

WEEK 5 Day 4

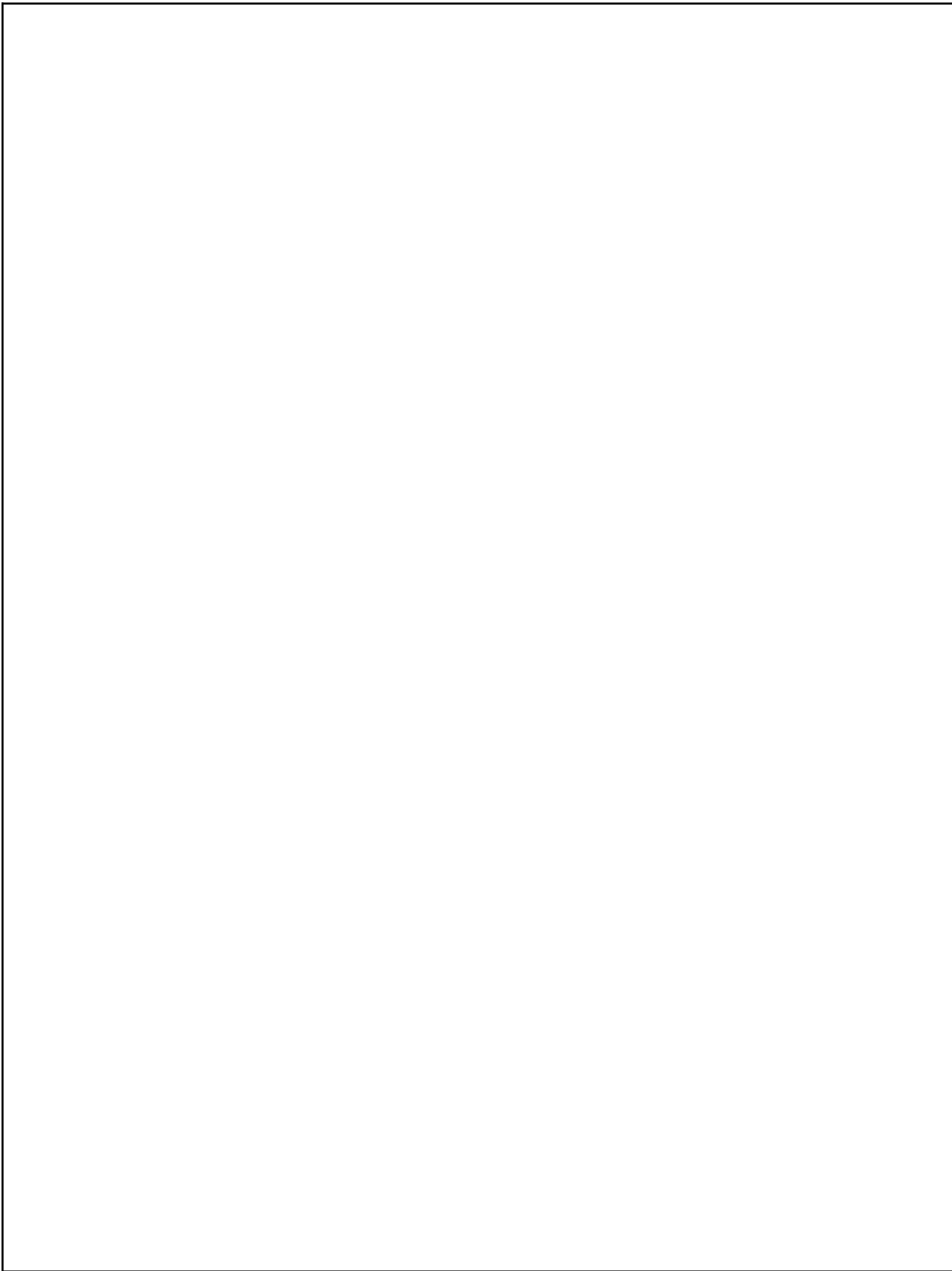
**Vocabulary & Language**  
Words with Multiple Meanings

<b>Weekly Question</b>	How do resources get from where they come from to the people who use them?
<b>Language Objective</b>	I can use sentence context to determine the meaning of a word. (L.1.4a)
<b>Vocabulary</b>	<p><b>mold:</b> a container used to give shape to something</p> <p><b>noun:</b> a person, place, thing, or idea</p> <p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p> <p><b>adjective:</b> a word that describes a person, place, thing or idea</p> <p><b>produce:</b> to make</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Words with Multiple Meanings cards, from Day 3</li> <li>● <i>On the Farm, At the Market</i>, G. Brian Karas Flag pages 10, 28, and 29.</li> </ul>
<b>Opening</b>	<i>Yesterday we explored words with multiple meanings and determined what the words meant by using the context of the sentences.</i>
<b>Discussion</b> page 10	<p><i>Let's read this word together.</i></p> <p>Show the "mold" card. Tap and blend the word together.</p> <p><i>What does the word "mold" mean?</i></p> <p><i>What is another meaning of the word?</i></p> <p><i>"Mold" can be a noun naming a container used to give shape to something, or it can be a noun naming a type of fungus.</i></p> <p><i>Let's read a sentence from On the Farm, At the Market to see which meaning of "mold" G. Brian Karas uses.</i></p>

	<p>Read the second sentence on the page.  <i>What does “mold” mean in this sentence? How do you know?</i></p>
page 28	<p><i>Here is another word we find in this book. Let’s read it together.</i>  Show the “special” card. Read the word together.</p> <p><i>What does the word “special” mean?  What is another meaning of the word?</i></p> <p><i>“Special” can be an adjective that describes something as important or unique, or it can be a noun naming a dish that is not usually on the menu.</i></p> <p><i>Let’s read another sentence from On the Farm, At the Market to see which meaning of “special” G. Brian Karas uses.</i>  Read the second to last sentence.</p> <p><i>What does “special” mean in this sentence? How do you know?</i></p>
page 29	<p><i>This is a word we looked at last week. Let’s read it together.</i>  Show the “produce” card.</p> <p><i>What does the word “produce” mean?  What is another meaning of the word?</i></p> <p><i>“<u>Produce</u>” can be a verb that expresses the action of making something, or “<u>produce</u>” can be a noun naming fruits and vegetables. Like “<u>combine</u>” and “<u>combine</u>,” the meaning changes depending on how the word is pronounced.</i></p> <p><i>Let’s read a sentence from On the Farm, At the Market to see which meaning of this word G. Brian Karas uses.</i>  Read the second sentence.</p> <p><i>What does “<u>produce</u>” mean in this sentence? How do you know?</i></p>
Closing	<p><i>Today we used context clues to figure out which meanings of words G. Brian Karas uses in On the Farm, At the Market.</i></p>
Standard (Boston)	<p><b>L.1.4a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>
Ongoing assessment	<p>Do children accurately define vocabulary words?  Do they know the alternate meanings of the words?</p>

	<p>Are they able to use sentence context to determine the meaning of the word?</p> <p>Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>
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**Notes**



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