

Print these **Lexia Lessons®** to deliver explicit instruction to address specific areas of need

Level	Activity	Lexia Lesson	# of pages
Core5 L8	Multiple Meaning Words 1	Multiple Meaning Words, Lesson 1	5
<b>Total</b>			<b>5</b>



## Description

This lesson is designed to help students understand that a word can have more than one meaning. Using words they can decode, students develop their understanding of multiple meanings by choosing a meaning that fits with a given context.

## TEACHER TIPS

The following steps show a lesson using word meanings that are designed to be within a student's listening vocabulary. If any meanings are unfamiliar, you can use images for added support or adapt the lesson by choosing different words.

During discussions, remind students to listen to others, take turns, and speak clearly. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

## PREPARATION/MATERIALS

- Word cards and pictures for **tag** and **fan**

## Direct Instruction

 *Today we are going to talk about words that have more than one meaning.*

Display the word **pen** and read it aloud with the students. Hold up a pen.

 *A pen is a writing tool that has ink. But listen to this sentence: "The pigs live in the pen." Pigs can't fit inside this writing pen! The word pen has more than one meaning. Another meaning for pen is "a place with a fence around it." Animals are kept inside a pen. "The pigs live in the pen." When I hear that sentence, it makes me picture lots of pigs inside a fence, like on a farm. They are in a pen and can't get out.*

 *When I read a word in a sentence that doesn't seem to make sense, I need to remember that it might have more than one meaning. So, pen has two meanings. It is something you can write with and it is a place to hold animals.*

## Guided Practice

Display the word **duck** for students to read.

 *Listen as I say a sentence with the word duck: "The duck flew over the pond." Tell me what you picture. (a bird flying and quacking, etc.) Yes, a duck is a kind of bird.*

Introduce a second meaning.

 *Listen as I say another sentence with duck: "When you walk under a low tree branch, you should duck!" Show me what that means. (students duck their heads) Yes, duck can mean "lower your head or body."*

Tell students to listen as you use the word duck in different sentences. If the word means a bird, they should quack once like a duck. If the word means “lower your head or body,” they should pantomime ducking.

Sentences to say:

-  *The duck shook his feathers to dry off after going in the pond. (Students quack.)*
-  *Tall people must duck under low doorways. (Students duck heads.)*
-  *A duck has webbed feet for swimming. (Students quack.)*
-  *We can hide if we duck behind that rock. (Students duck heads.)*

## Independent Application

Display the four pictures and the words from the end of the lesson. After students read the words **tag** and **fan**, clarify meanings with these oral clues:

-  *This is a game that children play. The child who is “It” tries to touch another child so that child becomes “It.” What’s the name of this game? (tag)*
-  *This small piece of paper is tied to an item that belongs to someone. It shows the name and address. What’s the name of this piece of paper? (tag)*
-  *This machine blows air to cool us. What’s the machine called? (fan)*
-  *This person is cheering for his team. What do you call someone who wants a team to win? (fan)*

Direct students to place two pictures by the word **tag** and two by the word **fan** to show the different meanings.

## Wrap-up

Check students’ understanding.

-  *What are two different kinds of fans? (a fan that blows air; a fan who likes a team)*

Use students’ responses to guide your choice of activities in the Adaptations section on the following page.

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

**Option 1:** Substitute a lesson that focuses on one word. Display a picture of a flying bat (mammal) and a baseball bat. Talk about what each picture shows. Guide students in captioning each picture with the word **bat**.

Offer oral sentences using the word **bat** in varied contexts, and have students identify the picture that fits with each sentence. For example:

- A **bat** is made of wood.
- A **bat** eats bugs.

- A **bat** sleeps hanging upside down.
- The player swung the **bat**.

**Option 2:** Continue the lesson by having students hold up the picture that matches the meaning in an oral sentence. For example:

- A **tag** names the item for sale.
- Ricky is a big **fan** of basketball.
- Some children play **tag** at recess.
- A **fan** works by blowing air.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Expand the lesson using oral context sentences. Say two sentences at a time, and ask students to name the shared word and tell or show what each sentence means. For example:

- Do not **trip** on the stairs. Let's take a train **trip**.
- We climbed a big **rock**. It's nice to sit in a chair that can **rock**.
- Be careful when you **cross** the street. People frown when they feel **cross**.
- The hammer **hit** the nail. The music show was a big **hit**.

- The jar has grape **jam** in it. There's a traffic **jam** on Main Street.

Then display the words for students to read. Have them choose one or two words to illustrate with contrasting pictures.

