An Unlikely Parasite: The Mistletoe

During the holidays, many people hang mistletoes over doorways. People share kisses under this evergreen plant. It is a popular Christmas tradition. But don't let the image of a romantic plant used during the happy times of the holidays fool you. In the forests where they're from, mistletoes can do some real damage. Let's take a look at how and why.

The mistletoe plant is evergreen. This means it has leaves that remain green throughout the year. It is also poisonous and has white berries and small, yellow flowers. The mistletoe lives on other plants, taking water and nutrients from these plants. For this reason, mistletoes are considered parasites.

Photograph of white mistletoe berries

The white berries of the mistletoes contain seeds. Some birds and mammals like to feed on these berries. When they do, the seeds may attach to the animal eating the berries. The animal may carry the seeds to another part of the tree or shrub. They may also carry the seeds to another plant altogether. The seeds start to grow roots that dig through the bark of the tree or shrub. The roots grow into the tissues of the plant they've taken over. That's how mistletoes take nutrients and water away from the host plants. Mistletoe can be hard to remove once it infects a plant. The best way to fight off a mistletoe infestation is to cut off the infected branch completely. If the mistletoe takes over more parts of the plant, it can start to weaken the plant and make it harder for it to grow.

As mistletoes grow in the trees, they become a thick mix of branches and stems. This big mass is sometimes called a "witch's broom." Some animals nest in these witches' brooms. These animals include chickadees, house wrens, and most Cooper's hawks.

Prompt:

Circle the key words to find the mode:

Deconstruct the prompt (Underline the verbs and create task bullets):		
Develop your introduction:		
State what the text says about your introduction	**Include** information in the text and write in your own words using inferencing	**Collect** crucial evidence from the text that supports your information

Talent Show

Who: YOU!

What: School-wide talent show

When: March 16 from 5:00 PM–7:00 PM

Where: Cafeteria

The Details

Do you have a special talent? Share it with your classmates! Maybe you can sing, dance, or do tricks. Maybe you created an invention. Do you know some jokes that are sure to make people laugh? Tell them! The talent show is the perfect chance for you to show off your skills to the rest of the school!

You can choose to perform alone or as a group. If you are shy, then you can perform with friends. A group can be any size. Students will need to make their own costumes and practice after school. So think about what you will do and sign up by March 8. Get started now!

Something for Everyone

Don't want to perform? You can still be involved in the talent show. Audience members will vote for their favorite acts to help decide the winners of the talent show. Get a ticket to the show today so you can cheer on your classmates. Let your voice be heard! Come one, come all to the school's first talent show ever!

What Students Are Saying

"I can't wait to see what my friends are going to do in the talent show!" —Lucy Dawson, grade 3

School Carnival

Who: Students

What: School carnival

When: March 11 from 9:00 AM–1:00 PM

Where: School parking lot

The Details

Do you like all kinds of games? If so, then you will love the school carnival! This is no ordinary carnival, no boring games here! It will be run by students. Each class will create a game or a booth and work on it after school. So think about what your class will do. Will it be face painting, a guessing jar contest, a beanbag toss, freeze dancing, maybe even musical chairs?

Students from each class will sign up for time slots to help run the booths. Then students can visit the other booths to play the games and enjoy what their classmates have made. And that is just part of the fun. There is much, much more. You will not want to miss Principal Tanner dressed up as the school mascot!

Not for Everyone

The carnival is for elementary students. There may not be many activities for very young children or older brothers and sisters. Get ready for the best event of the school year—the school carnival.

What Students Are Saying

"Seeing Principal Tanner in a costume will be very funny. I can't wait for the carnival!"—Jesse Davis, grade 3

You have read two passages "the talent show" and "carnival". Write a composition telling which event, "the talent show" or "carnival", you would choose to have at your school. Explain why you think this event would be the better of the two. Use details from both passages to help support your choice.

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Extended Sentence Builder Chart

How many? What kind? (Adjective)	Who or What? (Noun)	Action (Verb)	What? (Object/Noun)	To/For Whom	When? How? Where? Why?

Grade Level Expectations

Grade	Language Standard	Example Sentence
Kindergarten	• Produce and expand sentences in language activities • Capitalize the first word in a sentence and the pronoun I • Recognize name and end punctuation	I lik my rabt.
First Grade	• Produce and expand complete sentences in response to prompts. • Observe conventions of capitalization, punctuation, and spelling. • Capitalize dates and names. • Use end punctuation. • Use commas in dates and to separate single words in a series	My favorite animal hers (is) a dog. He liecks to play. He liecks to eat snow.
Second Grade	• Produce, expand, and rearrange complete simple and compound sentences. • Produce and expand sentences to provide requested detail or clarification. • Capitalize holidays, product names, and geographic names. • Use an apostrophe to form contractions and possessives	Our new pet, a big rabbit.like to be cuddled and petted. If I do not clean his cage, it will start to stink and my mother will get mad at me.
Third Grade	• Produce simple, compound, and complex sentences. • Explain the function of common parts of speech. • Ensure subject-verb and pronoun-antecedent agreement. • Use commas and quotation marks in dialogue. • Form and use possessives.	Taking care of a pet rabbit means giving them a safe place to live, plenty of hay to eat, and lots of love.

The Three Types of Writing

	Narrative	Informational	Opinion
Fiction or Fact	Can be fiction or factual	Relays facts about a topic	Asserts an opinion about a topic for which there may be differing opinions
Purpose	Entertains or Inspires	Explains, informs or describes	Persuades
Organization	• Includes a sequence of events; tells what happened • Is structured around a problem; requires a resolution or conclusion	• Uses various logical formats • Includes main idea and factual details • Links ideas with connecting words	• Supports the opinion with reasons or evidence • Uses casual conjunctions
Point of View	Is written in first or third person(I, me, or he, she, it, they)	Is written in third person(he, she, it, they)	Is written in first or third person (I, me, or he, she, it, they)

Appendix K: Writing Planning Checklist

Lesson Components	Notes
Task/Assignment (Narrative, Informational, Opinion)	
Specific Prompt	
Audience	
Purpose	
Scaffolds/Supports	
Language Goals	
Feedback and Revision	
Publishing or Sharing	

Story Framework

Name _____ **Date** _____

Title _____

When? Where?	Who?

What Happened?
First?

Next? How? Why?

Problem Solved?

So What?

Editing and Proofreading Checklist

Name _____ Date _____

☐ Initial capital letter

☐ End punctuation

☐ Complete sentences

☐ Transition words

☐ Spelling of _____

☐ Other _____