characters are afraid, they may not stop to think about their choices.** How would this story have been different if the characters were not afraid? **Allow thinkers to respond.**

Did anyone think the farmer's wife was happy? Why or why not? Did anyone think the blind mice were happy? Why or why not? **Most thinkers will probably agree that the mice are not happy in this situation because they had their tails cut off.**



No one was probably happy at the end of this story.

We know that the blind mice and the farmer's wife were all probably feeling scared or upset. What could the blind mice have done to help the farmer's wife to not be upset?

What could the farmer's wife have done to make the mice feel safe?

Is there a way this story could have a happy ending for all the characters? **Give thinkers the opportunity to response and then share their thoughts.**

### **thinkBigger**

**thinkBigger questions are at the end of some lessons. They are extension questions or activities that could follow a lesson.**

- When two people are having a problem, is it important to think about how everyone is feeling? Why or why not? What happens when you do not think about how everyone is feeling?
- Do you think when you understand how all the people are feeling it is easier to solve a problem? Why or why not?
- Can you think about a time when there was a problem where everyone was feeling angry? When everyone was feeling sad? When everyone was feeling scared? What happened?