

Perspective Lesson Plans for 7 Book Club Meetings

The following preview shows all of the Book Club Meetings for Restart by Gordon Korman

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Restart By: Gordon Korman Grade Level: 6 / Guided Reading Level: W	
Book Club Discussion Questions and New Vocabulary	Meeting #2 Continued Chapter 2 Discussion Questions: <ol style="list-style-type: none"> Why is Joel at Melton prep and musical conservatory? Answer: Chase and his friends bullied Joel, so his parents moved him to Melton Prep. (page 15) Why does Shoshanna think Chase and his friends would get away with bullying? Answer: Shoshanna thinks Chase's dad has admirers on the school board that let Chase off the hook. (page 16) What does Shoshanna do to Chase in Heaven on Ice? Answer: Shoshanna dumps her vanilla yogurt over his head. (page 19) Chapter 2 New Vocabulary: <ol style="list-style-type: none"> Irresistible (page 16) - (adj) impossible to resist Wheedles (page 17) - (v) to get someone to think or act a certain way by flattering or coaxing Principal enemy (page 19) - (n) a principal enemy Chapter 3 Discussion Questions: <ol style="list-style-type: none"> Why does Chase think his mom is leaving out details about his old life? Answer: Chase's mom is not surprised that Shoshanna dumped her yogurt on Chase, and this makes him suspicious that she is holding something back. (pages 20-21) If you were Bear, would you believe that Chase didn't remember you? Answers may vary. I wouldn't believe that he didn't remember me because they were always playing pranks on each other, so I would think this was just another prank. (page 24)
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Book Club Changing Perspectives Establish Problems	Meeting #3 Continued Model How to Respond to Reading <ul style="list-style-type: none"> Return to the Plot Perspectives Map to fill in Shoshanna and Brendan's perspectives on Chase from the Rising Action. Tell students that they will continue to track perspectives through the Rising Action of the story. The Rising Action happens when the author develops suspense and increases the tension and problems in the story. Explain that they will be looking to see how the character perspectives help to increase that tension. Distribute the Magnifying Tension Log. Explain that students will identify the type of tension Gordon Korman uses in each chapter. Introduce the three types of tension. They are as follows: <ul style="list-style-type: none"> Making the problem bigger Giving a character an emotional response Adding a new problem Read Chapter 10, pages 81-83. Review the interaction with Chase and Joey: <ul style="list-style-type: none"> Fill in the first box together to show how Chase is increasing the tension by adding another problem to the story. Now Chase is not only trying to find out who he is, but he has added conflict with the football team. Help students also notice that Chase had an emotional response that created that new problem. Gordon Korman is using two strategies in this chapter. A prediction might be that the team could unleash their anger on Chase now. Help students connect this tension to the perspectives in the story. Explain that these different perspectives clash to create tension in the story.
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Book Club Shifts in Perspective Fuel the Climax	Meeting #6 Continued Model How to Respond to Reading (continued) <ul style="list-style-type: none"> Because each character has revealed a unique view on Chase's amnesia, they will also have their own feelings at the end of the novel. If you have time, begin reading Chapter Twenty Five together. Before you end, have students predict how Chase will have changed at the end of the story. Take Time to Reflect (2 minutes) <ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessment. Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. Collect the evaluation forms (the forms can be sent home or can be saved until the last day of students' progress across the Book Club). Wrap Up the Book Club Meeting <ul style="list-style-type: none"> Assign students to read Chapters 25 - 30 independently. Determine as a group when the Book Club should meet again. Model how to record the assignment on their Book Club Calendar. Remind students that they are responsible for the following: <ul style="list-style-type: none"> Filling in each character's perspective on Chase at the resolution of the novel in the Plot Perspective Map. Responding to Chapters 25 - 30 using the Reading Response Board.
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Perspective Expectations and Introduce the Book <ul style="list-style-type: none"> Gather students. Introduce the book by providing the students with a brief summary of the book. You might say: "Restart tells the story of a boy named Chase who has amnesia, including who he doesn't know of his friends and the fact that Chase has to decide whether or not to create a new view." Allow the students at the front cover to preview the book. Give each student 	Point of View's Influence on Perspective Point of View's Influence on Perspective Kick-Off the Book Club Meeting (5-7 minutes) <ul style="list-style-type: none"> Gather students - remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.). Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.
Changing Perspectives Establish Problems Changing Perspectives Establish Problems <ul style="list-style-type: none"> Gather students - remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.). Review the conversation prompts provided on the Book Club Calendar. 	New Perspectives Increase Tension in Rising Action New Perspectives Increase Tension in Rising Action Return to the Plot Perspectives Map to fill in Kimberly Tooley, Aaron Holzman, and Shoshanna Weber's perspectives on Chase from the Rising Action. <ul style="list-style-type: none"> Explain that they will continue to track perspectives through the Rising Action of the story. The Rising Action happens when the author develops suspense and increases the tension and problems in the story. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.
Minor Character Perspectives Influence Conflict Minor Character Perspectives Influence Conflict How does Chase's dad suggest Chase get back on the team this school year? Answer: His dad suggests he ignore Dr. Chappman's advice to avoid another concussion, and he recommends Chase join a new doctor that will give him...	Reflection on Resolution Differences in Character's Perspectives Reflection on Resolution Differences in Character's Perspectives (7-10 minutes) <ul style="list-style-type: none"> Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.
New Perspectives Increase Tension in Rising Action New Perspectives Increase Tension in Rising Action Review the conversation prompts on the Book Club Calendar. Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. Time to Teach: Skills in Perspective Fuel the Climax Begin by reviewing the climax of a story. Direct students to Chapter Twenty-One with Chase's perspective on the music room situation. Chase makes a decision to side with Bear and Aaron and lie to the principal. Chase tells his actions to ally with Bear and Aaron. Read Principal Fitzwallace's reaction on page 171: "Fitzwallace looks almost relieved, and I know I've picked the right answer. Aaron and Bear are both angry, although they're working hard to keep the collaboration inside. They've gotten over with it, and so have I." Explain that the passage provides an insight into Principal Fitzwallace's perspective on Chase, Aaron, and Bear. Ask students to write why Principal Fitzwallace might have that response. (Possible answers: Principal Fitzwallace likes the story inside Chase. It was easier to let them off the hook than it was to try to come up with a reasonable consequence.)	Reflection on Resolution Differences in Character's Perspectives Reflection on Resolution Differences in Character's Perspectives (7-10 minutes) <ul style="list-style-type: none"> Explain to students that we've reached the resolution of the novel. The resolution is the end, but it might not end their world for characters. Have students reflect on their Character Resolution Chart to track how the story comes to an end for each character. Allow each student to share a satisfaction rating for each character on how well the story resolution ended for them. Remind students that each character's ending shows different perspectives even at the end of the story. Direct students to a passage on Chase's reflection: "You might choose one or more of the following." <ul style="list-style-type: none"> Chapter Twenty-five on page 225: "Who knows why that Chase did what he did? I should probably just be grateful I don't have to be him anymore." Chapter Twenty-eight on page 223: "There's only one me." Chase says...
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