

# *Pendemonium*

## *The Italian Job*

### Teacher's Guide



**Grade Level:** 3–5

**Curriculum Focus:** Language Arts

**Lesson Duration:** One class period

### **Program Description**

Four writing implements must save the world from the clutches of a permanent marker gone bad. With his sidekick, Dottie, and his own small army, the evil Dark Marker makes a claim for global domination by stealing prefixes and suffixes from a local newspaper and hiding out in Italy. Penny the pencil, Buzz the PDA, Florentina the fountain pen, and Arturo the gel pen discover Dark Marker's plot and solve clues about grammar rules to save the world from communication chaos.

### **Discussion Questions**

- How can a prefix or suffix change a word?
  - What ancient language gave English many of its root words?
  - How can you use prefixes, suffixes, and roots to discover the meaning of unfamiliar words?
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### **Lesson Plan**

#### *Student Objectives*

- Identify prefixes, roots, and suffixes.
- Analyze word parts to determine the meaning of unfamiliar words.
- Explain the development process in defining unfamiliar words.

#### *Materials*

- *Pendemonium: The Italian Job* video
- 5 x 8 blank note cards, 5 per student
- Blue, black, and red pens
- Dictionaries

#### *Procedures*

1. After viewing *Pendemonium: The Italian Job*, explain that students will use prefixes, suffixes, and roots to help them discover the meanings of unfamiliar words.
2. On the board, display the following formula: prefix + root + suffix. Write "prefix" in red, "root" in black, and "suffix" in blue. Refer to the video and explain that prefixes are found at the beginning of a word, roots are in the middle, and suffixes are at the end.
3. Next, write "recycling" on the board in black. Have students identify its root, prefix, and suffix. Below recycling, write "re" in red, "cycl" in black, and "ing" in blue. Discuss the meaning of each word part and write its definition in the same color. Therefore, write "do over" in red beneath "re" and below "cycle" place "circle" in black. "Present tense of verb" is below "ing."
4. Ask students to create an informal definition of recycling based on its prefix, root, and suffix. Explain that informal definitions use clues such as word parts, context, and the students' prior knowledge. Student definitions may include using something over again or using something in a different way.
5. Have students check their responses by looking up the word in their dictionaries. Write the definition of recycling below its word parts.
6. Create a simple diagram that clearly shows the meaning of recycling.
7. Have students brainstorm unfamiliar words from a current reading selection, social studies text, science lesson, or newspaper. Write students' responses on the board.
8. Then distribute five index cards to each student.
9. Ask students to select five words listed on the board. Students will complete the following steps for each word:
  - Write the entire word at the top of the index card.
  - Divide the word into its prefix, root, and suffix. Write the prefix in red, root in black, and suffix in blue.
  - Create an informal definition for the word. Use a dictionary to check the definition. Write the informal definition.
  - Illustrate the meaning of the word.
10. Ask each student to share one word card with the class and explain how he or she developed the word's definition and illustration.
11. Discuss the differences and similarities between students' word cards, especially those that highlight words with multiple meanings.
12. Use a variety of student cards to create a bulletin board display about prefixes, suffixes, and roots.

## *Assessment*

Use the following three-point rubric to evaluate students' work during this lesson.

- 3 points: Students identified the prefixes, suffixes, and roots of five words, created comprehensive meanings and illustrations of self-selected unfamiliar words, and explained fully the development process in defining unfamiliar words.



- 2 points: Students identified the prefixes, suffixes, and roots of three or four words, created basic meanings and illustrations of self-selected unfamiliar words, and explained the development process in defining unfamiliar words.
- 1 point: Students identified the prefixes, suffixes, and roots of two or less words, were unable to create basic meanings and illustrations of self-selected unfamiliar words, and could not explain the development process in defining unfamiliar words.

## Vocabulary

### **coliseum, or Colosseum**

*Definition:* A large amphitheater for public events such as athletic games, concerts, or plays; also Colosseum, an amphitheater in Rome built around A.D. 80

*Context:* Thousands of cheering fans filled the coliseum to watch the exciting football game.

### **gladiator**

*Definition:* A person who fought to entertain audiences during Roman times

*Context:* The audience jumped to its feet when the gladiator dropped his sword.

### **Latin**

*Definition:* The language spoken by the ancient Romans

*Context:* Since in Latin "cent" means hundred and "ped" means feet, does a centipede caterpillar have one hundred feet?

### **prefix**

*Definition:* A part that is added at the beginning of a word

*Context:* The prefix "non" completely changes a root word to mean its opposite.

### **root**

*Definition:* The essential part of a word that provides the basis of its meaning

*Context:* The root word of geology, or "geo," means "earth" in Latin.

### **suffix**

*Definition:* A part that is added at the end of a word

*Context:* The suffix "ed" in "walked" or "ing" in "running" helps show when something happened.

## Academic Standards

### Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>.

This lesson plan addresses the following national standards:

- Language Arts: Viewing – Uses viewing skills and strategies to understand and interpret visual media; Writing: Uses grammatical and mechanical conventions in writing compositions; Reading: Uses general rules and strategies of the reading process
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## Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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## DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

### How To Use the DVD

The DVD starting screen has the following options:

*Play Video* – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

*Video Index* – Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.



*Standards Link*—Selecting this option displays a single screen that lists the national academic standards the video addresses.

*Teacher Resources*—This screen gives the technical support number and Web site address.

## **Video Index**

### **Segment 1: Prefixes, Suffixes, and Roots (5 min.)**

#### *Description*

Dark Marker takes *The Point*'s prefixes and suffixes to Italy. To help solve his clues, Penny explains word parts to the Pentastic Foursome.

#### *Pre-viewing question*

Q: What are the basic three parts of a word?

A: Prefix, suffix, and root

#### *Post-viewing question*

Q: What prefix can be added to the word "possible" so it means "not possible"?

A: Adding the prefix "im" to possible makes the word "impossible."

### **Segment 2: Exploring Roots and Prefixes (4 min.)**

#### *Description*

Solving the first clue, the group travels to Italy, where Penny shares more information about roots and prefixes.

#### *Pre-viewing question*

Q: What word part is added at the beginning of a word?

A: A prefix

#### *Post-viewing question*

Q: What do words based on the same root have in common?

A: Words based on the same root often sound alike and have similar meanings. Or they may be opposites, depending on their prefixes.

### **Segment 3: Suffixes Explained (5 min.)**

#### *Description*

The next clue lands the foursome in Venice, a city full of gondolas. Suffixes are the topic of discussion.

#### *Pre-viewing question*

Q: What word part is added at the end of a word?

A: A suffix

#### *Post-viewing question*

Q: What are some common suffixes?

A: Answers will vary.



#### **Segment 4: Challenge Review (9 min)**

##### *Description*

Dark Marker's final clue takes the group to ancient Rome. At the Coliseum, Penny, Buzz, Arturo, and Florentina must guess the meanings of words based on their prefixes, suffixes, and roots to defeat Dark Marker.

##### *Pre-viewing question*

Q: What is the difference between a prefix, suffix, and root?

A: A prefix is found at the beginning of a word, and a suffix goes at the end. Both can change the meaning of a word. A root contains a word's basic meaning and cannot be broken into smaller word parts.

##### *Post-viewing question*

Q: What is the prefix, suffix, and root of the word "unforgettable"?

A: The prefix is "un," the suffix is "able," and the root is "forget."

#### **Credit**

Kay Jackson is a nonfiction children's author, educational writer, and teacher.