Lesson Objectives

Day 1
Students will:
• Understand what portmanteau words are
• Identify, read, and write portmanteau words

Materials:
• Anchor Poster

Day 2
Students will:
• Define portmanteau words
• Sort words according to whether word parts are recognizable or not
• Sort words according to initial and final consonant blends and digraphs
• Spell portmanteau words

Materials:
• BLM 5: Word Cards
• BLM 6: Take-Home Activity
• Teacher Word Cards—paratroops, chortle

Day 3
Students will:
• Sort portmanteau words according to the number of syllables
• Spell portmanteau words
• Explore the meaning of portmanteau words
• Use portmanteau words in sentences

Materials:
• BLM 2: Category Cards
• BLM 3: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—Initial Consonant Blend, Final Blend or Digraph, Both
• Teacher Word Cards—same as BLM 4

Day 4
Students will:
• Identify portmanteau words in a reading passage
• Use portmanteau words in meaningful sentences

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

Day 5
Students will:
• Spell portmanteau words

Materials:
• Quick-Check Assessment

Portmanteau Words
Portmanteau words are a combination of words that have been blended to create a new word with a new meaning. Examples include:
- humongous = huge + monstrous
- e-mail = information + commercial
- infomercial = information + commercial

New Words
Some common portmanteau words include:
- camcorder
- malware
- chortle
- outpatient
- ditzy
- paratroops
- e-mail
- seascape
- footprint
- squiggle
- goodbye
- tiddle
- hassle
- waddle

Spelling Dictation
Spelling Peer Check

Reading Passage
Unit 32

Additional Materials:
• Word Study Notebooks
• Pocket Chart
• Dictionaries (Day 1)
• Chart Paper (Day 2)
Day One

Supporting ELs
Since portmanteau words are blended forms of words, it is unlikely that there are cognates in other languages. Pair proficient English speakers with ELs. Ask the pairs to take turns acting out the spelling words.

Blending Practice
If some students have difficulty reading the words, remind them how useful it is to break words into syllables and handle the word syllable by syllable. For example, write the word emoticon on the chalkboard and divide it into syllables: e/mo/ti/con. Remind students that each syllable has one vowel sound; knowing this can help them decide on the number of syllables in a word. Point out the two open syllables in the first and third syllables. Explain that sometimes the vowel in an open syllable does not have the long vowel sound. Tell students that when reading unfamiliar words with open syllables, they can check the dictionary for pronunciation or they can try the long vowel sound first to see if it sounds like a word they know. If not, they can try the short vowel sound. Explain that in the word emoticon, the e and the i have the short sound i sound. Point out that the second open syllable has a long o sound, and the final syllable is a closed syllable with a short o sound. Reinforce how much easier it is to read the word once it has been broken up into syllables. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Onomatopoeia and Palindromes
Focus Words: hiccups, kayaks, mumbles, radars
Write the following words on the chalkboard: hiccups, kayaks. As you point to a word, ask students what kind of word it is. Guide them to identify hiccups as onomatopoeia and kayaks as a palindrome. Have students define each term.

Ask students to write the words mumbles and radars in their word study notebooks and write a sentence identifying the kind of word it is and explaining why.

Introduce Portmanteau Words
Model
Write the following words on the chalkboard and say them aloud: brunch, motels, smogs. Say: These words are blended or portmanteau words. Portmanteau is the French word for “suitcase,” a piece of luggage that opens into two parts. Portmanteau words have two parts that come together to make one word with a new meaning. For example, brunch is a combination of “breakfast” and “lunch,” motel is a combination of “motor” and “hotel,” and smog combines “smoke” and “fog.”

Explain to students that some portmanteau words are recent, such as e-mails, while others have been around for so long they probably won’t recognize them as portmanteaus, for example: the words because—“by” and “cause”; o’clock—“of the” and “clock”; and clash—“clap” and “crash.”

Guide
Refer to the anchor poster and review what portmanteau or blended words are.

As a class, brainstorm a list of words students think are portmanteau words. Write the words on the chalkboard and discuss their meanings.

Reinforce for students that splitting a blended word into parts can help them understand where the word came from and what its meaning is.

