Lesson Objectives

Day 1

**Students will:**
- Understand what eponymous words are
- Identify, read, and write eponymous words

**Materials:**
- Anchor Poster

Day 2

**Students will:**
- Define eponymous words
- Sort words according to word origins
- Spell eponymous words

**Materials:**
- BLM 6: Take-Home Activity
- Teacher Category Cards—Places, Names
- Teacher Word Cards—same as BLM 3

Day 3

**Students will:**
- Sort words according to meaning
- Explore the meaning of eponymous words
- Use eponymous words in sentences

**Materials:**
- BLM 2: Category Cards
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—Nouns, Verbs, Adjectives
- Teacher Word Cards—same as BLMs 4–5

Day 4

**Students will:**
- Identify eponymous words in a reading passage
- Use eponymous words in meaningful sentences

**Materials:**
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

**Students will:**
- Spell eponymous words

**Materials:**
- Quick-Check Assessment

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**Word Study & Vocabulary 4: Unit 30: Eponyms ©2010 Benchmark Education Company, LLC**

- Reading Passage (BLM 9)
- Spelling Dictation (BLM 10)
- Spelling Peer Check (BLM 11)
- Take-Home Activity (BLM 8)
- Classroom Activity (BLM 7)
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check
Day One

Supporting ELs

Because eponyms are based on names, the words may be identical or similar in other languages. For example, the following spelling words can be found in Spanish: el calicó, el diesel, jumbo, el sandwich, and titánico(a).

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word calico on the chalkboard. Show how you divide the word into three syllables between the consonant l and the vowel i and the consonant c, cal/i/co. Explain that you now have one closed syllable with a short a sound, an open syllable with a short i sound, and the final open syllable with a long o sound. Read each syllable and then blend the syllables together: cal/i/co: calico. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Words from German

Focus Words: hinterland, wanderlust, frankfurter, blitz, angst

Write the focus words on the chalkboard. Read the words aloud with students. Ask where these words come from. (the German language) Ask what features are clues. (Many German words in English are compound words: frankfurter is named after a place in Germany; blitz and angst are borrowed directly from German.)

Ask students to write the focus words in their word study notebooks. Have them turn to a buddy and use each word in an oral sentence.

Introduce Eponyms

Model

Write the following words on the chalkboard and read them aloud: afghan, malapropism, jovial. Say: These words are eponyms, or words that are derived from the names of real people or mythical or fictional characters. The afghan, a soft blanket, comes from the name of the Afghan people of Afghanistan. The word malapropism, which refers to a silly or ridiculous misuse of words, comes from Mrs. Malaprop, a character in a play. The word jovial, which means “cheerful,” comes from Jove, an older name for the Roman god Jupiter.

Explain to students that knowing the history of a word can help them remember a word’s meaning and use it correctly in their writing and speaking.

Guide

Refer to the anchor poster for a description of eponyms.

Ask students to brainstorm words that come from the names of people or characters. Write the words on the chalkboard. Discuss the words’ meanings and ask students to tell any information they know about the person or character from whose name the word originates.

Model how to talk about the history of an eponym.

Think aloud: I know that a derby refers to a horse race and also a type of felt hat. I suspect that it is named for a person who perhaps wore this type of hat and who probably had something to do with horse racing.

Apply

Have students write the words on the chalkboard in their word study notebooks. Ask them to work in pairs to research the history of the words and their meanings. Encourage students to use the words in written sentences in their notebooks.
Spelling with Eponyms

Unit Spelling Words: calico, diesel, sandwich, ritzy, jumbo, titanic, hector, juggernaut

Write these words on the chalkboard: calico, diesel, sandwich.

Explain to students that many eponymous words may be familiar to them. Say: Calico is a type of fabric and the name comes from the city in India from which this fabric was first imported. The word diesel comes from the name of a German engineer who invented the diesel engine. The sandwich is named for the Earl of Sandwich.

Write the remaining spelling words on the chalkboard.

Ask students to create in their word study notebooks a four-column chart titled “How Well Do I Know These Words?” Have them write the following headings in the chart: Don’t Know It; Have Seen or Heard It, but Don’t Know the Meaning; Think I Know the Meaning; Can Use or Define the Word. Have students write each spelling word in a column according to their knowledge of the word.

