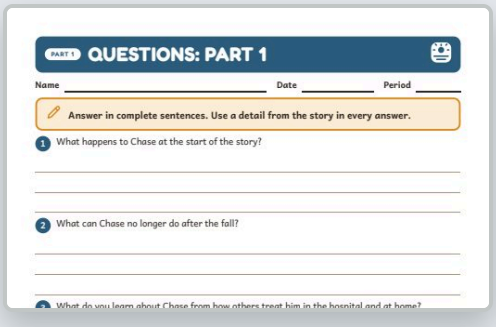
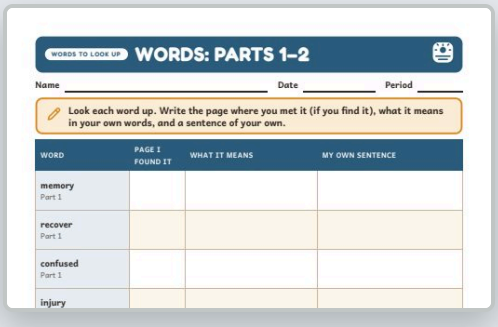
5TH–7TH · ENGLISH LANGUAGE ARTS

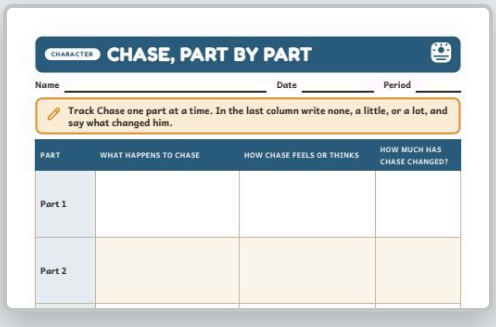
NOVEL STUDY

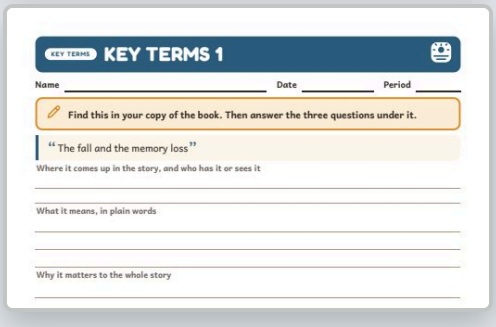
RESTART NOVEL STUDY

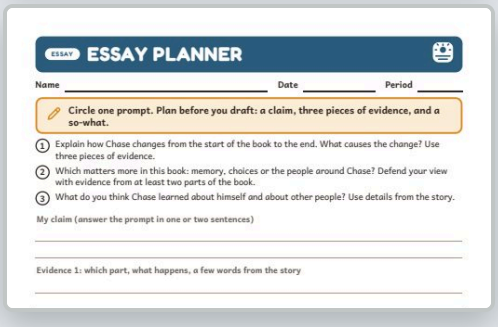
For use with the novel by Gordon Korman: five questions for each of 6 parts of the story, words to look up, a Chase tracker, key terms, themes and a planned essay. Answer keys, a reading log and a class grid. Type into the fields or print. PDF. Book not included.

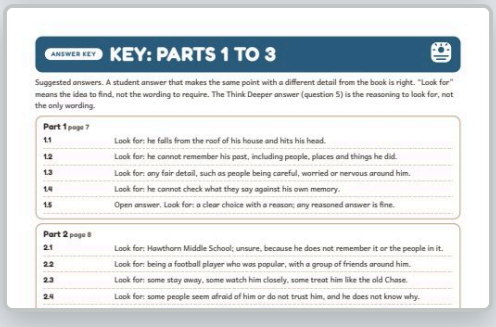












36 Pages **30 Questions** **30 Words** **6 Keys**

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PREVIEW

READING PLAN

THE SIX PARTS AT A GLANCE

The whole book on one page: what happens in each part, the study pages that go with it, and a blank for the chapters and dates your class will use.

PART	WHAT HAPPENS	PAGES	CHAPTERS IN MY EDITION, AND DATES
Part 1	Chase Ambrose falls from the roof of his house and wakes up in the hospital, unable to remember his life.	6, 7	
Part 2	Chase goes back to Hawthorn Middle School, where people react to him in ways he does not understand.	6, 8	
Part 3	Chase starts to learn what he was like before the fall, and he does not like all of it.	9, 10	
Part 4	Chase tries to be a different kind of person and begins to make new friends.	9, 11	
Part 5	Pressure builds as old friends and past events push Chase to choose between who he was and who he wants to be.	12, 13	
Part 6	Chase works out who he is now, and what the people around him have learned.	12, 14	

PREVIEW

Check against your edition

The story is cut into six parts by what happens, because chapter numbers differ by edition. Write the chapters for each part in the last column. Where a question is open, the key says “look for”: read the part against the edition in your room before you grade. Bullying, a head injury and memory loss are handled plainly; preview them for your class.

