

# EMPOWERING TEACHERS

## Vocabulary Instructional Routine:

### Identify and Define Multiple Meaning Words in Context

Preparation/Materials: Multiple meaning words (e.g., bark, bat, run), sentences using the word in different contexts.

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say

- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Sounds are noted using / /

#### TEACHER EXPLAINS TASK

We are going to talk about a word that has more than one meaning.

#### TEACHER MODELS TASK

Write the word “bark” on the whiteboard.

Say the word.

**bark**

Say the word with me.

- bark

**Bark** can mean the noise a dog makes.

Write this sentence on the whiteboard and underline bark.

“My dog can bark loudly.”

Read the sentence aloud.

**My dog can bark loudly.**

In this sentence, **bark** means the noise a dog makes.

Write this sentence on the whiteboard and underline bark.

“I peeled the bark off a tree.”

Read the sentence aloud.

**I peeled the bark off a tree.**

In this sentence, **bark** means the outer covering on a tree.

The word **bark** has more than one meaning. Here are other sentences using the word **bark**.

Some canoes are made of tree **bark**.

The dog will **bark** when the mailman comes.

**Bark** is spelled the same in each sentence, but the meaning of **bark** changes depending on the words around it.

#### TEACHER & STUDENTS PRACTICE TASK TOGETHER

Say the word with me.

- bark

What word means the noise a dog makes?

- bark

What word means the outer layer on a tree?

- bark

Yes. The word **bark** can mean the noise a dog makes OR the outer layer on a tree.

Let’s tell the meaning of **bark** after I read each sentence. Tell me if it is the noise a dog makes OR the outer layer on a tree.

My dog will **bark** at a cat.

- The noise a dog makes.

**Bark** fell off the tree when the ball hit it.

- The outer layer on a tree

Listen to these sentences. If I am using the word **bark** correctly in the sentence, say “yes.” If I am not using it correctly, say “no.”

The cat will **bark** at me.

- no

The tree has brown **bark**.

- yes

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## TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Yes, the tree has brown *bark*...a cat will not *bark*.

Here is a new sentence for the word *bark*.

The dog will *bark* at strangers.

Say it with me.

- The dog will *bark* at strangers.

Here is a sentence for the other meaning of *bark*.

The *bark* of the tree peeled off.

Say it with me.

- The *bark* of the tree peeled off.

## STUDENTS PRACTICE TASK

Say the word with me.

- bark

What word means the noise a dog makes?

bark

What word means the outer layer on a tree?

bark

Yes. The word *bark* can mean the noise a dog makes OR the outer layer on a tree.

Tell the meaning of *bark* after I read each sentence. Tell me if it is the noise a dog makes OR the outer layer on a tree.

My dog will *bark* at a cat.

The noise a dog makes.

Lightning knocked the *bark* off the tree.

The outer layer on a tree

Now listen to these sentences. If I am using the word *bark* correctly, say “yes.” If I am not using it correctly, say “no.”

The fish will bark at the cat.

no

The tree has bumpy *bark*.

yes

Yes, the tree has bumpy *bark*...a fish will not *bark*.

**Complete the sentence.** Provide a beginning for their sentence giving a specific context (e.g., *The dog will bark...AND The bark on the tree...*). Discuss the meaning of the word in their sentences and determine if it is being used correctly.

Possible student examples:

The dog will *bark* when the children run.

The *bark* on the tree feels like paper.

## INDEPENDENT PRACTICE

Provide frequent exposure to the multiple-meaning word. Provide individual opportunities to write and illustrate a situation using a specific meaning of “bark.”

## SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students understand the multiple meanings of “bark.” If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, provide illustrations when explaining the meanings of “bark.” For each additional multiple-meaning word, follow the same sequence as above.

### Adaptations using this Instructional Routine:

- 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?).

For further independent student practice, refer to the following FCRR Kindergarten and First Grade Student Center Activities at [http://www.fcrr.org/Curriculum/PDF/GK-1/V\\_Final.pdf](http://www.fcrr.org/Curriculum/PDF/GK-1/V_Final.pdf)

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