

The Outsiders: Unit Plan

A complete 3-week unit based on
The Outsiders by S.E. Hinton



Sherri M...

By Eve

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Outsiders

Directions: How might your character's affect his/her personality?
Would anyone like to discuss anything about which they presented?
Take an interest in the back of each student's "book" or "character".
Students ask others you are in questions about their book or character.
If you were a book shopping at Abernethy & Fitch, how might you feel about
What if you were a character always being "other" would you group with shopping
at a "book" store? Shopping at "book" store? Shopping at "book" store?
Discuss how social class differences would make students feel as a "book" or
a "character".
Read The Outsiders, ch 1-2
Chapter -- a summer of adventures with a group of partners built together by
characters. Chapters, "Chapters", or "Chapters".
According to this definition, the chapters are not "other" or "other".
How do people decide with whom they become friends?
How do people decide to be exclusive groups of friends? Why do you think you
associate with some particular group?
How does your group of friends influence your life?
Consider "other's" neighborhood. How does the next state of "other" or
"other" affect?

Are You Ready to Rumble?

Obstacles of Life Relay Race

Are You Ready to Rumble?	Greasers
Skateboard Run	Raw egg
Walk across the room	Teaspoon
On	
Wearing a flannel shirt on	Wearing gloves or mittens
Button it up, unbutton it,	
Take it off	
Get Ready for Class	

Be kind to
everyone,
because
everyone's
having a
tough time

Think About It...

When readers make connections to a text, they ask themselves how their own experiences are like
different from the experiences they are reading about. This helps the reader understand a portion
of the text better.

Use the chart below to track your connections with "The Outsiders".



The Outsiders
by S.E. Hinton

What is an "outsider"? What are the traits of an "outsider"?
Describe in detail a time when you felt like an "outsider."
(Include who, what, when, where, why.)

**I'm nobody!
Who are you?**
Emily Dickinson

I'm nobody! Who are you?
Are you nobody, too?
Then there's a pair of us —
don't tell!
They'd banish us, you know.

How dreary to be somebody!
How public, like a frog
To tell your name
the livelong day
To an admiring throng.

The Outsiders Teaching Unit Common Core Standards

LessonCaps



The Outsiders Teaching Unit Common Core Standards:

The Outsiders (Study Guide) LessonCaps,2012-09-03 Following Common Core Standards this lesson plan for S E Hinton The Outsiders is the perfect solution for teachers trying to get ideas for getting students excited about a book BookCaps lesson plans cover five days worth of material It includes a suggested reading schedule discussion questions essay topics homework assignments and suggested web resources A separate book is also available that contains a companion study guide to the book *Teaching to Exceed the English Language Arts Common Core State Standards* Richard Beach,Allen Webb,Amanda Haertling Thein,2015-12-07 Timely thoughtful and comprehensive this text directly supports pre service and in service teachers in developing curriculum and instruction that both addresses and exceeds the requirements of the Common Core State Standards Adopting a critical inquiry approach it demonstrates how the Standards highest and best intentions for student success can be implemented from a critical culturally relevant perspective firmly grounded in current literacy learning theory and research It provides specific examples of teachers using the critical inquiry curriculum framework of identifying problems and issues adopting alternative perspectives and entertaining change in their classrooms to illustrate how the Standards can not only be addressed but also surpassed through engaging instruction The Second Edition provides new material on adopting a critical inquiry approach to enhance student engagement and critical thinking planning instruction to effectively implement the CCSS in the classroom fostering critical response to literary and informational texts using YA literature and literature by authors of color integrating drama activities into literature and speaking listening instruction teaching informational explanatory argumentative and narrative writing working with ELL students to address the language Standards using digital tools and apps to respond to and create digital texts employing formative assessment to provide supportive feedback preparing students for the PARCC and Smarter Balanced assessments using the book s wiki site <http://englishccss.pbworks.com> for further resources **The Outsiders: An Instructional Guide for Literature** Wendy Conklin,2014-05-01 Encourage students to make connections in history while becoming familiar with this well known novel by implementing The Outsiders An Instructional Guide for Literature These engaging rigorous lessons and activities work in conjunction with the text to teach students how to analyze and comprehend rich complex literature Students will learn how to analyze story elements in multiple ways practice close reading and text based vocabulary determine meaning through text dependent questions and more Mapping Comprehensive Units to the ELA Common Core Standards, 6-12 Kathy Tuchman Glass,2013-05-09 Your blueprint for skilled Common Core literacy alignment This all in one instructional resource is your best guide to building high quality CCCS aligned curriculum units across Grades 6 12 easily manageably and effectively Master teacher Kathy Tuchman Glass provides thorough explanations and step by step exercises and templates centered around key CCCS ELA concepts to help you Challenge and engage students in all content areas using the CCCS ELA framework Use existing curriculum and materials to design new CCCS aligned units of study Identify CCCS

