

Lesson Guidance 19	
<b>Grade</b>	6
<b>Unit</b>	2
<b>Selected Text(s)</b>	When Stars Are Scattered Chapter 13
<b>Duration</b>	2-3 days

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

## Learning Goal(s)

*What should students understand about today's selected text?*

Explore the significance and weight of “waiting” and how waiting can be expressed

### CCSS Alignment

**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL 6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**W. 6.3 b** Use narrative techniques, such as dialogue, pacing, and description, To develop experiences, events, and/or characters.

### End of lesson task *Formative assessment*

A central idea in this chapter is the fact that waiting is part of a refugee's life. Omar says, “Everyone in this camp was waiting for something better.”

Use this [Feelings and Options Organizer](#) from Harvard Thinking Routines, to respond to the following:

- **Who:** Who is involved/affected in this dilemma?
- **Feel:** What do you think each person is feeling about the dilemma?
- **Imagine:** What options do the people involved have in this dilemma?
- **Say:** What might those involved say or do in response to this dilemma?

Note: When responding, consider the characters in this chapter, but also consider the U.N., government agencies, congress, etc. in terms of laws, and processes for resettlement.

\*Detailed directions can be found [here](#).

### Knowledge Check

*What do students need to know in order to access the text?*

### Background Knowledge

- The resettlement process could take years, and some may never be resettled.
- [U.S. Resettlement Process](#)
- [The Resettlement Gap- Few are Resettled](#)



## Key Terms

- **Central Idea:** the idea that unifies the point of an article or text
- **Conflict:** any form of struggle or opposition faced by a character

## Vocabulary Words

### *Explicit Instruction (before reading)*

- **Orphan:** a child whose parents are dead
- **Disability:** a physical or mental condition that limits a person's movement, senses, or activities
- **Interfere:** prevent something from continuing

### *Implicit Instruction (while reading)*

- **Imagine:** form a mental picture or concept of
- **Anxiety:** a feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome
- **Jumpy:** anxious and uneasy

## Core Instruction

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

### Opening Activity

One of the challenges in the resettlement process is the wait. The process can be long and stressful. Have you ever had to wait for something that you really wanted? If so, you might be able to empathize with Omar as he waits for approval to be resettled in America.

Choose one of the [Quotes](#) on the slide. How would you explain the quote to Omar to give him hope despite the possible long wait to achieve his dream?

[Think Pair Share](#)

[\(ELD Support\)](#)

### Explicit Vocabulary Instruction

1. Introduce each word with these student-friendly definitions.
  - a. **Orphan:** a child whose parents are dead
  - b. **Disability:** a physical or mental condition that limits a person's movement, senses, or activities
  - c. **Interfere:** prevent something from continuing
2. Model how each word can be used in a sentence.
  - a. The **orphans** were adopted into a wonderful family and had all of their needs met; they were happy.
  - b. The wheelchair bound woman's **disability** was being unable to walk.
  - c. The referee **interfered** with the first down and the play had to be reset.
3. Vocabulary slide deck [here](#).
4. Active practice:
  - a. Would a 25 year-old man be considered an **orphan** if both of his parents died?
  - b. Would it be accurate to say that a **disability** does not need to get in the way of being successful?
  - c. Should you **interfere** in something that isn't your business? Why or why not?

[\(ELD Support\)](#)

## Content Knowledge

- The resettlement process could take years, and some may never be resettled.
- [U.S. Resettlement Process](#)
- [The Resettlement Gap- Few are Resettled](#)

**Teacher Note:** It might be helpful to clarify that the learning goal mentions “weight.” Weight in this context can be defined in the following way: **“If a problem or responsibility weighs on you, it makes you worried or unhappy.”**

## Shared Reading

### Page 197

Omar thinks he might have done a “bad job” in the interview

1. Have you ever second guessed yourself with a decision or a response?
2. Explain what Jeri means by, “They say the people with really bad stories are the ones who get resettled.” If this is correct, do you agree with this part of this part of the process?

### Page 198

3. Omar begins to imagine life in America and believes that he could be in America by the end of the year. Do you think that it is beneficial for Omar to have these positive thoughts? Why?

## Independent Reading

### Page 199

4. How is the waiting beginning to affect Omar physically ?

### Page 200

5. Explain why Omar feels that Hassan is affected by the waiting.
6. How does the illustrator depict the burden of waiting for the reader in the last pane?

## Partner Reread/Read; Discuss

### Pages 200-201

7. Discuss the various ways that refugees are waiting in the camp. Explain how you would feel and react to the “waiting.”

### [Think Pair Share](#)

## Formative Assessment

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## Fluency, Comprehension and Writing Supports

Fluency	Practices and strategies to support fluency practice and a recommended passage
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol.
Writing	<a href="#">Pattan Writing Scope and Sequence</a> 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

<a href="#">ELD Practices</a>	Practices to promote Tier 1 access <a href="#">Think. Pair .Share. Graphic Organizer</a> <a href="#">Frayer Model Graphic Organizer</a> <a href="#">Character Map Graphic Organizer</a> <a href="#">Interactive Story Map</a>
<a href="#">SpEd Practice</a>	Practices to promote Tier 1 access <ul style="list-style-type: none"><li>• During opening activity, brainstorm ideas with students<ul style="list-style-type: none"><li>○ For some students it may be appropriate to allow them to dictate their responses</li><li>○ For students who need additional support, pair with a peer mentor(s) who understand the task at hand and grasps the content</li></ul></li><li>• Pre teach new and unfamiliar vocabulary by engaging students in an <a href="#">explicit vocabulary instruction routine</a><ul style="list-style-type: none"><li>○ Students can complete a <a href="#">vocabulary log</a> or <a href="#">Word Study</a> activity to increase understanding</li></ul></li><li>• Prior to reading, model for students how to access information from the text<ul style="list-style-type: none"><li>○ Use the strategy Think Aloud</li></ul></li></ul>



	<ul style="list-style-type: none"><li>• Prior to engaging in shared reading, pre assign students questions that will be asked during the lesson to increase student engagement and focus</li><li>• During reading, pause and ask standards based questions to check for student understanding<ul style="list-style-type: none"><li>○ What can be inferred from this portion of the text?</li><li>○ What specific details does the author use to convey this idea?</li><li>○ In paragraph (x), what evidence supports (x)?</li><li>○ What is explicitly stated in the text about (x)?</li><li>○ Based on the selection, what can be inferred about (x)?</li><li>○ Which piece of evidence supports your analysis?</li><li>○ Is the summary based only on the text?</li><li>○ What message is the author trying to convey?</li><li>○ What central idea is introduced in this section?</li><li>○ What details support the development of the central idea?</li><li>○ How does the author develop the central idea?</li><li>○ How do the details in paragraphs (x) contribute to the development of the central ideas of the text?</li><li>○ What key details summarize the text?</li></ul></li><li>• Prior to engaging in the formative assessment, have small group discussion with students to brainstorm ideas to complete the task<ul style="list-style-type: none"><li>○ Create anchor charts, word webs, and/ other visuals to support students</li></ul></li><li>• Prior to engaging in the formative assessment, provide students with an exemplar<ul style="list-style-type: none"><li>○ Post exemplar and allow students to access throughout the completion of the task</li></ul></li><li>• During formative assessment, provide students with graphic organizer to support their writing<ul style="list-style-type: none"><li>○ 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"><li>■ 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"><li>• It may be appropriate to allow students to dictate their responses</li></ul></li></ul></li></ul></li><li>• During formative assessment, allow students to use digital writing tools</li></ul>
<b><u>MTSS Practices</u></b>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access