

Read Aloud 1, Part 1

Outsiders

Date/ Time Frame	Module 1 Part 1
Type:	Read Aloud: <i>The Outsiders</i> (Ch 1, Part 1 pp. 1-12) <i>The Outsiders</i> (Ch 1, Part 2, pp. 13-18)
Lessons	2
Technology Integration	Discussion-Google Meet Video: StudySync TV
Reading Behaviors/ Writing Behavior	→ Ask questions to deepen the understanding of the text → Make notes to clarify meaning about characters → Strategies to determine word meaning
Standards Addressed	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Learning Intention	I can <u>compare</u> the characters in the story to <u>track</u> their development within the novel.
Success Criteria	I can <u>ask</u> questions to <u>deepen understanding</u> I can <u>cite evidence</u> from the text to support my <u>inferences</u> about the characters.
Materials: (Physical or Digital)	• The Outsiders: StudySyncTV • Outsiders Ch 1 Part 1 video • The Outsiders text • JamBoard (optional SEL activity) View Copy • Outsiders Ch 1 Part 2 video
Prompt	Discussion question: "Think of a time when someone treated you unfairly because of how you were dressed. What did you notice? What response did you have?" -Student collaboration in Google Chat with teacher. -Sentence frames (as needed): "One example of when I was treated poorly was... It made me feel... In response, I ... Looking back, I wish I would have ..."

	Discussion Part 1: What do you know about... (insert character from Chapter 1) Discussion Part 2: Looking at all the characters, what do you think the author wants you, as the reader, to learn about each one?					
Task - What do you want the students to do?	As the teacher reads, stop at designated points and have students discuss questions they may have or important observations. Students will provide evidence from the text to support their inferences.					
CFU / Rubric						
	Success Criteria	1	2	3	4	Student Feedback
	I can <u>ask</u> questions to <u>deepen</u> <u>understanding</u>					
	I can <u>cite evidence</u> from the text to support my <u>inferences</u> about the characters.					
1-standard not met, 2-standard partially met, 3-standard met, 4-standard exceeded						

Lesson Part 1

Review the learning intention and success criteria with students in student-friendly terms.

Explain that an inference is a thought process a reader makes to understand the meaning of text, or even an image. When you infer, you pay attention to the details in front of you, and you use other information (from the text, or your background knowledge) to mentally fill in the gaps between the details that are actually said or shown, and what the author expects the reader to understand.

Front Load the students by showing the StudySyncTV: *The Outsiders* and having a quick discussion on their first perceptions of the text.

Begin reading *The Outsiders*

Pause at the end of paragraph 1:

Possible Prompt: **How do you relate to the character’s view of himself?**

Pause on page 3, “Greasers are almost like hoods; we steal things and drive old souped-up cars and hold up gas stations and have a gang fight once in a while.”

Possible Prompt: **What are some of your reactions to the descriptions the character provided about Soc and**

Greaser behaviors?

Pause on pg. 8 (He gets drunk on just plain living. And he understands everybody)

Possible prompt: What does Ponyboy's descriptions of Darry and Soda tell us about his relationships to his brothers? Why is this significant?

Pause after reading the last line on pg. 12 (Johnny would never have known what love and affection are.)

Possible prompt: How are the characters and what happens to them in this story the same or different as in a story that you know?

Vocabulary think aloud: Idiom - I notice that Ponyboy uses this phrase "bump on a log" to describe himself as the Socs surround him. I know that this is a type of idiom or a phrase that has a figurative meaning that is different from the literal meaning of the words. Ponyboy isn't saying that he is an actual bump on a log, but that he is still, unmoving, and useless, much like a bump on a log.

Vocabulary think aloud: Soc: this word is an abbreviation for the Socials, who are kids from the West-side of town where Ponyboy lives. They are rich and are part of the jet-set. Ponyboy shares with us that there is tension between the Socs and the Greasers, so as we read, we'll see how this plays out.

Vocabulary think aloud: Greaser: this word is what is used to call the boys from the East-side of town where Ponyboy lives. They are poorer than the Socs and middle class, and usually a little wilder. Listen as Ponyboy tells us about his friends, and describes the relationship between the Greasers and the Socs.

Discussion Prompt:

****What have you learned about the Greasers so far? In what ways are they similar? In what ways do they vary?**

Lesson Part 2

Review the learning intention and success criteria with students in student-friendly terms.

Begin on page 12 at the line: "I wiped my eyes hurriedly"

Pause at the bottom of page 12 after reading the line, "*Tough* and *tuff* are two different words"

Vocabulary think aloud: Tuff vs. Tough- I notice that Ponyboy uses these two words in different ways, but he doesn't mean that he is tough, as in rough. When Ponyboy uses the word tuff, t-u-f-f, he means cool, or sharp-looking, and even gives us an example of a tuff looking mustang. As we read, notice how the Greasers use this word as a compliment.

Pause on page 17 after reading the line, "need a haircut Greaser?"

Possible Prompt: Ponyboy replays this moment in his mind. Why do you think this moment is significant to him?

Vocabulary think aloud: Stereotype- this word is when someone has a mistaken idea or belief about a person or a group of people based on how they look on the outside which may be untrue or only partly true. Stereotypes are a type of prejudice because it assumes that people are a certain way based off of assumptions, not truths. As we continue to read, jot down other examples of stereotypes that the Greasers run into as they move throughout their town or run into the Socs.

Discussion Question:

What have you learned about the characters so far in this short time? What comparisons can you make between them? Why?