Apply
Have students add the words on the chalkboard to their word study notebooks. Ask them to work in pairs to write an equation that shows the origins of each blended word. For example, for brunch, students would write brunch = breakfast + lunch.
Spelling Portmanteau Words

Unit Spelling Words: dumbfound, brash, chortle, pulsar, avionics, simulcast, humongous, cellophane

Write the spelling words on the chalkboard. Tell students that the spelling words are portmanteau words that have each been made up from two other words.

Point to the word dumbfound on the chalkboard. Explain that this word is formed from the words dumb and confound, and it means “to be so amazed as to be made speechless.” Show how the word is divided into syllables: dumb/found. Point out to students that dumbfound is made up of two words that they already know how to spell.

Tell students that often portmanteau words follow simple rules and are spelled the way they sound. Point out the word brash as an example. Explain that brash is made up of the words bold and rash.

Read the remaining spelling words on the chalkboard. Ask students if they recognize the origins of any of these words. Give pairs of students dictionaries and assign words for them to look up. Have them share what they find about the origins of the words. (pulsar = pulsating + star; avionics = aviation + electronics; simulcast = simultaneous + broadcast; humongous = huge + monstrous; cellophane = cellulose + phainein, from the Greek meaning “appear.”)

Ask students to write the spelling words in their word study notebooks and then write a sentence using each word.
Day Two

Pattern Sort

<table>
<thead>
<tr>
<th>paratroops</th>
<th>chortle</th>
</tr>
</thead>
<tbody>
<tr>
<td>camcorder</td>
<td>ditsy</td>
</tr>
<tr>
<td>dumbfound</td>
<td>hassle</td>
</tr>
<tr>
<td>e-mail</td>
<td>pulsar</td>
</tr>
<tr>
<td>fortnight</td>
<td>squiggle</td>
</tr>
<tr>
<td>goodbye</td>
<td>twiddle</td>
</tr>
<tr>
<td>malware</td>
<td>waddle</td>
</tr>
<tr>
<td>outpatient</td>
<td></td>
</tr>
<tr>
<td>seascape</td>
<td></td>
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</tbody>
</table>

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 ELs 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.

Review Portmanteau Words

Write the word camcorder, emoticon, and humongous on the chalkboard. Ask students what these words are called and why. Have students turn to a buddy and talk about what the original words are that make up these blended words and the definitions of the blended words. Ask students to share their discussions with the class.

Closed Pattern Sort

Teacher Word Cards: paratroops, chortle

Model how to sort portmanteau words based on known parts in words. Hold up the word card paratroops.

Think aloud: When I look at this blended word, paratroops, I can easily see that there are two word parts in it, para and troops. I believe that this word is made up of the words parachute and troops. This word represents the category of words with two recognizable parts. Place the word card for paratroops into a pocket chart.

Hold up the word card chortle.

Think aloud: When I look at this blended word, chortle, I do not easily see the two word parts. I would have to look up what the words are that make up this blended word. This word represents the category of words with word parts that are not recognizable. Place the word card for chortle next to paratroops in the pocket chart.

Have students work in small groups. Give each group chart paper and have the group create a two-column chart, with the words paratroops and chortle as the key word for the categories. Then give each group the word cards from BLM 3 and have them sort the words into the appropriate categories. When students have finished, have each group share their chart and hold a class discussion to talk about their results. Ask students for their ideas about what words make up the portmanteau words whose parts are not recognizable.

Spelling. Ask students to write the categories Recognizable Word Parts and Unrecognizable Word Parts in their word study notebooks. Have them sort the spelling words into the two categories by writing each word in the correct column.
Blind Sound Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards: Initial Consonant Blend, Final Blend or Digraph, Both

Place the category cards in a pocket chart and ask students to copy them in a row into their word study notebooks. Tell students that you are going to read aloud a list of portmanteau words. Ask them to sort the words according to their sounds. Say: If a word has a consonant blend at the beginning of the word, write it in the column Initial Consonant Blend. If a word has a consonant blend or digraph at the end of the word, write it in the column Final Blend or Digraph. If a word has a consonant blend or digraph at the beginning and the end of the word, write it in the column Both.

Read aloud the word cards from BLM 4 and have students write the words into the appropriate categories. After you have finished reading, place the words in the pocket chart so that students may check their spelling and sorting.

Sound Sort

Give each student the following category cards from BLM 2: One Syllable, Two Syllables, Three or More Syllables. Give each student the word cards from BLM 5.

Have students sort the words into the appropriate categories.