Assign a spelling word to each pair of students. (It’s okay if more than one pair work with the same word.) Ask the pairs to research the history and meaning of their word. Give each pair an overhead transparency on which they can write the etymology and meaning of the word and provide a sample sentence using the word. Ask pairs to use the transparency to present what they found about their words to the class.

Assessment Tip

Note which students have many of the spelling words in the Don’t Know It and Have Seen or Heard It, but Don’t Know the Meaning columns in the charts in their word study notebooks. Encourage these students to work with partners to use the words in oral and written sentences.

Providing Support

If students don’t research the history of the words, use this information for discussion. Ritzy, or “luxurious,” comes from the Ritz Hotels, established by César Ritz. Jumbo comes from a 62-ton African elephant that was at the London Zoo, 1865–1882. The word titanic comes from the Titans, gigantic gods and goddesses in Greek mythology. Hector, which refers to a bully, comes from the Greek character Hector. A juggernaut, or “a relentless force,” comes from the title of a Hindu god.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Provide Sources

Give students a number of sources where they can look for information about eponymous words. For example, print out lists of words and their origins from the Internet and offer etymology dictionaries for students to use for research.

Closed Concept Sort

<table>
<thead>
<tr>
<th>Places</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>afghan</td>
<td>ammonia</td>
</tr>
<tr>
<td>argyle</td>
<td>atlas</td>
</tr>
<tr>
<td>calico</td>
<td>axel</td>
</tr>
<tr>
<td>ritzy*</td>
<td>Celsius</td>
</tr>
<tr>
<td>tuxedo</td>
<td>decibel</td>
</tr>
<tr>
<td></td>
<td>doily</td>
</tr>
<tr>
<td></td>
<td>Fahrenheit</td>
</tr>
<tr>
<td></td>
<td>ottoman</td>
</tr>
<tr>
<td></td>
<td>pants</td>
</tr>
<tr>
<td></td>
<td>Promethean</td>
</tr>
<tr>
<td></td>
<td>sideburns</td>
</tr>
</tbody>
</table>

*comes from the name of hotels, which are named after a person

Review Eponyms

Write the words guppy, atlas, decibel, and zany on the chalkboard. Ask students to tell you in their own words what an eponym is. Have them define each word on the chalkboard or look up words they don’t know in a dictionary. Ask them to write these words in their word study notebooks and use each in a written sentence.

Closed Concept Sort

Teacher Word Cards: same as BLM 3

Teacher Category Cards: Places, Names

Place the category cards in a pocket chart. Remind students that though most eponyms are based on names, some eponymous words, such as afghan, come from place names. Explain that you are going to sort words based on their origins.

As you read each word card, say if it is based on a place or a name. Begin by reading aloud the word Celsius. Say: Some eponyms are capitalized. Words that are capitalized refer to a person’s name. Celsius was a scientist.

Read aloud the word Promethean. Say: This word is a Greek word. Promethean means “to be courageously creative” and it comes from Prometheus, a demigod in Greek mythology.

For words that you have not yet discussed in class, use the following information for your sort and have students tell you in which category to place each word:

- ammonia: from Ammon, the Egyptian god; ammonia was first obtained from an area near the temple of this god
- argyle: a pattern of knitting; from the former Argyle county, in Scotland
- atlas: a set of maps; from a Greek character
- axel: a figure skating jump; from Axel Paulsen, a Norwegian skater who created the move
- calico: from Calicut, India
- decibel: a measurement of sound; from the scientist, Alexander Graham Bell, who invented the telephone
- doily: a small, lacy mat; most likely from Mr. Doyley, a draper in 17th-century London
- ottoman: a soft stool; from the Turkish royal family, Ottoman.
- pants: from San Pantaleone, 4th-century Venetian physician and saint
- sideburns: from the American general, Ambrose Burnside, known for wearing sideburns
- tuxedo: from the club Tuxedo Park, near Tuxedo Lake, NY, where this type of suit was made popular

Spelling. Ask students to write the categories Places and Names in their word study notebooks. Have them sort the spelling words into these categories.

