

Here's What You'll Get with the Restart Book Club

Perspective Lesson Plans for 7 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club		Restart By: Gordon Korman Grade Level: 6 / Guided Reading Level: W
Discussion Questions and New Vocabulary	Meeting #2 Continued	
	Chapter 2 Discussion Questions:	
	<p>1. Why is Joel at Mellon prep and musical conservatory? Answer: Chase and his friends bullied Joel, so his parents moved him to Mellon Prep. (page 15)</p> <p>2. 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)</p> <p>3. What does Shoshanna do to Chase in Heaven on Ice? Answer: Shoshanna dumps her vanilla yogurt over his head. (page 19)</p>	
Key Vocabulary by Chapter	Chapter 2 New Vocabulary:	
	<p>1. Irresistible (page 16) - (adj) impossible to resist</p> <p>2. Wheelcles (page 17) - (v) to get someone to think or act a certain way by flattering or coaxing</p> <p>3. Enemy (page 19) - (n) a principal enemy</p>	
	Chapter 3 Discussion Questions:	

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Restart By: Gordon Korman Grade Level: 6 / Guided Reading Level: W
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 fury on Chase now. Students connect this tension to the perspectives in the story. Explain that these different perspectives clash to create tension in the story. 	

Book Club		Restart By: Gordon Korman Grade Level: 6 / Guided Reading Level: W
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. 	
Reflection and Self-Evaluation	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	
Scheduling and Reader Responsibility	<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 Perspectives Map. Responding to Chapters 25 - 30 using the Reading Response Board. 	

Introduce Perspective	Point of View's Influence on Perspective
Changing Perspectives Establish Problems	New Perspectives Increase Tension in Rising Action
Minor Character Perspectives Influence Conflict	Reflection on Resolution Differences in Character's Perspectives
New Perspectives Increase Tension in Rising Action	

7 Perspective Lesson Plans

Book Club Management Materials (also available in Spanish)

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club
Restart

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> <input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> • Choose at least one interesting, funny, or confusing part to share with your book club • Mark the part you want to share with a sticky note or write the page number in your notebook • Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> • Try not to interrupt! – wait your turn to share • Use respectful language • Listen carefully 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> • What part of the meeting made you feel good about yourself as a reader? • What can you do to have a better conversation next time? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club
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© BookPages.com | Expectations for Book Club

Student Self Evaluation Rubric

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club
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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

From whose point of view is the text written? How do you know?	What do you see/hear when reading the text?	Describe how the main character evolves with the plot.	What is the theme of this book? Why do you think so? Give examples.
Why did the author write this piece? Give 3 examples to support your answer.	Tell how the author used words to impact your emotions while reading the text.	Briefly summarize the plot and theme of the text.	What are some powerful words or phrases used in the text? Why are they powerful?
Identify the genre of the text you read. Provide at least 3 examples to support your answer.	Which text structure did the author use to tell the story? How do you know?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Describe the problem in the text you read today. How do you think the problem will be resolved?			
Identify the most important part / chapter of the story you read today. Tell why you think it's important.			
Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.			

Book Club
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© BookPages.com | Common Core Aligned Book Club Reading Response Option Board

with 6th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____ Score: _____ **Restart**
CCSS Assessment

Directions: Use what you know about **Restart** to answer each of the following questions.

Principal Fitzwallace tells Chase, "This is an awful thing that's happened to you, but it's also presenting you with a rare opportunity. You have the chance to rebuild yourself from a fresh start. Don't squander it if you choose to. Do you?"

Which of the following best describes Chase's reaction to this news?

(A) It's best to forget what happened and move on.
(B) The importance of family is what matters most.
(C) Always protect your loved ones.

Put the following events from the novel in chronological order.

_____ Chase sees the video club.
_____ Shoshanna throughs the video club.
_____ Joel comes back from the hospital.
_____ Brendan invites Chase to "Your Tricycle".

CCSS Assessment 6th Grade Reading Standards for Literature | ©BookPagez.com

Complete Common Core Assessment

Short answer practice

One essential question for each of the 6th grade Reading Literature standards

Practice with multiple choice questions

Name: _____ Score: _____ **Restart**
Book Club Focus Assessment

Perspective

Directions: Use what you know about **Restart** to answer each of the following questions.

What are the three main perspectives in the novel?

(A) Joel, Aaron, and Kimberly
(B) Chase, Shoshanna, and Brendan
(C) Mr. Fitzwallace, Chase's mom, and Mr. Solway

Describe at least two different perspectives that add tension to the riding action.

Match the perspective to the narrator.

A. Joel Weber _____ Chase is totally faking it to keep all the money for himself.
B. Kimberly Tooley _____ Chase has hurt a lot of people, including me, but he seems to have really changed.
C. Bear Bratsky _____ Chase is still amazing, even with amnesia.

Restart Book Club | ©BookPagez.com

Focus Assessment for Perspective

Answer Keys

Answer Key

Name: _____ Score: _____ **Restart**
Book Club Focus Assessment

Perspective

Directions: Use what you know about **Restart** to answer each of the following questions.

How does Shoshanna view the attack in the band room?

(A) She understands it was an accident.
(B) She takes action and bands together with the video club.
(C) She is furious and doesn't want to speak to Chase again.

Whose perspective reveals the truth about what happened in the band room?

Answer: It is Kimberly's perspective from the camera that reveals the real truth of that day.

From Chase's perspective, does he think he has changed?