ELA essential understandings for informational text evidence based writing and other critical competencies Conduct resource rich workshops and professional development

Reclaiming English Language Arts Methods Courses Jory Brass, Allen Webb, 2014-09-04 *Reclaiming English Language Arts Methods Courses* showcases innovative work in teacher education that fosters teachers capacities as reflective practitioners and public intellectuals extends traditional boundaries of methods courses on teaching the English language arts literacy children s and young adult literature and embodies democratic and critical politics that go beyond the reductive economic aims and traditional classroom practices sanctioned by educational policies and corporate educational reforms Featuring leading and emerging scholars in English language arts teacher education each chapter provides rich and concrete examples of elementary and secondary methods courses rooted in contemporary research and theory on line resources and honest appraisals of the possibilities tensions and limits of doing teacher education differently in a top down time of standards based education high stakes testing teacher assessment and neoliberal education reforms This book offers important resources and support for teacher educators and graduate students to explore alternative visions for aligning university methods courses with current trends in English and cultural studies critical sociocultural literacy new literacies and web 2 0 tools and teaching the English language arts in multiethnic multilingual and underserved urban communities

Arts Integration and Special Education Alida Anderson, 2014-10-30 *Arts Integration and Special Education* contributes to research policy and practice by providing a theory of action for studying how linguistic cognitive and affective student engagement relates to arts integrated learning contexts and how these dimensions of engagement influence content area and literacy learning *Arts Integration and Special Education* connects the interdisciplinary framework in human development and linguistics special education and urban education with primary action research by special educators trained in arts integration working in an inclusive urban charter school with middle school age students Upper elementary to middle grade level student learning is relatively understudied and this work contributes across fields of special education and urban education as well as arts education Moreover the classrooms in which the action research occurs are comprised of students with a diverse range of abilities and needs The book s interdisciplinary model which draws on developmental and educational psychology special education and speech language pathology research and practice is the first to posit explanations for how and why AI contexts facilitate learning in students with language and sensory processing disorders and those at risk for school failure due to low socioeconomic status conditions

Teaching Powerful Problem-Solving in Math Catherine C. Lewis, Akihiko Takahashi, Shelley Friedkin, Nora Houseman, Sara Liebert, 2025-08-22 *Teaching Powerful Problem Solving in Math* provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools used it to implement powerful problem based mathematics instruction Students learn mathematics by confronting a novel problem and building the new understanding of the mathematical concepts needed to solve it just as mathematicians would By learning in this way students discover the

