



Read Aloud Transcript

Language Arts 2A Module 35 – Being Afraid

Seven Blind Mice

By: Ed Young

Book ISBN #: 9780399222610

Objectives:

- Students will make predictions.
- Students will put story events in sequential order.
- Students will describe multiple characters in a story.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to read a story about a type of animal. Our main characters will talk about this animal throughout our story. How many of you know what mice are?</i>
Pause to call on a student or several students to hear their answer. Once a student(s) answers the questions, point to the title of the book and say:	<i>The title of this book is Seven Blind Mice. Remember the title of the book helps our minds think of what our story will be about.</i>
Point to the name of the author of the book and say:	<i>The author is Ed Young. Who can tell me what the author does or what the job of the author of a story is?</i>
Hold up the cover of the book and say:	<i>Let's take a look at the cover of this book. The title says Seven Blind Mice. What does the word "blind" mean?</i>

Call on a few students to hear their answers until someone says it means that a person or animal cannot see. Explain how some people and animals have a disability that causes them to not be able to use their sense of sight. Next, hold up the cover so that the students can see the picture say:	<i>Before reading the story, let's make a prediction. A prediction is when you make a good guess about something based on clues or pictures you see. When you look at the picture on the cover of this book, what do you think this story is going to be about?</i>
Call on a few students to hear their predictions. Then say: Call on a few students to hear their answers. Once a student answers what a fable is, say:	<i>This story is a fable. Does anyone know what a fable is?</i> <i>That is correct! A fable is a funny or silly story that teaches us a lesson.</i>
Finally, set a focus for the story by saying:	<i>This week our comprehension skill is making predictions and putting story events in sequential order. As we read the story, pay attention to the major events that happen to each character in the story.</i>

During Reading	
Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember, we are listening and looking for key details during our story. This will help us put the main events in the correct order.</i>
Read page 2. Ask students the following:	<i>On page 2, the mice see a strange something by their pond. What do you think they see?</i>
Read page 3. Ask students the following:	<i>On page 3, which mouse went first? Answer: Red Mouse.</i>

Read page 5. Ask students the following:	<i>On page 5, what did the Red Mouse believe the strange Something was? Answer: A pillar.</i>
Read page 7. Ask students the following:	<i>On page 7, which mouse went second? Answer: Green Mouse.</i>
Read page 9. Ask students the following:	<i>On page 9, what did Green Mouse believe the strange Something was? Answer: A snake.</i>
Read page 11. Ask students the following:	<i>On page 11, which mouse went on Wednesday? Answer: Yellow Mouse.</i>
Read page 13. Ask students the following:	<i>On page 13, what did Yellow Mouse believe the strange Something was? Answer: A spear.</i>
Read page 15. Ask students the following:	<i>On page 15, which mouse went fourth? Answer: Purple Mouse.</i>
Before beginning page 17, ask the students to make a prediction:	<i>Based on the picture on this page, what do you predict the Purple Mouse will say the strange Something is?</i>
Call on a few students to share their prediction and then say:	<i>Great job making predictions! Let's keep reading to find out if your predictions were right.</i>
Read page 17. Ask students the following:	<i>On page 17, what did Purple Mouse believe the strange Something was? Answer: A great cliff.</i>
Read page 19. Ask students the following:	<i>On Page 19, which mouse went on Friday? Answer: Orange Mouse.</i>
Read page 21. Ask students the following:	<i>On page 21, what did Orange Mouse believe the strange Something was? Answer: A fan.</i>
Read page 23. Ask students the following:	<i>On page 23, which mouse went sixth? Answer: Blue Mouse.</i>
Read page 25. Ask students the following:	<i>On page 25, what did Blue Mouse believe the strange Something was? Answer: A rope.</i>

Before beginning page 28, ask the students to make a prediction:	<i>Do you think the final mouse will solve the strange Something mystery?</i>
Call on a few students to share their prediction and then say:	<i>Great job making predictions! Let's keep reading to find out if your predictions were right.</i>
Read Page 28. Ask students the following:	<i>On page 28, which mouse went last? Answer: White Mouse.</i>
Read page 33. Ask students the following:	<i>On page 33, White Mouse finally solved the mystery of the strange Something by their pond. What was the strange Something? Answer: An elephant.</i>

After Reading	
Directions	Teacher Script
After reading the entire story, ask students the following:	<i>Who remembers what type of story this was?</i>
Call on a few students to hear their answers. Once one of them states a fable, say:	<i>That is correct! This story was a fable. Remember, a fable always has a moral. That means these types of stories teach us something, like a lesson.</i>
Ask students the following:	<i>Who can tell us the lesson White Mouse taught his friends?</i>
Call on a few students to hear their answers. Then state the moral of the story:	<i>The moral, or lesson, of our story was "Knowing in part may make a fine tale, but wisdom comes from seeing the whole." This means we don't always see things the same way as others do.</i>
After discussing the moral of the story, complete the Seven Blind Mice sequencing interactive activity with the students. They will be ordering the events of the story using the ordering interactive. Say to the students:	<i>This week we learned how to sequence the events of a story. We are going to practice this by completing an interactive activity.</i>

Pull up the activity link so that the students can see it.	<i>I am going to post a link to this activity for you to complete. You are going to read each tab for this activity. Each tab names a character from the story and what they think the strange something by the pond is. You will click on each tab and drag it to place it in the right order of what happened. The first character and event will go at the top, and the last will go at the bottom.</i>
Demonstrate how to click and move each character on the interactive, but do not put them in the right order. Post the link to the ordering interactive in the meeting chat box.	<i>I just posted the link to the chat. Click on the link and put the events of the story in the correct order. Remember to place each event in the right order of what happened. When you are done, put your thumb up so that we can discuss the answers as a class.</i>
Give students a few minutes to complete the interactive on their own, then display the interactive and discuss the answers with the students.	<i>Let's look at the interactive together. What happened first? Answer: Red Mouse said it was a pillar.</i>
After the students answer, click and drag the 1st event to the top.	<i>What happened next? Answer: Green Mouse said it was a snake.</i>
After the students answer, click and drag the 2nd event below the 1st, then say:	<i>What happened next? Answer: Yellow Mouse said it was a spear.</i>
After the students answer, click and drag the 3rd event below the 2nd, then say:	<i>What happened next? Answer: Purple Mouse said it was a cliff.</i>
After the students answer, click and drag the 4th event below the 3rd, then say:	<i>What happened next? Answer: Orange Mouse said it was a fan.</i>
After the students answer, click and drag the 5th event below the 4th, then say:	<i>What happened next? Answer: Blue Mouse said it was a rope.</i>

After the students answer, click and drag the 6th event below the 5th, then say:

*What happened last? **Answer:** **White Mouse said it was an elephant.***

After the students answer, click and drag the 7th event of the story to the bottom, then say:

You did a great job identifying the sequence of events of the story! As you do your independent reading this week, be sure to think about the sequence of events of the story you are reading.