Spelling. Ask students to write the categories Places and Names in their word study notebooks. Have them sort the spelling words into these categories.

Home/School Connection

Give students BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some English Learners may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.
Day Three

Concept Sort

Teacher Word Cards: same as BLMs 4–5
Teacher Category Cards: Nouns, Verbs, Adjectives

Give the students the category cards from BLM 2 and the word cards from BLM 4. Tell students that together you are going to sort the words into three categories: Nouns, Verbs, or Adjectives.

Place the teacher category cards in a pocket chart. Read aloud a word and take suggestions from students about which category it should be placed in. If students are unsure about a word’s meaning, encourage them to check the definition in a dictionary and to tell the class what they found. Some words will fit in more than one category. Have students use each form in an oral sentence to better understand the parts of speech.

Repeat the sort with words from BLM 5. You may want to give students the word cards from BLM 5 and encourage them to try the sort in small groups; then gather as a class to compare answers.

Applying Meaning. Give students BLM 7 and have them complete the cloze by choosing the correct eponymous word.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the words. Note if they need more practice with using the words correctly in context.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Word Hunt

Tell students that now that they know something about eponyms, they are going to hunt for eponymous words in a passage. Give them a copy of the passage on BLM 9.

Model reading a few sentences and finding and circling eponyms. Tell students that many of the eponymous words in the passage are not words they have learned in this lesson. Make sure students have access to online or print dictionaries so they can look up any word that strikes them as eponymous. Ask students to complete the word hunt on their own.

After students have finished, have them share the words they found. Ask them to define the words.

Have students choose five words from the passage. Have them find the origins of the words and write five sentences using the words.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: yodel, plunder, angst.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: calico, diesel, juggernaut.

Dictate the following sentence and have students write it on their papers: Adele was so hungry after the ritzy dance that she made herself a jumbo sandwich.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of eponymous words using the Quick-Check for Unit 30.

Suggestions for Independent Practice

How Well Do You Know These Words? Encourage students to go back to the chart they created earlier in the lesson and rate the words again, based on what they’ve learned about the spelling words. Give students a set of word cards and have them complete a new chart.

Eponyms Wall. Create a space where students can post new eponyms as they find them. Encourage them to include the word, its definition, the name it comes from, and a sentence using the word.

Match Game. Give students a set of word cards. Have them write the definitions of each word on self-stick notes. Have students mix up the notes and see how fast they can match the words with their meanings.

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the words from the word cards. Encourage students to write clues with answers that depend on the word’s meaning.

Answer Key Unit 30 Quick-Check

Answer Key BLM 6
1. cardigan
2. titanic
3. sideburns
4. atlas
5. afghan
6. derby
7. nemesis
8. tuxedo

Answer Key BLM 7
1. herculean
2. teddy
3. tuxedo
4. bedlam
5. pasteurized
6. cantaloupe

Answer Key BLM 8
1. argyle
2. saxophone
3. guppies
4. boycott
5. sideburns
6. cardigan
Unit 30 Quick-Check: Eponyms

Answer Questions
Directions: Choose the correct word to complete each sentence.

1. “Pull up an ________________ and have a seat,” Mrs. Miller said.
   argyle    ottoman    axel

2. “My next car is going to have a ________________ engine,” Polly announced.
   diesel    derby    Fahrenheit

3. The Sharks ________________ rolls on with another great win over the Pirates.
   silhouette    sideburns    juggernaut

4. The shirt was made of a colorful ________________ print.
   cardigan    Celsius    calico

Apply
Directions: In the space below, list three to five eponymous words you know.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>Words from Place Names</th>
<th>Words from People’s Names</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pasteurize, calico,</td>
</tr>
<tr>
<td></td>
<td>ritzy, cantaloupe,</td>
</tr>
<tr>
<td></td>
<td>flora, argyle, atlas,</td>
</tr>
<tr>
<td></td>
<td>guppy</td>
</tr>
</tbody>
</table>

Think and Write about Eponyms
Directions: In the space below, explain how understanding eponyms helps you as a reader, speller, and writer.