power of their own thinking and gain confidence that extends well beyond mathematics This book introduces readers to urban elementary and K 8 schools where teachers have dramatically transformed math learning for teachers and for students Readers will follow teachers as they transform instruction using schoolwide lesson study building powerful new ways for educators to learn from each other and practice innovative teaching techniques The authors use in depth classroom portraits from the outset of schoolwide lesson study and three years later to illuminate the changes in mathematics instruction at a school that raised its proficiency on Smarter Balanced Assessment from 15% to 56% Extensive resources and links are provided to help readers understand and build on the work of these schools which is grounded in established principles of collective efficacy intrinsic motivation and learner agency for both students and teachers Book Features Shows how teaching through problem solving can erase the achievement gap in mathematics learning Provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools build it and use it to transform teaching Profiles teachers leading the transformation of instruction to achieve the ambitious vision of learning embodied in recent standards Uses photographs student work and detailed classroom descriptions to bring to life mathematics lessons in year 1 and year 4 of the school s work to build problem solving Provides examples and links to the strategies teachers use to make student thinking visible and actionable during mathematics lessons Includes lesson plans photographs of board work student journals school newsletters self assessment rubrics and dozens of links to the resources needed to begin using teaching through problem solving and school wide lesson study Provides long term teacher led solutions for professional learning and for mathematics instruction that have been shown to improve teacher retention and student proficiency *Assessing Student's Digital Writing* Troy Hicks,2015 In this book Troy Hicks a leader in the teaching of digital writing collaborates with seven National Writing Project teacher consultants to provide a protocol for assessing students digital writing This collection highlights six case studies centered on evidence the authors have uncovered through teacher inquiry and structured conversations about students digital writing Beginning with a digital writing sample each teacher offers an analysis of a student s work and a reflection on how collaborative assessment affected his or her teaching Because the authors include teachers from kindergarten to college this book provides opportunities for vertical discussions of digital writing development as well as grade level conversations about high quality digital writing The collection also includes an introduction and conclusion written by Hicks that provides context for the inquiry group s work and recommendations for assessment of digital writing Book Features An adaptation of the Collaborative Assessment Conference protocol to help professional learning communities examine students digital work Detailed descriptions of students digital writing including the assessment process and implications for instruction Links to the samples of student digital writing available online for further review and to be used as digital mentor texts Building on his foundational work in helping us to embrace digital writing in the classroom Hicks and his collaborators help us take the next step to becoming teachers who practice authentic assessment

that supports students to learn through digital writing This is the book and the thinking that advances our field Sara Kajder Clinical Assistant Professor Department of Language and Literacy Education University of Georgia Teaching About Dialect Variations and Language in Secondary English Classrooms Michelle D. Devereaux, 2014-10-17 Standardized tests demand Standard English but secondary students grades 6-12 come to school speaking a variety of dialects and languages thus creating a conflict between students language of nurture and the expectations of school The purpose of this text is twofold to explain and illustrate how language varieties function in the classroom and in students lives and to detail linguistically informed instructional strategies Through anecdotes from the classroom lesson plans and accessible narrative it introduces theory and clearly builds the bridge to daily classroom practices that respect students language varieties and use those varieties as strengths upon which secondary English teachers can build The book explains how to teach about language variations and ideologies in the classroom uses typically taught texts as models for exploring how power society and identity interact with language literature and students lives connects the Common Core State Standards to the concepts presented and offers strategies to teach the sense and structure of Standard English and other language variations so that all students may add Standard English to their linguistic toolboxes Teaching Young Adult Literature Thomas W. Bean, Judith Dunkerly-Bean, Helen J. Harper, 2013-02-14 Teaching Young Adult Literature Developing Students As World Citizens by Thomas W Bean Judith Dunkerly Bean and Helen Harper is a middle and secondary school methods text that introduces pre service teachers in teacher credential programs and in service teachers pursuing a Masters degree in Education to the field of young adult literature for use in contemporary contexts The text introduces teachers to current research on adolescent life and literacy the new and expanding genres of young adult literature teaching approaches and practical strategies for using young adult literature in English and Language Arts secondary classrooms and in Content Area Subjects e g History and ongoing social political and pedagogical issues of English and Language Arts classrooms in relation to contemporary young adult literature *Professional Learning in Action* Victoria J. Risko, MaryEllen Vogt, 2016-07-01 Risko and Vogt provide a unique and progressive approach for engaging the professional learning of teachers of literacy reading specialists literacy coaches and instructional leaders content specialists and administrators Their deliberate use of Professional Learning signals the importance of educators engaging in authentic and inquiry based decision making They describe and provide examples of needs assessments and progress monitoring activities that are embedded within differentiated professional learning activities such as book clubs lesson study family literacy groups and peer and literacy coaching Actions and decisions are directed by questions generated by teachers coaches and administrators as they engage in collaborative and self directed efforts to advance their knowledge and resolve dilemmas that impact instruction and students learning Book Features Provides authentic examples for implementing professional learning PL that addresses and resolves authentic dilemmas educators and students face Synthesizes current research on effective professional learning with a literacy emphasis Describes evidence

