School: Reba O. Steck Elementary Name: Joanie Brooks

Date: 11/20/13 Time: 10-10:50

Room #148 Grade Level: Kindergarten

Demographics: 35% ELL, 8%SPED

Lesson Title: “What Does Mean Mean?” An Introductory Lesson on Homographs

Main Objective: CCS L.K.4a Vocabulary Acquisition and Use with Multiple Meaning Words

Other Standards Linked: CCS R.I.K. 1, 4, 5, 6, 7, 10 and CCS R.F.K. 1,2,3,4 and CCS W.K.2 and CCS S.L. K.1a.b.2

Prior to this lesson the students have been introduced to the reading/decoding strategies of: 1. Picture clues 2. Get your mouth ready 3. Look at the beginning letter 4. Look through the word and now 5. Does it make sense? This lesson was created as students began to notice multiple meaning words on their own; for example, to, too, two and bat. That is how I knew it was time for a formal lesson. I specifically chose homographs as I didn’t want the students to focus on why the spellings of homophones can be different, but only to rely on the context of the text and picture clues to make meaning of the multiple definitions. This is perfect for practicing the strategy of asking oneself, “Does it make sense?”

After this lesson, strategies and practice will continue as kindergarteners practice their reading, especially of non-fiction, and adding to their schema.

Materials:

1. Homograph non-fiction book set by Carey Molter including:

THE BASS CANNOT PLAY BASS, LINE UP IN THE LINE, A FLY CAN FLY, THE ROSE ROSE IN THE GARDEN, AN EAR IS NOT AN EAR, A PALM IN MY PALM, LIVE LIONS LIVE ON LAND

PETE PRESENTS THE PRESENTS, and FRUIT TREES PRODUCE PRODUCE

1. Homograph Word Puzzle Cards by Didax
2. Smartboard to display text whole class
3. Multiple Meaning Worksheet
4. pencil and crayons
5. Objects: can, (baseball) bat, (animal) bat, saw, bark (dog), bark (tree), duck (animal), ring (phone, jewelry), pitcher (baseball), pitcher
6. CD Heidi Songs
7. Text paper magnifier

I. Anticipatory Set: play the high frequency song and dance for CAN, and then hold up the object of a can

What do you notice?

Show object examples. Any comments, observations, other words you can think of that do this?

II. Lesson:

1. Share whole group. Set Target/Objective: Using the smartboard- LINE UP IN THE LINE.
2. Multiple meaning words (bold non-fiction convention)
3. Tap the sounds for the word to sound out
4. Context clues
5. Annotate text
6. With your co-op partner, play song
7. put the TWO multiple meaning word puzzles together
8. talk about what you notice
9. Be ready to share ONE word and the two meanings.
10. Ring bell, then windchimes to transition
11. Come back whole group to share.
12. Sit in oval next to partner
13. Share word and each share one meaning
14. Chart words as shared
15. Break into groups of 3 (using math “mingle” game)
16. Read book together using words/picture CLUES (context) for EVIDENCE
17. Find bold-faced multiple meaning word
18. Read and discuss, help each other with evidence magnifier. How do you know the meaning?
19. Find your favorite word-write on post-it
20. Come back whole group
21. Volunteers tell us your favorite multiple-meaning word
22. Independent Practice
23. Write word of choice
24. Draw picture/write word or sentence to describe multiple meaning

III. Close:

1. How do you know when you read a word for example BAT, which bat I am referring too?
2. What do you need to know? Why do you need to know? What can or do you use as a reader/listener to figure it out?
3. Challenge: Let me know as you think of any multiple meaning words, we can take a picture and make our own book…