

Unit 3: Connecting Places, Connecting People

WEEK 4 Day 3

**Vocabulary & Language**  
Words with Multiple Meanings

<b>Weekly Question</b>	How are people connected in and across communities?
<b>Language Objective</b>	I can use sentence context to determine the meaning of a word. (L.4.2.a)
<b>Vocabulary</b>	<b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea <b>noun:</b> a word that names a person, place, thing, or idea <b>verb:</b> a word that expresses a physical action, mental action, or state of being
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>Words with Multiple Meanings slides</li></ul> Note: This lesson uses slides 1-7.
<b>Opening</b>	<i>Today we will look closely at some of our Weekly Words from this unit. Some of the words we have been learning have multiple meanings—they can mean different things. Today we will practice figuring out a word’s meaning by looking at its context in a sentence.</i>
<b>Discussion</b> slide 2	<i>Let’s read this word together.</i> Tap and blend the word “pitch” together.  <i>What does the word “pitch” mean?</i> Click the animation to show the part of speech and definition.  <i>What is another meaning of the word?</i>  <i>“Pitch” can be a noun naming the quality of sound, or it can be a verb that expresses the action of throwing something.</i>
slide 3	<i>Let’s read sentences to figure out which meaning of “pitch” is being used.</i>

	<p>Read the first sentence together. <i>What does “pitch” mean in this sentence? How do you know?</i></p> <p>Click the animation and read the second sentence together. <i>What does “pitch” mean in this sentence? How do you know?</i></p> <p><i>Using the context, or the other words in the sentence, helps you figure out which meaning of the word the author is using.</i></p>
slide 4	<p><i>Let’s read another word together.</i></p> <p>Tap and blend the word “tune” together.</p> <p><i>What does the word “tune” mean?</i></p> <p>Click the animation to show the part of speech and definition.</p> <p><i>What is another meaning of the word?</i></p> <p><i>“Tune” can be a noun naming sounds or a song, or it can be a verb that expresses the action of changing the sound of an instrument.</i></p>
slide 5	<p><i>Let’s read sentences to figure out which meaning of “tune” is being used.</i></p> <p>Read the first sentence together. <i>What does “tune” mean in this sentence? How do you know?</i></p> <p>Click the animation and read the second sentence together. <i>What does “tune” mean in this sentence? How do you know?</i></p>
slide 6	<p><i>Let’s read another word together.</i></p> <p>Tap and blend the word together.</p> <p><i>What does the word “custom” mean?</i></p> <p>Click the animation to show the part of speech and definition.</p> <p><i>“Custom” can also be used as an adjective. When it is an adjective, it means one of a kind, or unique.</i></p>
slide 7	<p><i>Let’s read sentences to figure out which meaning of “custom” is being used.</i></p> <p>Read the first sentence together. <i>What does “custom” mean in this sentence? How do you know?</i></p> <p>Click the animation and read the second sentence together. <i>What does “custom” mean in this sentence? How do you know?</i></p>

<b>Closing</b>	<i>Today we used the context, or other words in the sentence, to find out which meaning of a word was being used. Tomorrow you will write your own sentences with these words.</i>
<b>Standards</b>	<b>L.4.2.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are understanding words with multiple meanings.</p> <p>Do children accurately define vocabulary words?</p> <p>Do they know the alternate meanings of the words?</p> <p>Do they use sentence context to determine the meaning of the word?</p>

**Notes**