

FAMILY PACKET

Family Packet, Grade 3, Cluster 4, Module 1: Significant Inferencing Sentences Using MICE

A warm, plain language guide to what your student is learning this week, with easy ways to talk and work together at home. **Every page is in English and Spanish.**

Welcome, families. This week your student learns to write a significance sentence, the fourth sentence of a body paragraph. Strong writing goes beyond the text using MICE, My Inference equals Connections I have plus Evidence I have found. Students combine what they know with evidence from the passage to reach a bigger idea or lesson for others. This packet shows you what is happening in class, the words your student is learning, the thinking tool your student uses, and simple ways to help from home. You and your student can work through it together in about ten minutes.

Ask your student to teach you what MICE stands for. Teaching it out loud is part of how the learning sticks.

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En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student is learning to write a significance sentence, the fourth sentence of a body paragraph. The sentence goes beyond the text using MICE, My Inference equals Connections I have plus Evidence I have found. Students combine what they know with evidence from the passage to reach a bigger idea or lesson for others.

We read two informational passages, "Benjamin Franklin and Electricity" and "The Founding Fathers." Benjamin Franklin invented the lightning rod to protect buildings from fires. The Founding Fathers created fair laws and a new government after unfair rule. Students use signal phrases like Ultimately and connecting ideas to how they help people. Invite your student to share a bigger lesson learned from the text.

With appreciation,

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE BIGGER LESSON

Ask your student to share a bigger lesson learned from the text. If your student can teach it, the skill is sticking.

The skill, in plain words

Your student is learning to write a significance sentence, the fourth sentence of a body paragraph. The sentence goes beyond the text using MICE, My Inference equals Connections I have plus Evidence I have found. Students combine evidence with their own thinking to reach a bigger idea or lesson for others.

The standard, in plain words

This week the work connects to a Texas standard for composing informational texts. Your student composes informational writing by developing the central idea with significant inferencing. In plain words, your student learns to move beyond the text and share a bigger idea or lesson that helps others.

The three parts of MICE**Evidence I have found**

Proof quoted directly from the text

**Connections I have**

A thought or fact the student
already knows

**My Inference**

The bigger idea that comes from
putting them together

How to help without giving the answer

- Ask your student to explain what MICE stands for.
- Ask what evidence the passage gives about the topic.
- Ask what your student already knows that connects to the evidence.
- Ask what bigger lesson others can learn from the text.
- Let your student write the significance sentence. Your job is to ask good questions, not to supply the answer.

MICE

the acronym for My Inference equals Connections I have plus Evidence I have found

Example, say the full meaning of MICE before writing.

inference

a conclusion made from evidence and connections

Example, my inference goes beyond the text.

connection

a thought or fact a student already knows that links to the evidence

Example, I share one personal connection to the topic.

evidence

proof quoted directly from the text

Example, I circle the specific quote in my passage.

significance

the bigger idea or lesson beyond the text

Example, the significance sentence helps others.

signal phrase

words that introduce a significance sentence

Example, Ultimately is a signal phrase.

lesson

something others can learn

Example, the lesson is that good ideas can help many people.

beyond the text

going past what the passage says directly

Example, the significance sentence goes beyond the text.

protect

to keep something safe

Example, the lightning rod helped protect buildings.

liberty

freedom

Example, the Founding Fathers wanted liberty.

community

a group of people living together

Example, good ideas can help a whole community.

invention

something new that someone makes

Example, the lightning rod is an invention.

Tip for reading together. When your student reads a passage, ask what bigger lesson others can learn from it. Naming the lesson out loud builds the habit of significant inferencing.

4 Our Thinking Tool

This week your student uses MICE to write a significance sentence, the fourth sentence of a body paragraph. MICE combines evidence with connections to reach a bigger idea.

The three parts of MICE



Evidence I have found

Proof quoted directly from the text



Connections I have

A thought or fact the student already knows



My Inference

The bigger idea that comes from putting them together

The significance sentence

Where it sits The fourth sentence of a body paragraph.

What it does It goes beyond the text to share a bigger idea or lesson for others.

Signal phrases Ultimately, and The big picture is, begin the sentence.

Mini version to use at home

Try it together

After a family story or news item, ask, What is the big takeaway? Have your student name one piece of evidence from the story, one connection they already have, and one lesson others can learn. Then write one sentence starting with Ultimately.

Answer for families. A significance sentence combines evidence and a connection into a bigger idea, for example, ultimately, one person's good idea can protect many people for years to come.

MICE Students build significance sentences using MICE, which stands for **My Inference equals Connections I have plus Evidence I have found**. Ask your student to say the full meaning of MICE and share the bigger lesson from this week's texts.

5 Conversation Starters and a Simple Family Activity

- Ask your student to explain what MICE stands for.
- Talk together about how Benjamin Franklin's lightning rod solved a problem and protected buildings.
- Talk together about how the Founding Fathers created fair laws and why that still matters today.
- Practice writing a significance sentence starting with Ultimately or The big picture is.
- Ask what bigger lesson can be learned from a story or event this week.

The Big Takeaway

After a story or news item, ask, What is the big takeaway? Have your student use MICE to combine what they know with the evidence to share a lesson others can learn.

Ideas That Help

Talk about how one person's good idea, like Benjamin Franklin's lightning rod, can help many people. Have your student write a significance sentence starting with **Ultimately** or **The big picture is**.

6 What Strong Work Looks Like

Here is a strong significance sentence for this week's writing prompt. Notice how evidence and a connection come together in a bigger idea.

Prompt. Explain why Benjamin Franklin's invention of the lightning rod was significant.

Reason and evidence

Franklin's lightning rod conducted electricity safely into the ground, so buildings were protected from fires.

Connection

Many people today still use safety devices that protect their homes.

Significance

Ultimately, one person's good idea can protect many people for years to come.

Checklist for strong work

- ☐ The response includes evidence quoted from the passage.
- ☐ The response includes a connection the student already has.
- ☐ The significance sentence goes beyond the text.
- ☐ The sentence shares a bigger idea or lesson for others.
- ☐ A signal phrase such as Ultimately begins the sentence.

7 Progress at Home

My student can...

- ☐ say what MICE stands for
- ☐ find evidence quoted from the passage
- ☐ share a connection I already have
- ☐ write a significance sentence that goes beyond the text
- ☐ use a signal phrase such as Ultimately or The big picture is

Student name

Family signature

Date

Please sign and send this page back to school with your student. The teacher will celebrate the progress together with your student.