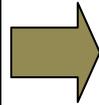


Instructional Guide for General Academic Vocabulary

Text: *A Medieval Feast*

Choosing Tier Two Words for Focused Instruction	
Criteria:	Tier Two Words
Word is central to understanding the text	<i>prepare</i>
Word choice and nuance are significant	<i>party</i>
Students are likely to see this word frequently	<i>journey</i>
Word is a more mature or precise label for concepts already known to students	<i>provisions</i>
Word lends itself to teaching a web of words and concepts around it	<i>managed</i>



Planning Explicit Instruction			
1. Set a purpose for learning.	2. Identify critical details that define the new concept	3. Use highly specific examples and non-examples	4. Connect new concepts to previously learned material
Explain that this word was chosen because it is the focus of the text. If students have a deep understanding of this word they will be able to make closer connections to the text.	Organize or set up	Examples: Make or get ready for something Non Examples: Cooking a meal, coaching or teaching,	Connect the meaning of <i>prepare</i> with current science curriculum. Students could describe a situation in which they are required to <i>prepare</i> something.
This word is a good example of how important it is to pay attention to nuances. Most students will immediately think of a social gathering.	Group who comes together for a common goal	Examples: Crew, group, team Non Examples: Social gathering, political party	What are some other examples of individuals who would have his or her own party?
The word <i>journey</i> is a word that students will encounter frequently in various contexts; therefore it is a valuable word to learn.	Traveling from one place to another, usually taking a long time	Examples: Trip or voyage Non Examples: Emotional journey,	Using social studies curriculum, ask students to describe a journey that a group or individual has taken.
Many students may be familiar with the concept of <i>provisions</i> , but perhaps unfamiliar with the term.	A supply of food or other necessities	Examples: Supplies that are gathered Non Examples: Insignificant or frivolous items	The teacher could describe how nomadic populations were in search of provisions in order to survive.
After describing the word and setting a purpose for learning, the teacher may want to teach other connected words such as: administer, management, conduct	Take care of, handle dealings	Examples: Oversee, supervise Non Examples: Pull off (I <i>managed</i> to ___), cope or make do	Ask students to think about another population of people from history who did not have high social status or wealth, but was responsible for managing an estate.