

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 3 · Cluster 4 · Module 2
Significance Sentences for HOW Prompts Using MICE

MICE and GET SET Strategies
Passages: “Benjamin Franklin and Electricity” and “The Founding Fathers”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 3 • Cluster 4 • Module 2: Significance Sentences for HOW
Prompts Using MICE

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Student Supports Series

Who Needs This Reteach?

Use the module's checks for understanding and the Day 5 exit ticket to identify students who need additional small group support. Look for these signs during the module:

What the Student Shows	What to Do
The student writes a vague opinion instead of a significance sentence.	Use MICE: What connection plus the evidence gives you a bigger lesson others can learn?
The student writes an idea unrelated to the quote.	Ask whether the bigger idea grows out of this evidence or whether it wandered too far.
The student writes 'I learned' and stops.	Push outward: How can OTHER people benefit from this idea?

Reteach Lesson 1: Significance Sentences for HOW Prompts Using MICE Core Skill (15 Minutes)

Skill Focus: students construct a HOW body paragraph with a preposition-based thesis (central idea), a clear way sentence, quoted evidence, an explanation, and a MICE significance sentence that connects the process to a bigger idea for others.

TEKS: 3.11B(i) purposeful structure and an introduction

Materials: Module 2 passages "Benjamin Franklin and Electricity", "The Founding Fathers"; Memory Match Directions and Eight-Pair Key (Teacher Reference) materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Stand tall like a tree and spread your arms as branches. Sway gently, then sit when your trunk disappears. Without a trunk, your tree cannot stand. Today you will build the thesis (central idea), the foundation that holds your writing together."

DO

Display the module's anchor chart or key visual for Significance Sentences for HOW Prompts Using MICE. Review the essential terms with students before beginning guided practice.

I Do: Model (3 minutes)

SAY

"Your thesis (central idea) has three parts. Find your noun of importance and your verb of importance in the prompt. Then ask what the passage shows you. For HOW, add your way with through or by. Your answer must tell your reader something new."

DO

Model the skill using the question from the module and the passage "Benjamin Franklin and Electricity." Think aloud so students hear the reasoning behind each step.

We Do: Guided Practice (4 minutes)

SAY

"Which two parts can you take from the prompt? Which part must come from your thinking about the passage?"

DO

Guide students through a second example using "The Founding Fathers." Wait for the student to attempt each step before confirming or redirecting. Correct one element at a time.

Sentence Frames

"The noun of importance is _____ because the question is about _____."

"The clue word is _____, so this is a _____ question."

"I know this is a WHY/HOW question because _____."

You Do: Independent Try (4 minutes)

DO

Give the student a fresh example from the Memory Match Directions and Eight-Pair Key (Teacher Reference) set or the module materials. The student completes the Significance Sentences for HOW Prompts Using MICE skill without teacher help. Observe but do not intervene unless the student is completely stuck.

Quick Check (2 minutes)

- ☐ The thesis (central idea) contains the noun of importance from the passage.
- ☐ The thesis (central idea) contains the verb of importance that describes the action or process.
- ☐ The way sentence adds one clear step in the pathway.
- ☐ The evidence is quoted directly and supports the way sentence.

Reteach Lesson 2: Applying Significance Sentences for HOW Prompts Using MICE to Writing (15 Minutes)

Skill Focus: Transfer Significance Sentences for HOW Prompts Using MICE skills into an independent written response.

TEKS: 3.12B clear central idea, genre

Materials: Module 2 passages "Benjamin Franklin and Electricity", "The Founding Fathers"; Memory Match Directions and Eight-Pair Key (Teacher Reference) materials; student workbook pages from the module.

Warm Up (2 minutes)

SAY

"Compare your WHY and HOW matches. How does the clue word help you choose a connecting word? If your sentence only repeats the noun and verb, what answer do you still need to add?"

DO

Briefly review the key anchor from Reteach Lesson 1. Connect it to the writing task students will complete in this lesson.

I Do: Model (3 minutes)

SAY

"Think about what you just did. You built the pathway of an entire response. Underline the significance sentence in green. Point to the passage detail that supports it. Choose one goal beginning with Next time I will."

DO

Model writing a response using "Benjamin Franklin and Electricity." Show how the Significance Sentences for HOW Prompts Using MICE skill connects to producing a written product that meets the TEKS.

We Do: Guided Practice (4 minutes)

SAY

"Teach your partner how to build a HOW body paragraph. First, write a thesis (central idea) with a preposition like by or through. Second, add the way sentence and evidence. Third, explain the evidence. Finally, use MICE to write a significance sentence that goes beyond the text."

DO

Guide the student through composing a written response using "The Founding Fathers." Have the student say their thesis (central idea) and evidence aloud before writing. Redirect if the response does not address the prompt.

Sentence Frames

"The prompt asks me to _____, so my thesis (central idea) is _____."

"According to the text, _____ (evidence)."

"This shows _____ because _____ (explanation)."

You Do: Independent Try (4 minutes)

DO

The student writes an independent response using "The Founding Fathers." The response should demonstrate the Significance Sentences for HOW Prompts Using MICE skill taught in this module. Use the passage for support.

Quick Check (2 minutes)

- ☐ The student's response addresses the prompt accurately.
- ☐ The thesis (central idea) answers the question in a complete sentence.
- ☐ The evidence comes from the passage, not from the student's opinion.
- ☐ The explanation connects the evidence back to the prompt.

How to Know It Worked

After both reteach lessons, the student should be able to:

1. The thesis (central idea) contains the noun of importance from the passage.
2. The thesis (central idea) contains the verb of importance that describes the action or process.
3. The way sentence adds one clear step in the pathway.
4. The evidence is quoted directly and supports the way sentence.
5. A HOW thesis (central idea) uses a preposition to explain a method and answer the exact prompt.

If the student still struggles with the core skill, return to Reteach Lesson 1 with a fresh example from the module passage. If the student demonstrates the skill but cannot transfer it to writing, return to Reteach Lesson 2 and focus on the oral rehearsal step before writing.

Module Source Reference

All content in this reteach plan draws from the Grade 3, Cluster 4, Module 2 Teacher Lesson Plan Guide ("Significance Sentences for HOW Prompts Using MICE"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.