

Lesson Guidance 22	
Grade	6
Unit	2
Selected Text(s)	When Stars Are Scattered; Chapter 15 (241-246)
Duration	2-3 Days

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

Learning Goal(s) <i>What should students understand about today's selected text?</i>	
Contrast the ways in which leaving the camp at age eighteen is different than if Omar had left right away at age four	
CCSS Alignment	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>
End of lesson task <i>Formative assessment</i>	<p><i>Contrast the ways in which leaving the camp at age eighteen is different than if Omar had left right away at age four.</i></p> <p>Write a well-organized paragraph in response to the prompt above.</p> <p>Use this organizer for prewriting.</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"> The resettlement process can take years. This means that the children can become adults while waiting for another interview. <p>Key Terms</p> <ul style="list-style-type: none"> Coming-of-age: The story of a protagonist who navigates a journey of self-discovery as they transition from childhood to adulthood Conflict: any form of struggle or opposition faced by a character Flashback: interrupts the chronological order of a narrative to drive home a point in story <p>Vocabulary Words <i>Explicit Instruction (before reading)</i></p> <ul style="list-style-type: none"> Fetching : attractive



- **Rehearse:** practice
- **Naive:** lack experience; innocent
- **Grueling:** extremely tiring and demanding

Core Instruction

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

Opening Activity:

Use this [Slide](#) to display the Nelson Mandela quote: "I'm the master of my fate, and the captain of my destiny."

Respond to the following questions:

What does this quote from Nelson Mandela mean?

Do you agree with this quote? Why or why not?

[Think Pair Share](#)

*Nelson Mandela, the anti-apartheid leader who was jailed for his activism and in 1994 became South Africa's first black President, regularly recited one poem during his more than twenty-five years of imprisonment—the 1875 poem "[Invictus](#)" by English poet William Ernest Henley. The poem, which helped Mandela persist through extraordinarily challenging circumstances, includes the iconic lines, "I am the master of my fate: / I am the captain of my soul."

[\(ELD Support 1\)](#)

[\(ELD Support 2\)](#)

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Fetching** : attractive
 - b. **Rehearse**: practice
 - c. **Naive**: lack experience; innocent
 - d. **Grueling**: extremely tiring and demanding
2. Model how each word can be used in a sentence.
 - a. The **fetching** woman had many admirers.
 - b. Let's **rehearse** our lines for the play so that we can memorize them.
 - c. The **naive** boy thought the bullies wanted to be friends with him.
 - d. We had a **grueling** hike in the mountains and were exhausted afterwards.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that someone who is **fetching** is pretty?
 - b. Should you **rehearse** before acting in a play? Why or why not?
 - c. How is it different to state that someone is **naive** as opposed to, say, not smart?
 - d. Would it be normal to be excited to do **grueling** work?

[\(ELD Support\)](#)

Content Knowledge:

Fatuma will not accompany Omar on this interview, as it has been so long since the original interview that he is not a child anymore.



Shared Reading:

Page 241

In panel 1, how does the **illustration** support the idea of a flashback, as Omar recalls months-years of his life being “wasted.”

1. Why would the author choose to use a flashback here?

Omar states, “Even in a refugee camp, my fate is in my hands. I wasn’t going to waste another minute of my life hoping for the impossible.”

2. Explain what Omar means by the statements above.
3. Is Omar feeling optimistic about his life at this point? Why or why not?

Shared Reading:

Pgs. 242-243

Omar learns that the only mother he has known in the camp, Fatuma, will not be coming with him and Hassan on their journey to the UN.

1. Is Fatuma making the right decision by not accompanying Omar and Hassan to the next interview? Why or why not?

On page 243, Omar said, “I sat down and cried like the little boy I used to be.”

2. What thoughts is Omar having about Fatuma that caused him to react this way?

Reread Independently:

Pg. 244

Fatuma tells Omar, “If you love me...you will leave me.”

3. Explain what Fatuma means by these words.
4. Would you agree that this is the point in the novel where Omar fully comes of age? Why or why not?

[Think Pair Share \(ELD Support 1\)](#), [\(ELD Support 2\)](#)

Shared Reading:

Pgs. 245-246

5. How is the interview process on these pages different from Omar’s first interview?
6. In the last panel, on page 246, analyze how Omar has changed his mindset. What caused these internal changes?

Activity:

Design a [T-Shirt](#) for Omar using visuals, words and/or quotes from this chapter that depicts his current mindset.

Formative Assessment:

Contrast the ways in which leaving the camp at age eighteen is different than if Omar had left right away at age four.

Write a well-organized paragraph in response to the prompt above.

Use [this](#) organizer for your pre-writing.



Fluency	Practices and strategies to support fluency practice and a recommended passage
Sentence Comprehension	Juicy Sentence protocol with sample sentence “ I wasn’t going to waste another minute of my life hoping for the impossible.” page 241
Writing	Pattan Writing Scope and Sequence Suggested writing skills for this lesson: II. Content A. Connect ideas to a topic B. Write a series of related sentences and elaborate on ideas

Additional Supports	
ELD Practices	Practices to promote Tier 1 access Think. Pair. Share. Write. Think. Pair. Share. Write Graphic Organizer Vocabulary Scavenger Hunt
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access