based and differentiated professional learning opportunities that engage instructional changes that are situated within meaningful and school based applications Advances knowledge about applications of professional learning that is collaborative substantive situated dynamic intense and personal Makes explicit connections to Common Core and similar State standards based instruction Includes reflection and self study questions at the end of each chapter Professional Learning in Action will help close the knowing doing gap The authors have developed a systematic way to ensure that teachers are members of collaborating learning groups that harness the power of collective teacher efficacy From the Foreword by Douglas Fisher professor of educational leadership San Diego State University A must read for educators involved in supporting high quality literacy teaching Current research about the importance of job embedded authentic professional learning serves as the foundation for the many practical ideas in this book Rita M Bean professor emerita University of Pittsburgh This book will make a compelling contribution as a guiding resource for teachers and for those who support teachers professional learning It is focused on the needs of adult learners respectful of teachers knowledge and responsive to dynamic changes in educational standards Maryann Mraz University of North Carolina at Charlotte

Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2019-10-11 As teaching strategies continue to change and evolve and technology use in classrooms continues to increase it is imperative that their impact on student learning is monitored and assessed New practices are being developed to enhance students participation especially in their own assessment be it through peer review reflective assessment the introduction of new technologies or other novel solutions Educators must remain up to date on the latest methods of evaluation and performance measurement techniques to ensure that their students excel Learning and Performance Assessment Concepts Methodologies Tools and Applications is a vital reference source that examines emerging perspectives on the theoretical and practical aspects of learning and performance based assessment techniques and applications within educational settings Highlighting a range of topics such as learning outcomes assessment design and peer assessment this multi volume book is ideally designed for educators administrative officials principals deans instructional designers school boards academicians researchers and education students seeking coverage on an educator s role in evaluation design and analyses of evaluation methods and outcomes *From Texting to Teaching* Jeremy Hyler, Troy Hicks, 2017-05-08 Don t blame technology for poor student grammar instead use technology intentionally to reach students and actually improve their writing In this practical book bestselling authors Jeremy Hyler and Troy Hicks reveal how digital tools and social media a natural part of students lives can make grammar instruction more authentic relevant and effective in today s world Topics Covered Teaching students to code switch and differentiate between formal and informal sentence styles Using flipped lessons to teach the parts of speech and help students build their own grammar guides Enlivening vocabulary instruction with student produced video Helping students master capitalization and punctuation in different

digital contexts Each chapter contains examples screenshots and instructions to help you implement the ideas With the strategies in this book you can empower students to become better writers with the tools they already love and use daily Additional resources and links are available on the book s companion wiki site textingtoteaching.wikispaces.com

