Multiple-Meaning Words

I. Rationale – Students will need to know that words have multiple meanings so that when they read they will be able to use content clue to determine the correct definition of the word.

II. Goals and Objectives

a. Instructional goals: Have students understand that words can have multiple meanings.

b. Specific objectives:

Students will be able to:

Use content to determine the meanings of multiple meaning words.

c. West Virginia Content Standards and Objectives or other state/national standards to be accomplished.

RLA.O.3.1.2- Identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multiple-meaning words).

III. Procedure -

a. Lesson introduction:

1. Write the sentences on the board:
   * The Grunt packed their things in a truck.
   * I opened the trunk of the car.
   * The elephant raised its truck and trumpeted.

b. Lesson development:

1. Remind students that many words have more than one meaning: to figure out which meaning is being used, readers use sentence content.
2. Have students read the sentences and tell which sentence “trunk” means an elephant’s nose.”
3. Put students into groups
4. Pass out note cards with one multiple meaning word on it.
   * Trunk
   * Box
   * Spot
   * Pet
   * Bank
   * Steer
5. Tell them to write a brief skit in which they perform the two meanings in front of the class.

c. Lesson closure:

1. Have the students make up as many words as they can with multiple meanings.

d. Lesson contingency: Write the multiple meanings of the words they came up with.

IV. Daily (formative) Student Assessment –

Student’s participation in the activity will be assessed through checklist.

V. Materials, Equipment, and Resources

* Index cards with multiple meaning word on them

VI. Modifications for Diverse Learners –

special considerations for various learning capabilities, learning styles, multiple intelligences, multicultural exposure, etc.

VII. Reflection and Revision

To be completed later