Vocabulary Instructional Routine:
Identify and Define Multiple Meaning Words in Context
Preparation/Materials: Multiple meaning words (e.g., bark, bat, run), sentences using the word in different contexts.

**TEACHER EXPLAINS TASK**
We are going to talk about a word that has more than one meaning.

**TEACHER MODELS TASK**
Write the word “bark” on the whiteboard.  
Say the word.  
**bark**
Say the word with me.
  • bark

*Bark* can mean the noise a dog makes.  
Write this sentence on the whiteboard and underline *bark*.
  “My dog can **bark** loudly.”
Read the sentence aloud.
  My dog can bark loudly.
In this sentence, *bark* means the noise a dog makes.

Write this sentence on the whiteboard and underline *bark*.
  “I peeled the **bark** off a tree.”
Read the sentence aloud.
  I peeled the **bark** off a tree.
In this sentence, *bark* means the outer layer on a tree.

The word *bark* has more than one meaning. Here are other sentences using the word *bark*.
  Some canoes are made of tree *bark*.
  The dog will *bark* when the mailman comes.

*Bark* is spelled the same in each sentence, but the meaning of *bark* changes depending on the words around it.

**TEACHER & STUDENTS PRACTICE TASK TOGETHER**
Say the word with me.
  • bark
What word means the noise a dog makes?
  • bark
What word means the outer layer on a tree?
  • bark
Yes. The word *bark* can mean the noise a dog makes OR the outer layer on a tree.

Let’s tell the meaning of *bark* after I read each sentence. Tell me if it is the noise a dog makes OR the outer layer on a tree.
  My dog will *bark* at a cat.
    • The noise a dog makes.
    *Bark* fell off the tree when the ball hit it.
    • The outer layer on a tree

Listen to these sentences. If I am using the word *bark* correctly in the sentence, say “yes.” If I am not using it correctly, say “no.”
  The cat will *bark* at me.
    • no
  The tree has brown *bark*.
    • yes
**TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)**

Yes, the tree has brown *bark*… a cat will not *bark*.

Here is a new sentence for the word *bark*.
The dog will *bark* at strangers.
Say it with me.
• The dog will *bark* at strangers.
Here is a sentence for the other meaning of *bark*.
The *bark* of the tree peeled off.
Say it with me.
• The *bark* of the tree peeled off.

**STUDENTS PRACTICE TASK**

Say the word with me.
• *bark*

What word means the noise a dog makes?
*bark*

What word means the outer layer on a tree?
*bark*

Yes. The word *bark* can mean the noise a dog makes OR the outer layer on a tree.

Tell the meaning of *bark* after I read each sentence. Tell me if it is the noise a dog makes OR the outer layer on a tree.

My dog will *bark* at a cat.
The noise a dog makes.

Lightning knocked the *bark* off the tree.
The outer layer on a tree

Now listen to these sentences. If I am using the word *bark* correctly, say “yes.” If I am not using it correctly, say “no.”
The fish will *bark* at the cat.
no
The tree has bumpy *bark*.
yes
Yes, the tree has bumpy *bark*… a fish will not *bark*.

**Complete the sentence.** Provide a beginning for their sentence giving a specific context (e.g., The dog will *bark*…AND The bark on the tree…). Discuss the meaning of the word in their sentences and determine if it is being used correctly.

Possible student examples:
The dog will *bark* when the children run.
The *bark* on the tree feels like paper.

**INDEPENDENT PRACTICE**

Provide frequent exposure to the multiple-meaning word. Provide individual opportunities to write and illustrate a situation using a specific meaning of “bark.”

**SCAFFOLDING SUGGESTION FOR ERRORS**

Verify that students understand the multiple meanings of “bark.” If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, provide illustrations when explaining the meanings of “bark.”

For each additional multiple-meaning word, follow the same sequence as above.

**Adaptations using this Instructional Routine:**

• Ask students to use both meanings of the word in the same sentence (e.g., The dog will *bark* at the cat when she scratches at the bark on the tree.).

• Ask students to respond to higher level questions that contain the multiple meaning word (e.g., Can a bird *bark*? Why not?).

For further independent student practice, refer to the following FCRR Kindergarten and First Grade Student Center Activities at [http://www.fcrr.org/Curriculum/PDF/GK-1/V_Final.pdf](http://www.fcrr.org/Curriculum/PDF/GK-1/V_Final.pdf)

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