

Pendemonium

The Ink on the Sphinx

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 kidnapping the nouns from a local newspaper and hiding out in Egypt. 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 at the site of the Sphinx to save the world from communication chaos.

Discussion Questions

- What are nouns?
 - What is the difference between a common and proper noun?
 - What is the plural form of sheep, fish, and deer?
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Lesson Plan

Student Objectives

- Identify basic nouns.
- Categorize various types of nouns.
- Explain the relationship between selected nouns.

Materials

- *Pendemonium: Nouns in Egypt* video
- Paper and pencils
- Dictionaries
- Print resources

Procedures

1. After viewing the video, reinforce its concepts by reading aloud several books about nouns, such as *Cache of Jewels*, *Herds of Words*, *Nouns and Verbs Have a Field Day*, or other books listed under Print Resources below.

2. Review the forms of nouns. Ask students to provide examples of common nouns, proper nouns, singular nouns, plural nouns, and irregular nouns.
3. Then discuss the importance of nouns. Ask students to describe their family without using nouns, tell a friend about a movie without using any nouns, or give directions using only verbs. After demonstrating the need for nouns, begin the lesson.
4. Quickly review the setting of the video and the landmarks the four characters visited. Discuss the role of pyramids in ancient Egypt: They were tombs where the mummies of pharaohs and other important people were buried, along with treasures and other artifacts.
5. Explain that students will create pyramids filled with important things – nouns. After distributing paper and markers or colors, have students draw a large pyramid that fills most of the page. Next have them divide their pyramids into five horizontal levels. Describe how each level will contain a specific type of noun. Begin at the bottom:
 - The base level will have five common nouns.
 - The second level from the bottom will have four proper nouns.
 - The third level up will have three regular plural nouns.
 - The fourth level up will have two irregular plural nouns.
 - The top level will describe the theme that connects the nouns.
6. Explain that the students' noun pyramids will have a connecting theme, meaning that the nouns should relate to a specific topic.
7. Model the construction of a noun pyramid for students. Draw a pyramid on the board with the five levels. Outside of the pyramid, label each level beginning at the bottom level – common nouns, proper nouns, plural nouns, irregular nouns, theme.
8. Using a theme taken from classroom curriculum content, have students complete their noun pyramids.
9. For example, a noun pyramid based on the American Revolution, starting at the bottom, could contain these nouns:
 - common nouns: president, army, freedom, river, ship
 - proper nouns: George Washington, America, Declaration of Independence, Philadelphia
 - plural nouns: nations, battles, bells
 - irregular nouns: countries, speeches
 - theme: American Revolution
10. Have students present their noun pyramids to the class by discussing the different nouns and how they fit into each level.
11. Create a classroom bulletin board about nouns and display student pyramids.

Assessment

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

- 3 points: Students clearly identified the four types of nouns presented in the lesson; constructed a five-tiered pyramid with all the required number and types of nouns in each level; clearly explained the relationship of the nouns within their pyramids.
- 2 points: Students identified the four types of nouns presented in the lesson; constructed a five-tiered pyramid with most of the required number and types of nouns in each level; explained the relationship of the nouns within their pyramids
- 1 point: Students were unable to identify the four types of nouns presented in the lesson; constructed a pyramid with few of the required number and types of nouns in each level; were unable to explain the relationship of the nouns within their pyramids

Vocabulary

irregular

Definition: Not following a predictable pattern

Context: "Sheep" and not "sheeps" is correct because the word is an irregular plural noun.

noun

Definition: A person, place, or thing

Context: The words "president," "American Revolution," and "United States" are nouns.

plural

Definition: More than one

Context: Usually you add an "s" to a word to make a plural noun.

pyramid

Definition: A three-dimensional figure with a square base and four triangular sides

Context: The pyramids of the ancient Egyptians were tombs for their rulers.

singular

Definition: Only one

Context: The singular form of foxes is fox.

Print Resources

- Cleary, Brian. *What Is a Noun?: A Mink, a Fink, and a Skating Rink*. Carolrhoda Books, 1999
A short picture book that combines humorous rhymes and illustrations to define nouns, which are highlighted throughout the text.

- Heinrichs, Ann. *Nouns*. Child's World, 2004
Filled with information about nouns that include sidebars, Internet resources, and fun grammar exercises.
- Heller, Ruth. *Cache of Jewels*. Putnam Juvenile, 1998
Beautifully illustrated with familiar and unusual collective nouns.
- Heller, Ruth. *Merry-Go-Round*. Putnam Juvenile, 1998
Common, proper, abstract, concrete, compound, and collective nouns are covered in this book, and singular, plural, and possessive forms of nouns are explained.
- Koch, Michelle. *Just One More*. Greenwillow, 1989.
This book covers plural nouns including collective and irregular plurals.
- MacCarthy, Patricia. *Herds of Words*. Dial Books for Young Readers, 1991
Various collective noun are described and illustrated.
- Pulver, Robin. *Nouns And Verbs Have a Field Day*. Holiday House, 2006
The book's characters, nouns and verbs, learn to work together.
- Terban, Marvin. *Your Foot's on My Feet: and Other Tricky Nouns*. Clarion Books, 1986
A humorous explanation of the plural form of about 90 irregular nouns.
- West, Kipling. *A Rattle of Bones: A Halloween Book of Collective Nouns*. Orchard Books, 1999
The rhyming narration of a brother and sister as they go trick-or-treating demonstrates collective nouns.

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
- Language Arts: Writing – Uses grammatical and mechanical conventions in written compositions



The National Council of Teachers of English (NCTE)

The National Council of Teachers of English and the International Reading Association have developed national standards to provide guidelines for teaching the English language arts. To view the standards online, go to <http://www.ncte.org/about/over/standards/110846.htm>.

This lesson plan addresses the following national standards:

- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
 - Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
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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: What Are Nouns? (5 min.)

Description

Dark Marker tries to sabotage *The Point* by removing all the nouns. Thankfully, Penny, Arturo, Florentina, and Buzz know that nouns are people, places, and things.

Pre-viewing question

Q: What is a noun?

A: A noun is a person, place, or thing.

Post-viewing question

Q: What are some nouns you use every day?

A: Answers will vary.

Segment 2: Common and Proper Nouns (4 min.)

Description

After the first clue leads the Pentastic Foursome to Egypt, a second arrives. This time Dark Marker's hint requires the team to understand the difference between common and proper nouns.

Pre-viewing question

Q: What is the difference between a common and a proper noun?

A: A common noun is the general name for a person, place, or thing. A proper noun is a specific name of a person, place, or thing.

Post-viewing question

Q: How can you tell that a noun is probably a proper noun?

A: Proper nouns are capitalized.

Segment 3: Regular and Irregular Plural Nouns (7 min.)

Description

At the Great Pyramid, the four characters learn about plural nouns, including some irregular plural nouns.

Pre-viewing question

Q: What does "plural" mean?

A: Plural means more than one of something.

Post-viewing question

Q: What are some examples of irregular plural nouns?

A: Some common irregular plural nouns include mice, feet, foxes, and deer.



Segment 4: Review of Nouns (7 min.)

Description

In the shadow of the Sphinx, the team correctly identifies common, proper, regular plural and irregular plural nouns and defeats Dark Marker once again.

Pre-viewing question

Q: What are the proper names of a large river, an important person, and a popular brand of soft drink?

A: Answers will vary.

Post-viewing question

Q: What is the purpose of nouns?

A: Answers may include to name things, people, and places, and to help us communicate effectively and clearly.

Credit

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