Resources in Education ,2001-10 Common Core Meets Education Reform Frederick M. Hess,Michael Q. McShane,2014 How can the Common Core complement and not conflict with school improvement efforts already at work across the United States How can it be seamlessly integrated into accountability systems teacher preparation and development charter schools and educational technology This timely volume brings together prominent scholars and policy analysts to examine the pressing issues that will mark Common Core implementation Whether or not you agree with the standards the Common Core is coming and this book will help policymakers practitioners and other stakeholders anticipate the challenges and take steps to address them Common Core Meets Education Reform raises the hard questions about implementing and sustaining the Common Core State Standards so they don t end up in the dustbin of abandoned public education reforms These new standards can help students enormously in becoming problem solvers and critical thinkers which is essential in the 21st century but only if teachers become engaged in the rollout get the support they need and the fixation on high stakes testing gives way to a fixation on learning Randi Weingarten president American Federation of Teachers Adopting the Common Core in a mad dash for federal gold policymakers across the country blew right past critical questions about how they d implement the thing This volume in stark contrast meticulously studies the road ahead seeking out tripwires pitfalls and boulders making it a must read for anyone who hopes to avoid total Common Core disaster Neal McCluskey associate director Center for Educational Freedom Cato Institute Washington DC This balanced wide ranging and deeply informed book is certain to guide educators and reformers through a complex time of transition for U S education But it also turns out to be timely and clarifying as politicians battle over ambitious new academic standards with plenty of heat and smoke but appallingly little illumination Thanks to the authors for turning on some lights Chester E Finn Jr senior fellow Hoover Institution Stanford University and president Thomas B Fordham Institute Frederick M Hess is director of education policy studies at the American Enterprise Institute AEI and serves as executive editor of Education Next Michael Q McShane is a research fellow in education policy studies at AEI Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources,2019-01-04 In a diverse society the ability to cross communication barriers is critical to the success of any individual personally professionally and academically With the constant acceleration of course programs and technology educators are continually being challenged to develop and implement creative methods for engaging English speaking and non English speaking learners Computer Assisted Language Learning Concepts Methodologies Tools and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies

flipped instruction and language learning software This multi volume book is geared toward educators researchers academics linguists and upper level students seeking relevant research on the improvement of language education through the use of technology Queering Critical Literacy and Numeracy for Social Justice Summer Melody Pennell,2019-02-08 This volume explores the value of using queer pedagogy in an interdisciplinary middle school classroom to promote a better understanding of social justice and the social construction of knowledge among students In the course of the study which combined student centered literacy and mathematical inquiries through a social justice lens students used critical literacy skills to research social justice topics learned to read numerical data like traditional print text and created and solved their own math problems In bringing together critical mathematics and critical literacy through a queer lens the author offers new ways of thinking that challenges norms and helps students embrace new concepts of learning for the modern era *The Outsiders - Lesson Plans* LessonCaps,2012-08-30 Following Common Core Standards this lesson plan for S E Hinton *The Outsiders* is the perfect solution for teachers trying to get ideas for getting students excited about a book BookCaps lesson plans cover five days worth of material It includes a suggested reading schedule discussion questions essay topics homework assignments and suggested web resources A separate book is also available that contains a companion study guide to the book New Literacies and Teacher Learning Michele Knobel,Judy Kalman,2016-03-30 *New Literacies and Teacher Learning* examines the complexities of teacher professional development today in relation to new literacies and digital technologies set within the wider context of strong demands for teachers to be innovative and to improve students learning outcomes Contributors hail from Argentina Australia Canada Finland Mexico Norway and the U S and work in a broad range of situations grade levels activities scales and even national contexts Projects include early year education through to adult literacy education and university contexts describing a range of approaches to taking up new literacies and digital technologies within diverse learning practices While the authors present detailed descriptions of using various digital resources like movie editing software wikis video conferencing Twitter and YouTube they all agree that digital stuff while important is not the central concern Instead what they foreground in their discussions are theory informed pedagogical orientations collaborative learning theories the complexities of teachers workplaces and young people s interests Thus a key premise in this collection is that teaching and learning are about deep engagement representing meanings in a range of ways These include acknowledging relationships and knowledge thinking critically about events phenomena and processes and participating in valued social and cultural activities The book shows how this kind of learning doesn t simply occur in a one off session but takes time commitment and multiple opportunities to interact with others to explore play make mistakes and get it right **Adolescent Literacies** Kathleen A. Hinchman,Deborah A. Appleman,2016-12-01 Showcasing cutting edge findings on adolescent literacy teaching and learning this unique handbook is grounded in the realities of students daily lives It highlights research methods and instructional approaches that capitalize on adolescents interests knowledge and new

literacies Attention is given to how race gender language and other dimensions of identity along with curriculum and teaching methods shape youths literacy development and engagement The volume explores innovative ways that educators are using a variety of multimodal texts from textbooks to graphic novels and digital productions It reviews a range of pedagogical approaches key topics include collaborative inquiry argumentation close reading and composition

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