When students have finished sorting, ask them which two words have something different about them (Muppet and Internet have initial capital letters). Explain to students that both Muppet and Internet are proper nouns that name something specific. A Muppet (marionette + puppet) is a special puppet that was popularized on the television show Sesame Street. The Internet refers to a specific place. You may tell students that not all people agree about capitalizing the word Internet, arguing that it has become a common word and, therefore, a common noun.

Applying Meaning. Give students BLM 7 and complete the cloze by choosing the correct portmanteau word.

Assessment Tip
Use students’ completed BLM 7 to assess their understanding of the words and if they are able to spell the blended words correctly.

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.
Day Four

Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of portmanteau words.

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they are going to read the passage and circle blended, or portmanteau, words.

Read a few sentences of the passage aloud and model finding portmanteau words and circling them. Ask students to complete the rest of the word hunt on their own.

After students have completed reading the passage and hunting for words, have them tell the class what words they found. Ask students to define the words. Ask them how they figured out the meanings of the words: Was it the parts of the two words? The context of the sentence? Or both?

Have students add any new portmanteau words and their definitions to the lists in their word study notebooks.

A New Generation

The Internet has become a standard means of communication in our time. It seems virtually everyone is on the Web. One major group of Internet users are tweens, or preteens roughly between the ages of eight and thirteen. At this “in between” age, tweens are no longer children, but not quite teenagers either. The Internet provides a valuable forum for tweens to learn about the world.

Online use the Internet for much more than just sending e-mail messages and changing status updates. Children can chat with friends, blog, participate in online shopping and find products online. Also, popular social networking sites can read or even contribute their own stories, poetry, viewpoints, and games. Some sites, like It’s My Life from PBS Kids.org, offer advice and resources on topics that are important to tweens such as school, emotions, family, relationships, and even the human body.

A large number of tweens use the Internet to do homework. Online homework help, information for research projects, and uploading finished work to school portals are all common. Some even want take part in online seminars on the Web, about possible careers, language learning, and other topics.

Students should always be the aware of the risks of using the Internet. Some kids do not understand that some software designed to harm or even destroy computers should be deleted on the lookout for misleading online advertising schemes that are disguised as genuine articles. When in doubt, the smartest policy is always to ask an adult if something seems out of the ordinary or possibly harmful.

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Spelling Dictation

Give pairs of students Spelling Peer Check (BLM 11). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: hiccup, kayak, mumble.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: pulsar, dumbfound, simulcast.

Dictate the following sentence and have students write it on their papers: The humongous basket was wrapped with yellow and green cellophane.

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 portmanteau words using the Quick-Check for Unit 32.

Suggestions for Independent Practice

Portmanteau Poster. Encourage students to add blended words to a poster. Have them include the two words that make up the portmanteau word, for example, flare = flame + glare. Students may hunt for words in books, newspapers, and magazines. They can research the origins of the words online.

Flashcards. Have students create flashcards with a portmanteau word on one side and the two original words on the other. Challenge students to see how fast they can guess the portmanteau word by looking at the original words.

Concept Sort. Give pairs of students a set of word cards. Have them sort the words into categories of Verbs, Nouns, and Adjectives. Encourage the students to use the words in oral sentences.

Portmanteau Poems. Ask students to write poems using portmanteau words. Encourage them to post their poems on a bulletin board.

Making Words. Have pairs of students make up their own portmanteau words and let other pairs guess the meanings.
Unit 32 Quick-Check: Portmanteau Words

Answer Questions

Directions: Choose the correct word to complete the sentence. Write the word in the blank.

1. The traffic patrol set out ______________ to alert drivers to the lane closure.
   glares    flares    flames

2. Eric’s drink ______________ over the sides as he carried it back to his seat.
   sloshed    splurged    flopped

3. Josh snapped his fingers to the beat and said, “That is some ______________ music.”
   snazzy    flurry    slangy

4. We watched the ducks and their ducklings ______________ down the beach to the water.
   galumph    prissy    waddle

Apply

Directions: In the space below, list three to five words you know that are portmanteau words.

_________________  __________________  __________________  __________________  __________________

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

<table>
<thead>
<tr>
<th>One Syllable</th>
<th>Two Syllable</th>
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Word Bank
genome, bash, swipe, smog, dumbfound, clash, chortle, ditsy, glob, pixel

Think and Write about Portmanteau Words

Directions: In the space below, explain how understanding portmanteau words helps you as a reader, speller, and writer.