



Author(s): <i>AnnMarie D’Addio</i>			Lesson Title: <i>“Mice”, Reading for Information and Understanding</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<i>x</i>						<i>x</i>

Instructional Focus:

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

Students will participate in pre-reading activities which include observing the cover and title of the Mice text. (Jan Nogaj, Mice, 1993, Crystal Lake IL: Rigby Publisher) They will make predictions about the purpose of the text and map prior knowledge of the topic. A vocabulary introduction activity using picture clue strategy will prepare the students to silent read the text to find out about the birth and growth of baby mice. As a group they will recall what they have read by completing, with teacher guidance, a sequence chart with the following headings: At Birth, After A Few Days: and Three Weeks Later. They will then repeat the reading of the text and together complete a Venn Diagram comparing mice babies with human babies in order to use the information to relate to recording important stages of growth in the form of a “Baby Book”. The students will create a simulation of a baby book for mice using the chart and diagram as resources.

Extension Activity: Students will read other books or articles or electronic devices to find out about different baby animals and create other “Baby Books” or paragraphs comparing the birth, growth and care of other animals.

Mice Babies Sequence

AT BIRTH:

1. Mice have no hair.
2. They can’t walk or see.
3. Mother mouse feeds them milk.
4. Mother keeps the babies in the nest.

AFTER A FEW DAYS:

1. Baby mice grow hair.
2. They open their eyes.
3. Mother Mouse snuggles with the babies.

THREE WEEKS LATER:

1. The babies leave their nest.
2. They eat mouse food and drink from a bottle.
3. The babies learn to run.

ICLE Essential Skills

Identify, collect and/or select pertinent information while reading. (ela 5)
Develop processes for understanding and remembering information. (ela 8)
Discriminate important ideas from unimportant ideas while reading. (ela 15)
Summarize, synthesize and organize information while reading. (ela 24)
Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela 29)

Scoring Guide:

Check each of the following characteristics on a 3-0 basis where 3= excellent quality 2= satisfactory quality 1= unsatisfactory quality 0= not attempted:	
Characteristics	Score
Reads independently and completes comprehension accurately	_____
Creates accurate “mice baby book” using information from chart and graph	_____
Applies rules of grammar, usage, punctuation, and spelling	_____

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension, Vocabulary, Sequence	Algebra	Earth Science
Writing Expository, Organization	Geometry	Life Science
Literature	Statistics	Chemistry
Communication	Calculus	Physics
Other	Trigonometry	Other
	Other	

Mice (Venn Diagram Example)

Mice Babies

Human Babies

