

FAMILY PACKET

Family Packet, Grade 3, Cluster 4, Module 2: Significance Sentences for HOW Prompts 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 writes a complete HOW body paragraph using MICE. The paragraph has a thesis (central idea) with a way, evidence, an explanation, and a significance sentence. Students combine evidence with their own thinking to reach a lesson others can learn. 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 the four parts of the paragraph. 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, using MICE. Students use MICE, My Inference equals Connections I have plus Evidence I have found, to combine evidence with their own thinking and reach a lesson others can learn. This week the class builds HOW body paragraphs, so the thesis (central idea) answers how with a way.

Our class will read "Benjamin Franklin and Electricity" and "The Founding Fathers" at Medium stamina. Students build HOW body paragraphs using Benjamin Franklin's lightning rod and the leaders who created fair laws. Invite your student to explain how one person's good idea can help many people and practice a significance sentence starting with Ultimately or The big picture is.

With appreciation,

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE SIGNIFICANCE SENTENCE

Ask your student to practice a significance sentence starting with Ultimately or The big picture is. Listening is the help that matters.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to build a HOW body paragraph with a thesis (central idea), a way, evidence, an explanation, and a MICE significance sentence. The significance sentence combines evidence with a connection to reach a bigger idea that goes beyond the text.

The standard, in plain words

This week the work connects to two Texas standards. Your student organizes writing with a purposeful structure and composes informational text with a clear central idea. In plain words, your student learns to answer HOW with a way, prove it with evidence, and end with a bigger idea for others.

The four parts of a HOW body paragraph



Thesis (central idea)

One sentence that answers HOW
with a way



Evidence

Proof quoted from the passage



Explanation

Telling what the evidence shows



Significance

A bigger idea for others using
MICE

How to help without giving the answer

- Ask your student what the way is in the thesis (central idea).
- Ask what evidence the passage gives for the way.
- Ask what the explanation shows about the evidence.
- Ask what bigger lesson others can learn from the text.
- Let your student write the paragraph. Your job is to ask good questions, not to supply the answer.

thesis (central idea)

the main answer to the prompt

Example, the thesis answers HOW with a way.

preposition

a word like by, through, or with that shows movement

Example, through explains a way in a HOW thesis.

way

how something happens

Example, the way is through inventing a safe rod.

evidence

proof quoted from the text

Example, find one piece of evidence in the passage.

explanation

telling what the evidence shows

Example, the explanation connects the proof to the idea.

significance

the bigger idea beyond the text

Example, the significance sentence uses MICE.

MICE

My Inference equals Connections I have plus Evidence I have found

Example, I use MICE to write the last sentence.

connection

a thought or fact the student already knows

Example, I connect the evidence to what I know.

inference

a conclusion made from evidence and connections

Example, my inference is a lesson for others.

Ultimately

a signal phrase that begins a significance sentence

Example, Ultimately, one good idea can help many people.

liberty

freedom

Example, the Founding Fathers created laws for liberty.

government

the group that makes rules for a community

Example, the new government worked fairly.

Tip for writing together. When your student writes the last sentence of a paragraph, ask what bigger lesson others can learn. If the sentence only repeats the evidence, ask for a bigger idea.

4 Our Thinking Tool

This week your student builds a complete HOW body paragraph using MICE. The thesis (central idea) answers HOW with a way, and the significance sentence goes beyond the text.

The four parts of the paragraph

Thesis (central idea) One sentence that answers HOW with a way, using through or by.

Evidence Proof quoted from the passage that supports the way.

Explanation A sentence that tells what the evidence shows.

Significance A bigger idea for others, using MICE and a signal phrase.

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

Mini version to use at home

Try it together

Ask a HOW question about a family topic, such as, How do our family rules help us get along? Have your student write a thesis (central idea) with a way, add one piece of evidence, explain it, and finish with a significance sentence starting with Ultimately.

Answer for families. A complete HOW paragraph answers how with a way and ends with a bigger idea, for example, ultimately, clear rules help families live and work together with respect.

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 what MICE stands for.
- Ask how a writer combines evidence with a connection to reach a bigger idea.
- Ask for an example of a significance sentence about Benjamin Franklin's lightning rod or the Founding Fathers.
- Ask when a signal phrase like Ultimately or The big picture is fits best in writing.
- Ask your student to share a significance sentence about a family memory and identify the bigger lesson it teaches others.

Teach the MICE Parts

Invite your student to teach Evidence I Found, Connection I Have, and My Inference. A family member asks about Benjamin Franklin's lightning rod, the student quotes evidence, shares a connection, writes the significance sentence starting with Ultimately, and underlines the bigger idea.

Signal Phrases

Have your student write two significance sentences, one using Ultimately and one using The big picture is. Listen as the student checks capital letters in names like Franklin or Washington and explains which sentence connects best to how others can learn from the Founding Fathers.

6 What Strong Work Looks Like

Here is a strong HOW body paragraph for this week's writing prompt. Notice how the significance sentence goes beyond the text.

Prompt. Explain how the Founding Fathers created a fair government.

Thesis (central idea)

The Founding Fathers created a fair government by writing new laws that replaced unfair British rule.

Evidence

The passage states that leaders responded to unfair rule by creating a fair government with new laws.

Explanation and significance

This shows that writing clear laws helped the new government work fairly for everyone. Ultimately, fair rules help communities protect the rights of all people.

Checklist for strong work

- ☐ The thesis (central idea) answers HOW with a way.
- ☐ The evidence supports the way with proof from the passage.
- ☐ The explanation tells what the evidence shows.
- ☐ The significance sentence goes beyond the text.
- ☐ A signal phrase such as Ultimately begins the significance sentence.

7 Progress at Home

My student can...

- ☐ write a HOW thesis (central idea) with a way
- ☐ find evidence that supports the way
- ☐ explain what the evidence shows
- ☐ write a significance sentence using MICE
- ☐ 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.