Multiple Meaning Words

Directions
Read the definitions for each word below. Then, decide which definition of the word is contained in each sentence or group of sentences. Then, write either a 1, 2, or 3 on the line next to each paragraph.

Duck 1: *Noun* any of various typically web-footed swimming birds with the neck and legs short, the body heavy, the bill often broad and flat, and the males and females usually differing in color; *also* : the flesh of a duck used as food

Duck 2: *Verb*, to move quickly : disappear suddenly

Duck 3: *Verb* to evade a duty, question, or responsibility :

_____1. Because Johnny decided to ***duck*** out of football practice early, he had to run laps the next day.

_____2. Johnny is the quarterback of the football team. He ***ducked*** to avoid being hit by the other team.

Check 1: *Noun* a written order directing a bank to pay money as instructed.

Check 2: *Noun* a mark typically placed beside an item to show it is correct.

Check 3: *Verb* to look over and verify that something is done correctly.

Check 4: *Noun* a slip indicating the amount due or a bill.

_____3. I wrote a ***check*** at Target to pay for my groceries.

_____4. After we were finished with our math work, we ***checked*** it in class together.

_____5. The waitress brought me the ***check*** after we were finished with our dinner.

Market 1: *Noun*, a retail establishment usually of a specified kind.

Market 2: *Verb*, to sell or commercialize an item or product.

_____6. Allison went to the fish ***market*** to buy some salmon for dinner tonight.

LIVEWORKSHEETS

Tunnel 1: *Noun* a passage that goes through a solid place like ground or a mountain.

Tunnel 2: *Verb* to create a passage through a place like ground or a mountain.

_____7. The termites **tunneled** through the wood floors in the house.

_____8. Allison **tunneled** through the massive crowd of students in the cafeteria.

_____9. Allison drove through the **tunnel** in San Dia Mountain.

Pupil 1: *Noun,* the hole in the center of the eye that allows light into the retina.

Pupil 2: *Noun*, a student.

_____10. Brad and Jonathan are both **pupils** at the same school.

_____11. Brad created a model of the eye including a **pupil** for the science fair.

_____ 12. _____13. Mrs. Johnson's **pupils** watched her **pupils** complete their assignment.

Mold 1: *Noun,* an empty container designed to give a particular shape to liquid after it hardens into the shape of the container.

Mold 2: *Noun*, a fungus.

Mold 3: *Verb*, to give shape to a flexible object through kneading or other forms of pressure.

_____ 14. The artist is trying to **mold** the clay into the form of a ballet dancer.

_____ 15. **Mold** grew on the artist's orange that was left on the counter for four weeks.

_____ 16. The dentist poured a thick liquid into the **mold** of my teeth .

Staple 1: *Noun*, a metal fastener used to hold things together.

Staple 2: *Verb*, the act of fastening things together

Staple 3: *Noun*, a raw material that has a constant demand, or is always needed.

_____ 17. My teacher made me **staple** papers together for detention.

_____ 18. Wheat is a **staple** since it is used to make bread and cereal among other things.

_____ 19. I need **staples** for my stapler.

_____ 20. The **staple** fell off my review packet, and I lost half of it.

LIVEWORKSHEETS