

Lesson Guidance 7	
Grade	6
Unit	2
Selected Text(s)	<i>When Stars Are Scattered</i> , Chapter 3
Duration	1 Day

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s) <i>What should students understand about today's selected text?</i> Explain how Omar's range of emotion from the beginning to the end of this chapter reveals what matters most to him.	
CCSS Alignment	<p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>
End of lesson task <i>Formative assessment</i>	<p>Googledoc</p> <p>Step In, Step Out, Step Back (Original, Project Zero)</p>
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background Knowledge</p> <ul style="list-style-type: none"> Significance of the call to prayer in the context of Islam. <p>Key Terms</p> <p>Literary:</p> <ul style="list-style-type: none"> Characterization: the techniques an author uses to build understanding of a character Internal conflict: struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc. <p>Graphic Novel:</p> <ul style="list-style-type: none"> Foreground: The panel or part of a panel that is closest to the viewer. Bleed: when an image goes all the way to the edge of a page. <p>Vocabulary Words</p> <p><i>Explicit Instruction (before reading)</i></p> <ul style="list-style-type: none"> Call to Prayer: the Muslim call to prayer (adhān) occurs on Friday for public worship and the call to the daily prayer (salāt) occurs five times a day at dawn, noon, midafternoon, sunset, and nightfall

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Reread quick write responses from previous lesson:

1. Does access to education matter in a refugee camp?
2. What impact would going to school have on Omar?

Whole Group Quick Write:

1. Has your thinking changed in any way? How and why?

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Call to Prayer:** the Muslim call to [prayer](#) ([adhān](#)) occurs on Friday for public [worship](#) and the call to the daily prayer ([salāt](#)) occurs five times a day at dawn, noon, midafternoon, sunset, and nightfall
2. Model how each word can be used in a sentence.
 - a. When the Muslims were **called to prayer** all activity stopped.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that the **call to prayer** is a special time?

Content Knowledge:

Go over the following terms before the lesson and give students the opportunity to identify them while reading:

Literary:

- **Characterization:** the techniques an author uses to build understanding of a character
- **Internal conflict:** struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc.

Graphic Novel:

- **Foreground:** The panel or part of a panel that is closest to the viewer.
- **Bleed:** when an image goes all the way to the edge of a page.

Shared Reading:

Pages 39 - 43 (stop after "Gulp (43).")

1. What is the significance of Omar thinking, "what is wrong with me?," after his assertion that he feels happy?
2. Analyze the bleed on page 43. What do you notice?
3. Why are the frames on page 43 encased by that bleed?

Independent Reading:

Pages 44 - 49 (stop after "I'm going to school (49)!")

4. How does the author convey Omar's different feelings?
5. How does the artist capture them?
6. If we only had one of those tools for understanding the text, what would we miss?

Discuss:

7. Analyze the panel at the bottom of page 49. Why can't Omar "stop smiling (49)?" Use both narrative and graphic novel elements.

[\(ELD Support\)](#)

Shared Reading:

Pages 50 - 51 (stop after "I hope my parents would be proud.")

8. This chapter has had bleeds that encase panels on three pages (41, 48, and 50). What effect do they have on our reading and understanding of the chapter?
9. Compare pages 39 and 51. What do you notice and why is it important to our understanding of the book?
10. What does this comparison reveal about Omar and his identity?

[\(ELD Support\)](#)

Formative Assessment:

[Googledoc](#)

[Step In, Step Out, Step Back](#) (Original, Project Zero)

[\(ELD Support\)](#)

Fluency, Comprehension and Writing Supports

Fluency	Practices and strategies to support fluency practice and a recommended passage
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence

Additional Supports

ELD Practices	Practices to promote Tier 1 access Think. Pair. Share. Write Narrator's Point of View Video Character Map
SpEd Practice	Practices to promote Tier 1 access <ul style="list-style-type: none"> • During opening activity, provide students with a printed version of the webpage • During opening activity, provide students with previous activities for reference • During opening activity, brainstorm ideas with students <ul style="list-style-type: none"> ○ Create anchor charts, thought webs, and/ or other visuals and



	<ul style="list-style-type: none">graphic organizers to aid students in completion of the activity<ul style="list-style-type: none">For some students it may be appropriate to allow them to dictate their responsesPre teach new and unfamiliar vocabulary by engaging students in an explicit vocabulary instruction routine<ul style="list-style-type: none">Students can complete a vocabulary log or Word Study activity to increase understandingPrior to reading, model for students how to access information from the text<ul style="list-style-type: none">Use the strategy Think AloudPrior to engaging in shared reading, pre assign students questions that will be asked during the lesson to increase student engagement and focusDuring reading, pause and ask standards based questions to check for student understanding<ul style="list-style-type: none">What are the ideas, individuals, and/or events in the text?How does the author introduce (x) in the text?What specific details does the author use to illustrate the idea that (x)?How does the idea that (x) evolve throughout the text?How does this section of the article elaborate on the idea that (x)?How are the key individuals, events, or ideas developed in the text?What is the author's point of view?Why does the author provide information about (x)?What is the author's purpose regarding this subject?How does the author construct his or her point of view?What key details in the text convey the author's point of view?Prior to engaging in the formative assessment, how small group discussion with students to brainstorm ideas to complete the task<ul style="list-style-type: none">Create anchor charts, word webs, and/ other visuals to support studentsPrior to engaging in the formative assessment, provide students with an exemplar<ul style="list-style-type: none">Post exemplar and allow students to access throughout the completion of the taskDuring formative assessment, provide students with graphic organizer to support their writing<ul style="list-style-type: none">It may be appropriate to provide students with pre filled graphic organizers in which they have to provide a limited amount of information<ul style="list-style-type: none">For students who may need additional support, pair with a peer mentor who understands the task and grasps the content<ul style="list-style-type: none">It may be appropriate to allow students to dictate their responsesDuring formative assessment, allow students to use digital writing tools
MTSS Practices	Practices to promote Tier 1 access



Enrichment Practices	Practices to promote Tier 1 access
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