OUR CLASS’S OWN EXPECTATIONS FOR WRITTEN ANSWERS (YOUR WORDING)

WORDS TO LOOK UP

WORDS: PARTS 1–2

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
memory Part 1			
recover Part 1			
confused Part 1			
injury Part 1			
unfamiliar Part 1			
classmate Part 2			
reputation Part 2			
cautious Part 2			
awkward Part 2			
react Part 2			

PREVIEW

PART 2 QUESTIONS: PART 2

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. What school does Chase go back to, and how does he feel about it?

2. What is Chase known for at school before the fall?

3. How do classmates act when they see him? Give one detail.

4. What does Chase notice that does not match what he expected from people?

5. THINK DEEPER Why do you think some students keep their distance from Chase? Give two reasons from the story.

PREVIEW

PART 3 QUESTIONS: PART 3

Name _____ **Date** _____ **Period** _____

Answer in complete sentences. Use a detail from the story in every answer.

1. How does Chase begin to find out about his old self?

2. What do you learn about how the old Chase treated some other students?

3. How does Chase feel when he hears these things? Give a detail.

4. The story is told from more than one voice. How does that help you understand Chase?

5. THINK DEEPER Chase has no memory of what he did. Should he still have to answer for it? Give two reasons.

PREVIEW

WORDS TO LOOK UP

WORDS: PARTS 5–6

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
pressure Part 5			
apologize Part 5			
consequence Part 5			
conflict Part 5			
courage Part 5			
identity Part 6			
transform Part 6			
forgive Part 6			
responsible Part 6			
growth Part 6			

PREVIEW

PART 6 QUESTIONS: PART 6

Name _____ **Date** _____ **Period** _____

Answer in complete sentences. Use a detail from the story in every answer.

1. How has Chase changed from the first part of the book to the last?

2. How have other characters changed in how they see Chase?

3. What does Chase now understand about the person he used to be?

4. What does the book suggest about whether people can change?

5. THINK DEEPER Which matters more in who you are: your memories or your choices? Give two details.

PREVIEW

CHARACTER THE PEOPLE IN CHASE'S STORY

Name _____ Date _____ Period _____

Every person in Chase's story shows something. Write what each one does, then what it shows.

CHARACTER	WHAT THEY SAY OR DO	WHAT THEY SHOW CHASE, OR THE READER
Chase Ambrose the main character, who loses his memory		
Brendan Rashad a classmate Chase gets to know		
Shoshanna a classmate who becomes part of Chase's new life		
Aaron and Bear Chase's old football friends		
Chase's family the people who look after him at home		

PREVIEW

KEY TERMS

KEY TERMS 2

Name _____ Date _____ Period _____

Find this in your copy of the book. Then answer the three questions under it.

"The football team"

Where it comes up in the story, and who has it or sees it

What it means, in plain words

Why it matters to the whole story

"The old Chase"

Where it comes up in the story, and who has it or sees it

What it means, in plain words

Why it matters to the whole story

PREVIEW

WRITING

SENTENCE STARTERS

Name _____ Date _____ Period _____

Use these when you write about the story. Fill the blank with your own idea and a detail from the text.

Making a claim

In *Restart*, the author shows that _____.

Chase changes most when _____.

The most important relationship in the story is _____ because _____.

Bringing in evidence

In the part where _____, Chase _____.

For example, when _____,

The author describes _____ as _____, which _____.

Explaining the evidence

This shows that _____.

This matters because _____.

Here the author wants the reader to _____.

Then and now

At the start Chase _____, but by the end he _____.

At first _____; later _____.

Ending

In the end, _____.

The book's message still _____ because _____.

Try two starters here

PREVIEW

ESSAY DRAFT

Name _____ Date _____ Period _____

Write your draft here. Start with your claim. Use the sentence starters if you get stuck.

Title _____

PREVIEW

ANSWER KEY KEY: PARTS 4 TO 6

Suggested answers. A student answer that makes the same point with a different detail from the book is right. "Look for" means the idea to find, not the wording to require. The Think Deeper answer (question 5) is the reasoning to look for, not the only wording.

Part 4 page 11

4.1	Look for: he does not want to be the person others describe; he wants to treat people better.
4.2	Look for: Brendan Rashad, Shoshanna, or another new friend. Check against your edition.
4.3	Look for: an act of kindness, honesty or help toward someone he used to ignore or hurt.
4.4	Look for: confused or unhappy; they want the old Chase back.
4.5	Open answer. Look for: a view backed with a detail from Chase's story.

Part 5 page 13

5.1	Look for: they expect him to act like he used to, and they pull him back toward the old ways.
5.2	Look for: something he did to a classmate before the fall that has not been fixed.
5.3	Look for: he tries to apologize, help or do better. Check the details against your edition.
5.4	Look for: friends who turn on him, or standing alone for a while.
5.5	Open answer. Look for: a clear view with two ideas, such as changing how you act or making amends.

Part 6 page 14

6.1	Look for: from not knowing himself or fitting a role to choosing kinder actions on his own.
6.2	Look for: some trust him more; others are still unsure. Any fair detail.
6.3	Look for: that he hurt people and that he does not want to be that person again.
6.4	Look for: that they can, through choices and effort over time. Any supported idea.
6.5	Open answer. Look for: a clear choice with two details from different parts of the story.