**Option 2:** Expand the lesson by having students use words and gestures to give two meanings for the same word after reading contrasting sentences. For example:

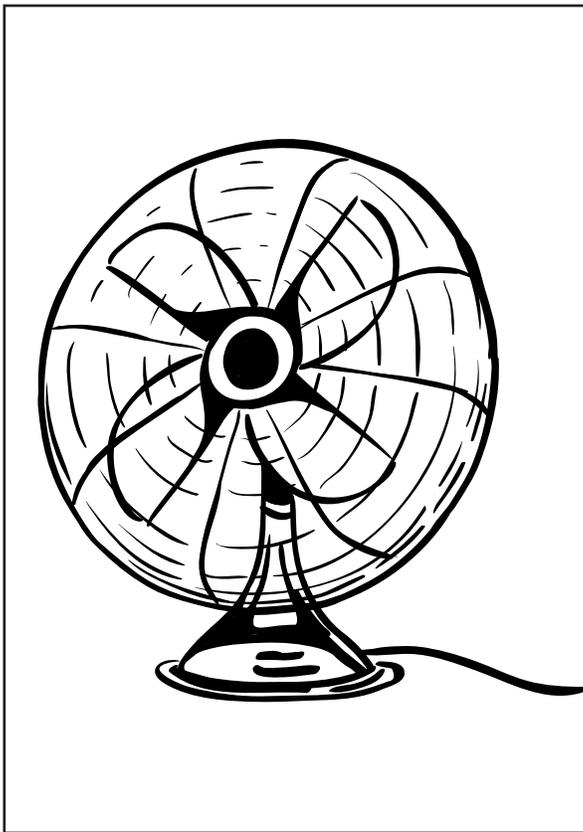
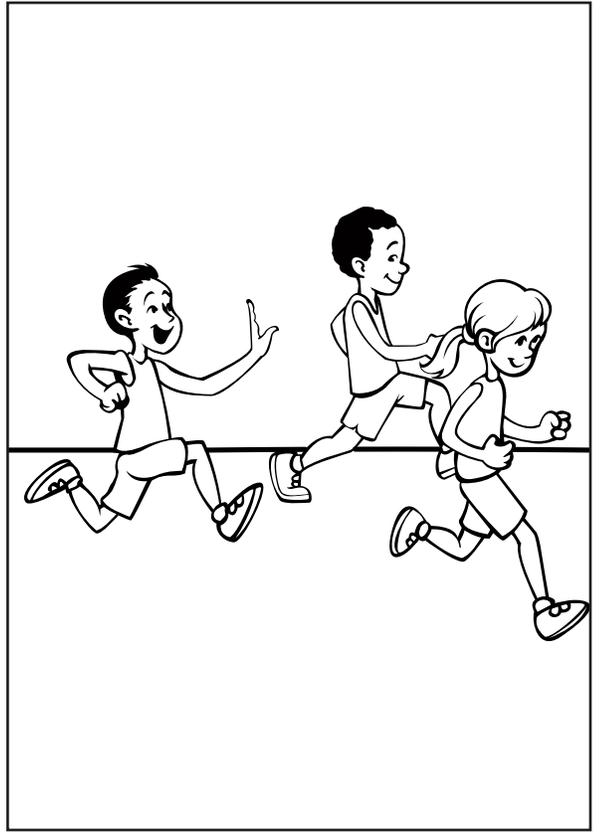
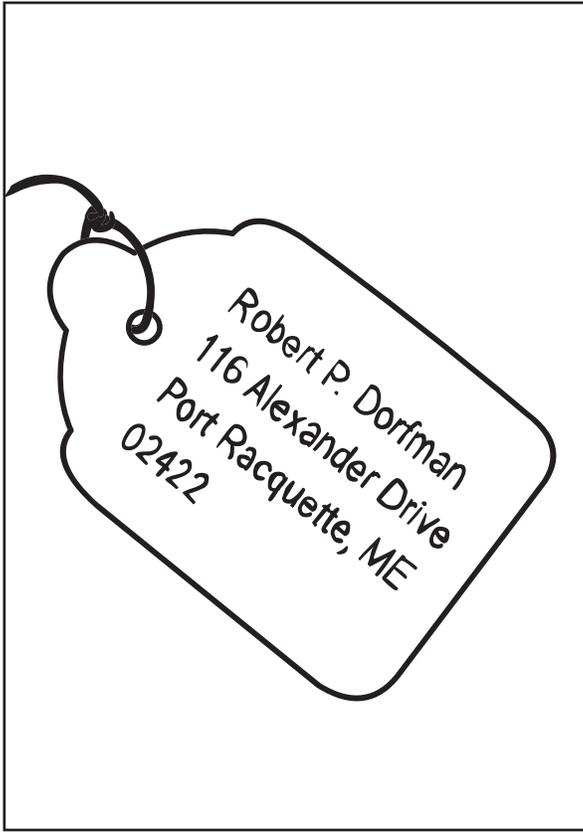
- The bell will **ring**. The **ring** is gold.
- The class **left** for lunch. I held up my **left** hand.
- This desk is **mine**. The **mine** held gold.

### SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Students whose native language is not English may not have as many opportunities to learn vocabulary indirectly, so explicit instruction is especially important. Use word walls, cognates, dictionaries, word maps, drawing, comparing, contrasting, and reviewing to teach and reinforce new vocabulary.
- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.





**tag**

**fan**