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 Homonyms/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?” and to make meaning.

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

Materials:

1. Homonym books: A PALM IN MY PALM, THE ROSE ROSE IN THE GARDEN, and A FLY CAN FLY by Kelly Doudna
2. Homograph books: PETE PRESENTS THE PRESENTS, LIVE LIONS LIVE ON LAND, BASS CANNOT PLAY BASS, FRUIT TREES PRODUCE PRODUCE by Carey Molter
3. Homonym Word Puzzle Cards by Didax
4. Smartboard/projector to display text whole class
5. Multiple Meaning Worksheet
6. pencil and crayons
7. Objects: a CAN, (baseball)BAT, (animal) BAT
8. CD Heidi Songs: high frequency word CAN, TO
9. My Text Evidence paper magnifier
10. Post-its

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 both BATS. Any comments, observations, other words you can think of that do this?

II. Lesson:

\*transition: You are going to meet with your co-op partner(s). Two puzzles are waiting for you. The puzzles go together in a certain way to show multiple meaning words, or words that have more than one meaning.

1. With your co-op partner…
2. put the TWO multiple meaning word puzzles together
3. talk about what you notice
4. Be ready to share ONE word and the two meanings.
5. Ring bell for getting ready-bring one puzzle with you, then windchimes to transition back to carpet
6. Chart words shared
7. Share whole group. Set Target/Objective: After using picture clues, now let’s go to the text (story)
8. Multiple meaning words (bold non-fiction convention)
9. Use reading decoding strategies
10. Context clues
11. Annotate text

\*transition: now you are going to go into the text (story) like we just did to find evidence of multiple meaning words. Play TO I will put two groups together

1. Break into groups (grouping two co-ops together) of four
2. Read book together using words/picture CLUES (context) for EVIDENCE
3. Find bold-faced multiple meaning word
4. Read and discuss, help each other with evidence magnifier. How do you know the meaning?
5. Find your favorite word-write on post-it
6. Come back whole group
7. Volunteers tell us your favorite multiple-meaning word
8. Independent Practice
9. Write word of choice
10. 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…