

Lesson Plan **Emily Gallmeyer**

Lesson: Lesson using Multiple-Meaning Words and Worksheet

Length: 60 minutes

Age or Grade Level Intended: 2nd Grade Language Arts

Academic Standard(s):

2.1.10 Identify simple multiple-meaning words (*change, duck*).

Performance Objective(s):

Given a word bank of simple multiple-meaning words, the students will complete a worksheet with 90% accuracy.

Assessment:

At the conclusion of the lesson, the students will complete a worksheet consisting of multiple-meaning spelling words. (See attached) Each vocabulary word will be used twice, each with a different meaning to the word. This is to be done with 90% accuracy.

Advance Preparation by Teacher:

- Check out *Amelia Bedelia Goes Camping* By Peggy Parish
- Print off spelling list
- Print off worksheets
- Get out drawing paper and coloring materials

Procedure:

Introduction/Motivation:

Who has ever gotten words mixed up before? Amelia in the story we will read today gets lots of words mixed up.

Step-by-Step Plan:

1. Have students move to the reading rug in the back of the classroom.
2. Teacher will read *Amelia Bedelia Goes Camping* By Peggy Parish (Gardner: Interpersonal).
3. Stop at each part of the story that Amelia gets a word mixed up and discuss the different meanings of the words (ex. Let's go catch a fish.

She thinks with her hands but we know it was supposed to be with a fishing pole.)

- a. Questions to ask students
 - i. Why did Amelia catch the fish with her hands instead of with a fishing pole? (Bloom: Level I)
 - ii. What did Mr. Rogers mean when he said to pitch the tent? (Bloom: Level I)
4. After the story ask children to return to their seats.
5. Pass out spelling lists for the week (See Attached) (Gardner: Verbal-Linguistic).
6. Go over each word and all meanings.
 - a. Questions to ask students
 - i. How would you explain the different meanings of fall? (Bloom: Level II)
 - ii. Will you interpret in your own words the two meanings of sink? (Bloom: Level II)
7. Pass out worksheet and ask children to fill in each blank with one of the words from the spelling list (See Attached) (Gardner: Intrapersonal).
8. Turn into black tray at the back of the classroom.
9. For students who get done early, draw a picture of one the times when Amelia confuses word meanings. (ex. Catching a fish with her hands.) (Gardner: Visual-Spatial)

Closure:

Remind students to study for their spelling test on Friday. Also, encourage the students to look for other words in everyday life that have multiple meaning.

Adaptations/Enrichment:

Boy with a learning disability in reading comprehension- After the story spend 5 minutes with him to talk about the story and the word confusions that Amelia had. Then read over the worksheet with him and the going over the spelling words once more.

Girl with ADHD- Half way through the story we will all stand up and stretch (Gardner: Bodily-Kinesthetic). After the story each cluster will be

allowed to get a drink and go to the bathroom if needed. She may also pass out spelling lists and/or worksheets.

2 students with giftedness – These two students will be expected to write an addition short story using half the spelling words with 2 meanings for each. Their stories will be due the following day.

Self-Reflection:

- When teaching the lesson I will be looking for understanding of the concept of multiple meaning. Also, I will be looking for student input and example. I will know they are not understanding the concept if they aren't interacting during the lesson. Along with that I will be looking for puzzled faces and wondering glances.
- When evaluating the assessments I will be checking the students answers against the answer sheet. I will also be looking to see if they understand both meanings of a word or if they only understand one meaning of a word but not another meaning of that same word. Lastly, I will be checking to see if they understand the overall concept of multiple meanings.
- If the objective is not met I will re-teach the lesson to those students who did not grasp the concept by using fewer and less difficult words. I will then re-assess their learning.

Sources of Lesson Plan:

Parish, Peggy. Amelia Bedelia Goes Camping. HarperCollins, 2003. 1-64.

Spelling List

- **Duck**
- **Change**
- **Tear**
- **Sink**
- **Page**
- **Trip**
- **Fit**
- **Bear**
- **Fall**
- **Train**

Worksheet

1. The _____ was playing in the water.
2. I had to _____ so I didn't hit my head
3. The women behind the counter gave me my _____.
4. I love it when the seasons _____.
5. The girl had a _____ rolling down her cheek.
6. Grandma had a _____ in her tablecloth.
7. Mom washes the dishes in the _____.
8. If I throw a penny in the fountain it will _____.
9. The teacher asked the class to turn to _____ 32.
10. The patient had to _____ the nurse.
11. We are going on a _____ to New York City.
12. Do not _____ on that rock.
13. The woman is very _____ because she exercises.
14. The shirt did not _____ the baby anymore.
15. There was a big _____ outside the tent.
16. Ben could not _____ the thought of losing the game.
17. When the leaves turn different colors it is _____.
18. You will need a band aid if you _____ down.
19. The soccer teams will _____ hard in the summer.
20. The _____ blew its whistle when it went by.

Answers to Worksheet

1. The duck was playing in the water.
2. I had to duck so I didn't hit my head
3. The women behind the counter gave me my change.
4. I love it when the seasons change.
5. The girl had a tear rolling down her cheek.
6. Grandma had a tear in her tablecloth.
7. Mom washes the dishes in the sink.
8. If I throw a penny in the fountain it will sink.
9. The teacher asked the class to turn to page 32.
10. The patient had to page the nurse.
11. We are going on a trip to New York City.
12. Do not trip on that rock.
13. The woman is very fit because she exercises.
14. The shirt did not fit the baby anymore.
15. There was a big bear outside the tent.
16. The boy could not bear the thought of losing the game.
17. When the leaves turn different colors it is fall.
18. You will need a band aid if you fall down.
19. The basketball team will train hard in the summer.
20. The train blew its whistle when it went by.