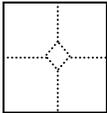


Language Standards

Vocabulary Acquisition and Use (L.2.4a)

Standard:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
Title:	Multiple-Meaning Words
Time:	1 lesson
Resources:	Multiple meaning words, blank paper
CCS Supporting Standards:	W.2.8
Task Description:	<ol style="list-style-type: none">1. Begin a discussion with the students about multiple meaning words.2. Students fold a blank piece of paper in half vertically and then in half again perpendicular so it is divided into fourths. Then, the middle corner (where there are no edges) is folded down like a triangle. When students open their paper, it should be divided into fourths with a diamond in the middle as shown below:3. 4. While you model on a large example in the front of the room, students write the word "set" (or another word you might choose) in the diamond in the center of the paper.5. Together, discuss different meanings of the word.6. In each fourth of the paper, show a different meaning of the word and include:<ul style="list-style-type: none">• A picture demonstrating the meaning• Part of speech (students might need to use a dictionary for this)• The meaning of the word

	<p>(Students might not use all four quadrants of the paper if there are not four different meanings of the word. Some words might have more than four meanings so they will have to narrow it down to what they think are the most important four.)</p> <p>7. Ask students about other words they know that have multiple meanings. Make a list of multiple meaning words on the board or on a piece of chart paper in the front of the room.</p> <p>8. Students turn their paper over, choose one of the words from the board, and do the activity again, this time on their</p>
Suggested	Observe and offer support as needed to students during the independent work.