

# SEVEN BLIND MICE

## Spatial Sense

Preschool

The mice in this book climb all around as they each discover a small piece of a big mystery. They have to come together to figure out that what it is! The positions of the mice in this book create opportunities for discussing spatial sense.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

THINK-MATH



#### Children will:

- ◆ Begin to understand more complex spatial vocabulary with adult support

#### Teachers will:

- ◆ Prompt children to identify positions in space

### TEACHING TIP

Both position and directionality are pieces of spatial sense. As children engage in physical activities, play with materials, or read books, take the chance to call attention to the position of objects and bodies relative to others. Spatial orientation is an important foundation to later geometry skills. Following directions is also a good way to incorporate more complex position terms, such as understanding how to move based on the phrase, “stand up and stretch your arms to the sky”. Try prompting children with novel and layered spatial vocabulary as they build these skills with your support.

### 1. INTRODUCE

- ◆ “Have you ever needed to move to a different spot to see something? Maybe you had to look under and behind the sofa to find your toy. Today we are going to read a book called *Seven Blind Mice*. The mice in this story find themselves in lots of different positions that we will try to name as they try to solve a mystery!”

### 2. READ THE BOOK

- ◆ Pause occasionally to prompt children to identify the positions of the mice relative to the elephant and each other.
- ◆ Label directionality and spatial orientations using more complex or layered terms.

### Prompt Children to Identify Positions in Space

**Read:** “On Monday Red Mouse went first to find out.”

**Label:** “The mice are stacked on top of each other so that white is at the bottom and yellow is sitting on the very top.”

**Prompt:** “Where is Red Mouse sitting? Yes, Red Mouse is in between purple and blue, near the middle of the group.”

**Read:** “‘No,’ said Yellow mouse on Wednesday.”

**Label:** “Here Yellow Mouse is sliding down towards the bottom of the thing they’ve discovered.”

**Prompt:** “Which mouse do you think is going to jump down from the pile next? (Child) thinks it’s Purple Mouse since they are standing on the top of the group.”

**Read:** “an elephant!”

**Prompt:** “Where are all of the different mice on the elephant?”

**Label:** “I see Blue Mouse hanging off the bottom of the tail. White Mouse is the highest up, sitting on the back of the elephant. And there is Green mouse, on the very tip of the nose.”

### 3. REVIEW

- ◆ “The mice in this story climbed down, on top, and on the back of the big elephant. You helped me figure out where all the mice were!”

### 4. KEEP IT GOING

- ◆ Throughout the day, label and call attention to the position of objects and prompt children to identify positions, too – such as the position of plates during Meals or the position of children in the group during Transitions. Using more complex vocabulary can be part of a fun game for children to try to follow directions in space. Be sure to stay mindful of different physical abilities when trying this out.