NOTES FOR THESE PARTS, GRADING REMINDERS (YOUR WORDING)

PREVIEW

ANSWER KEY KEY: PEOPLE AND THEMES

What to look for on the people and theme pages. Open pages: any detail from the book that fits is right.

The People in Chase's Story page 16

Chase Ambrose	Starts out with no memory and a bad reputation; look for how he decides who to be and what that costs him.
Brendan Rashad	Look for how Chase treated Brendan before the fall, how Brendan responds to the new Chase, and what grows between them.
Shoshanna	Look for how she meets Chase and what she shows him about the person he could be. Check details against your edition.
Aaron and Bear	Look for how they treat Chase and others at school, and what they expect from him now.
Chase's family	Look for how they care for Chase after the fall and what they say about the person he used to be.

Themes: evidence to expect page 19

Identity and change	Chase after the fall: who he is when he cannot rely on memory, and the choices he makes anyway.
Bullying and kindness	How the old Chase treated others, how he treats them now, and what it takes to do better.
Memory and the past	What others remember and Chase does not: look for what he owes for it and how he faces it.
Second chances	Chase trying to start over, and how different characters answer: look for who gives him a chance and who does not.

DISCUSSION QUESTIONS I WILL ADD FOR THE PEOPLE AND THEMES (YOUR WORDING)

PREVIEW

ANSWER KEY

KEY: WORDS

Plain meanings for all 30 words, in the order they appear.

WORD	PART	MEANING
memory	1	the ability to keep and recall things that happened
recover	1	to get better after an injury or illness
confused	1	not able to think clearly or understand
injury	1	harm done to a part of the body
unfamiliar	1	not known or not seen before
classmate	2	a student in the same class as you
reputation	2	what people generally think about a person
cautious	2	careful to avoid danger or mistakes
awkward	2	uncomfortable or hard to handle
react	2	to act or feel in answer to something
bully	3	to treat others in a cruel or hurtful way again and again
regret	3	to feel sorry about something you did
guilt	3	the feeling of having done something wrong
opinion	3	what a person thinks or believes about something
perspective	3	a particular way of looking at something

WORD	PART	MEANING
change	4	to become different
sincere	4	honest and meaning what you say
loyal	4	staying faithful to a friend or a group
effort	4	hard work put into trying to do something
peer	4	a person of the same age or group as you
pressure	5	a strong push to act or think in a certain way
apologize	5	to say you are sorry for what you did
consequence	5	something that happens because of an action
conflict	5	a serious disagreement or struggle
courage	5	being able to act even when you are afraid
identity	6	who a person is; the things that make someone themselves
transform	6	to change completely
forgive	6	to stop being angry at someone for what they did
responsible	6	being the one who should answer for an action
growth	6	a change toward being better or more mature

PREVIEW

Using the word pages

- The words are for talking about each part's events and ideas. They may or may not appear in your edition; students write the page where they met a word only if they do.
- The "What it means" column is in the student's own words; this key is the plain meaning to check against, not the wording to require.
- A sentence that uses the word correctly in a new setting counts; a sentence that copies the meaning does not.

CLASS GRID

CLASS PROGRESS GRID

CLASS OR PERIOD

MONTH

STUDENT	BEFORE	PT. 1	PT. 2	PT. 3	PT. 4	PT. 5	PT. 6	ESSAY

PREVIEW

How to fill this in

One row per student. In a part column write the question score (of 5) once that part's page is in. Before and Essay are check marks: one glance down a column shows who is behind.

Grouping for small-group time

Students with low question scores on two parts in a row usually need the word page first and the part read aloud. Students who finish early start the Chase tracker (page 15) or a key term page (page 17).

FAMILY PAGE

READING A NOVEL AT HOME

STUDENT FROM DATE

We are reading a novel in class, two parts at a time. Here is one question to talk about at home after each pair of parts, and room to write what was said.

TALK ABOUT IT AFTER…	WHAT WE SAID AT HOME
Parts 1–2: Chase wakes up with no memory of his life. What do you think would be the hardest part of that?	
Parts 3–4: Chase learns he treated people badly and decides to change. What helps a person make a choice like that?	
Parts 5–6: Chase has to choose between his old friends and who he wants to be. What do you think he learned about himself?	

Three ways to help at home

- Ask your student to retell what happened in the part in two or three sentences before you talk.
- When they give an opinion, ask: "What in the book makes you think that?"
- The book deals with bullying and memory loss; ask how the part made your student feel.

OUR READING SCHEDULE AND WHAT IS DUE (TEACHER'S WORDING)

NOTE FROM THE TEACHER

NOTE FROM HOME

PREVIEW

ORGANIZER

BINDER COVER

Slide this into the front of a binder or folder. The divider tabs and a spine label to cut out are on the next page.

FOR USE WITH THE NOVEL BY GORDON KORMAN

RESTART

Novel Study · Six Parts

STUDENT _____ TEACHER _____ CLASS OR PERIOD _____

PREVIEW