

Identify and Define Multiple-Meaning Words in Context

College- and Career-Ready Standard Addressed: L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words based on Grade 1 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.

Objective: To determine the meaning of multiple-meaning words in context.

Materials

- Multiple-meaning words (e.g., bark, bat, run, read, tear).
- Sentences using multiple-meaning words in different contexts.

Suggested Schedule and Group Size

Schedule: Daily, no more than five minutes to 10 minutes per session.

Recommended group size: Individual or small group (up to five students).

Note: The following script is intended as a model.

Activity

Intervention Principle

Use precise, simple language to start the lesson.

Provide explicit instruction and modeling to introduce concepts.

Sample Script and Procedures

Today, we are going to learn about words that have more than one meaning. This will help us understand what we read.

Write the word “bark” on the board.

This word is “bark.” What word? Pause for response. That’s right, bark. Bark can mean the noise a dog makes.

Write an example sentence on the board and underline the word; e.g., My dog can bark loudly.

My dog can bark loudly. In this sentence, “bark” means the noise a dog makes.

The word “bark” has more than one meaning.

Write a sentence with the other meaning on the board and underline bark; e.g., The bark of this tree is rough.

Adapted with permission from Florida Center for Reading Research. (2006). *Vocabulary instructional routines: Identify and define multiple meaning words in context for first grade*. Tallahassee, FL: Author. Retrieved from http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_1V.pdf

<p>Model your thinking out loud to demonstrate key procedures.</p> <p>Provide concrete, repeated opportunities to correctly practice the skill and receive feedback.</p>	<p>The bark of this tree is rough. In this sentence, “bark” means the outer covering on a tree trunk. Show a picture of tree bark to assist with student understanding, if needed.</p> <p><i>Write two additional sentences of the board, one sentence with each meaning of the word “bark.” (For example, Some canoes are made of tree bark. The dog will bark when the mailman comes.)</i></p> <p>“Some canoes are made of tree bark.” I know the meaning of bark in this sentence is about the outer covering of the tree because the sentence is talking about canoes made from part of a tree.</p> <p>“The dog will bark when the mailman comes.” I know the meaning of bark in this sentence is about the noise a dog makes. The sentence is talking about a dog and what he does when the mailman comes.</p> <p>What word means the outer covering of a tree? (Bark.) What word means the noise a dog makes? (Bark.) Yes, the word “bark” can mean the noise a dog makes OR the outer covering on a tree.</p> <p>Tell me the meaning of “bark” after I read each sentence. Tell me if it is the noise a dog makes OR the outer covering on a tree. Explain your answers in your own words.</p> <p>The tree has brown bark. (The outer covering on a tree.)</p> <p>My dog will bark at a cat. (The noise a dog makes.)</p> <p>The dog will bark at me. (The noise a dog makes.)</p> <p>I saw a butterfly on the bark. (The outer covering on a tree.)</p> <p>Jenny’s pet will bark at strangers. (The noise a dog makes.)</p> <p>The bark peeled off the trunk. (The outer covering on a tree.)</p> <p>Lightening knocked the bark off the tree. (The outer covering on a tree.)</p> <p><i>Repeat this sequence with other multiple-meaning words. Gradually reduce modeling and have students assume more responsibility for responding. Provide immediate feedback.</i></p>
<p>Error Correction</p>	
<p>Provide immediate and explicit error correction. Have the students practice the correct responses.</p>	<p>That’s not quite right. The word “bark” means XX in this sentence. What does the word “bark” mean?</p> <p><i>Provide students another practice opportunity. If difficulties persist, provide illustrations when explaining the meaning of the word. For each additional multiple-meaning word, follow the same sequence as above. Ensure students master the meanings of each word before moving on to the next word.</i></p>

Instructional Considerations

- Use oral language and text to provide frequent exposure to the multiple meanings of the word. Ask students to identify the meaning when the word is used orally or in text.
- Provide opportunities for students to write sentences or short stories using the multiple-meaning word.
- Have students illustrate a sentence with a specific meaning of the word. For example, make an illustration for the sentence, “The tree has bumpy bark.”
- Ask students to use both meanings of the word in the same sentence (e.g., The dog will bark at the cat when she scratches at the bark on the tree.).
- Ask students to respond to higher-level questions that contain the multiple-meaning word (e.g., Can a bird bark? Why not?).
- Multiple-meaning words to be taught should be appropriate for students’ grade levels and background knowledge.