

LESSON III: CREATING COLORFUL WORDS

Story Synopsis: In *The Day the Crayons Quit*, written by Drew Daywalt and illustrated by Oliver Jeffers, Duncan's crayon box contains some colorful characters. Many of the colors feel that Duncan is being unfair with their usage. Through a series of notes and letters, the different crayons share their views on either being taken advantage of or being ignored. (To be fair, yellow and orange aren't upset with Duncan—they just don't like each other.) These outspoken crayons are officially on strike, and it's up to Duncan to make things right.

Introduction: Duncan's crayons are articulate and expressive. They possess excellent vocabularies and have no trouble communicating their views in the written form. Encourage your students to emulate these "prominent pigment producers" as they create and use some unique vocabulary of their own.

Grade Level: 3–6

Time Allocation: 25–35 minutes

Objectives:

- The student will identify root words, prefixes, and suffixes.
- The student will use the guide words in a dictionary to find a word and its definition.
- The student will use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Materials:

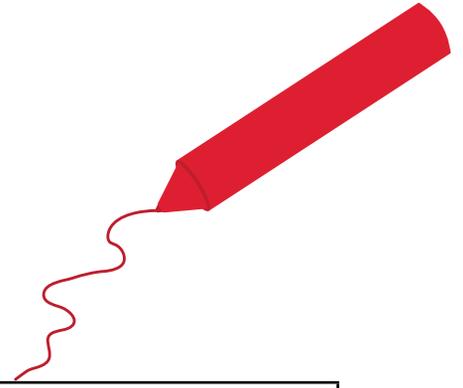
- *The Day the Crayons Quit* by Drew Daywalt (for display and reference)
- Visual: Colorful Word Creation
- Activity sheet: Colorful Word Creation
- Writing tools
- Selection devices, such as dice or spinners
- Dictionaries

Procedure:

1. Introduce the lesson by showing the students the cover of *The Day the Crayons Quit* by Drew Daywalt. Explain that in this book the crayons belong to a student named Duncan and they all have complaints. They share these concerns by writing notes to Duncan.
2. Read the notes from the red crayon on the first page and those from the blue crayon about halfway in. Ask the students what is similar about these crayons' complaints. Ask them if these crayons could say that they were being "overcolorized"? Explain that *overcolorize* is not a real word. However, if it were, the prefix *over*, meaning "too much," and the suffix *ize*, meaning "to make or become," would make this new word mean "to make too much of one color."
3. Tell the students that in this lesson they will be creating colorful new words of their own.
4. Display the visual and review the contents with the students.
5. Define *guide words* as the words located on the top of the dictionary page that list the first and last entry on that page. Words that fall alphabetically between the two guide words will appear on that page. Use a dictionary to show an example of guide words to the students.
6. Distribute the activity sheets, writing tools, dictionaries, and selection devices. Students may work individually or in small groups.
7. Encourage students to share their new words with the class.

LESSON III: COLORFUL WORD CREATION

Using a selection device, select one word part from each column; circle your selections. Combine these parts to make a new word. Pretend this new word is now a colorful new term. Write a definition and use it in a sentence. Be prepared to share it with the class.



	PREFIX	ROOT	SUFFIX
1	anti (against)	albus (white)	esque (in the style of)
2	non (not)	chrom (color)	ish (resemble)
3	multi (many)	irid (rainbow)	ization (make into)
4	neo (new)	rubra (red)	less (without)
5	prim (first)	verde (green)	typic (pattern)
6	veri (true)	xanth (yellow)	static (still)

New Colorful Word: primchromization

Definition: Making something into color for the first time.

Sentence: After primchromization, most television programs and movies were no longer filmed in black and white.

Pretend this new word was in the dictionary.

On what page would you find this entry? Page 359

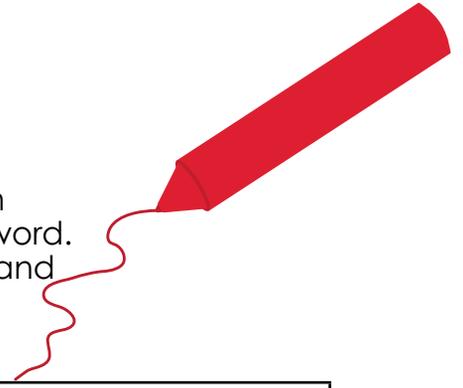
What are the guide words on this page? preventive – principle

What is the name of the dictionary? Webster's New World Dictionary



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New Colorful Word: _____

Definition: _____

Sentence: _____

Pretend this new word was in the dictionary.

On what page would you find this entry? _____

What are the guide words on this page? _____

What is the name of the dictionary? _____