Answers may vary. Sample answers include: Chase acknowledges that there is only one him, and he takes responsibility for stealing the medal. While he admits that he's not 100% sure, he says he doesn't want to do the same things he used to.

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Rubric with optional Common Core Alignment

Perspective Focus Assessment Rubric

Student: _____ Date: _____

CSS Reading Literature Standard 6.3
Describe how a particular story's plot unfolds in a series of episodes as well as show how characters respond or change as the plot moves toward resolution

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Determine the meaning of perspective	Was not able or is beginning to identify perspectives in the episodes of the plot.	Was able to identify different perspectives and how they impacted the plot some of the time.	Was able to identify different perspectives and how they impacted the plot most of the time.	Was able to identify different perspectives and how they impacted the plot all of the time.

If student is less than secure, he or she needs to work on the following:

Identify perspectives in a plot.
 Analyze differing perspectives and how they increase tension in a story.
 Explain how differing perspectives show different sides of a main character.

Book Club
Restart

CCSS:ELA-LITERACY.RL.6.3 Restart Book Club | ©BookPagez.com

Running Record

Title: Restart Guided Reading Test Level: W Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____
Error Rate: (# of incorrect words/100 words) _____
Self-Correction Rate: (# of words self-corrected/100 words) _____
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Page	COUNT			INFORMATION USED		
	E	SC	MSV	E	SC	MSV
1						

Tested By: _____ ©BookPagez.com

Running Record

Vocabulary Connections Resources

Vocabulary Connections By: Gordon Korman
Grade Level: 6 / Guided Reading Level: W

Restart

Important Words to Know and Understand in Restart

Apex (page 30)
The uppermost point, top

Bristle (page 49)
To show signs of anger

Deserting (page 45)
To withdraw from, to leave

Glee (page 221)
High-spirited joy

Jostle (page 184)
To run or knock against so as to jar, push roughly

Lured (page 182)
To tempt or lead away by offering some pleasure or advantage, entice

Modest (page 157)
Not boastful, having a limited and not overly high opinion of oneself

Notorious (page 165)
Generally known and talked of, especially widely and unfavorably known

Sociopath (page 240)
A person with a personality disorder manifesting in antisocial behaviors

Thrum (page 140)
To sound or speak with a steady or boring rhythm

Vocabulary Word List | ©BookPage.com

Important Words to Know and Understand in Restart Word List

Vocabulary Connections By: Gordon Korman
Grade Level: 6 / Guided Reading Level: W

Apex	Bristle	Deserting
The uppermost point, top	To show signs of anger	To withdraw from, to leave

Step-by-Step Directions: 1. Cut on the solid line. 2. Fold on the dashed line.

Word and Definition Sorting Cards

Vocabulary Connections By: Gordon Korman
Grade Level: 6 / Guided Reading Level: W

Glee	Modest	Notorious	Sociopath
High-spirited joy	Not boastful, having a limited and not overly high opinion of oneself	Generally known and talked of, especially widely and unfavorably known	A person with a personality disorder manifesting in antisocial behaviors
Thrum			
To sound or speak with a steady or boring rhythm			

Step-by-Step Directions: 1. Fold on the solid line. 2. Fold on the dashed line. 3. Glue, tape or staple the top of each card to a classmate's notebook.

Definition Vocabulary Sorting Cards | ©BookPage.com

Vocabulary Connections By: Gordon Korman
Grade Level: 6 / Guided Reading Level: W

Restart

Apex is a/an noun verb adverb adjective Definition of Apex :	Bristle is a/an noun verb adverb adjective Definition of Bristle :	Deserting is a/an noun verb adverb adjective Definition of Deserting :
Apex looks like this:	Bristle looks like this:	Deserting looks like this:
Apex reminds me of:	Bristle reminds me of:	Deserting reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPage.com

Interactive Vocabulary Notebook Cards

Word Games with Words from Restart

Directions: Circle the correct spelling of each word in the box. Then write each correct word to complete the following sentences.

- Justin was of the _____ of his music career when he sold over a million copies of his new album.
- They all laughed with _____ at the clown's antics.
- I was almost _____ to go into the arcade shop.
- She was _____ about her accomplishments even though she had a lot to be proud of after winning every competition.
- Many travelers avoid the area because it is _____ for crimes.

Directions: Write your own sentence using your favorite word from the box.

Name: _____ ©BookPage.com

Answer Key from Restart

Each word in the box. Then write each sentence.

modest / modest
jostle / jostle
bristle / bristle
lured / lured
apex / apex
glew / glee
notorious / notorious

modest (modest)
jostle (jostle)
bristle (bristle)
lured (lured)
apex (apex)
glew (glew)
notorious (notorious)

Answer Key | ©BookPage.com

Word Games and Answer Key

Vocabulary Connections By: Gordon Korman
Grade Level: 6 / Guided Reading Level: W

Restart

By Gordon Korman

A new word that I learned in this book is: _____

It means: _____

Name: _____

Step-by-Step Directions: 1. Read the definition. 2. Reread the definition. 3. Complete the Vocabulary Card. 4. Fold the Vocabulary Card to your notebook or use it as a bookmark.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPage.com

Personalized Vocabulary Bookmark

Vocabulary Connections Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Vocabulary Connections Name: _____

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPage.com

Common Core Aligned Comprehension Assessment

Name: _____

Score: _____

Restart
CCSS Assessment

Directions: Use what you know about **Restart** to answer each of the following questions.

Principal Fitzwallace tells Chase, "This is an awful thing that's happened to you, but it's also presenting you with a rare opportunity. You have the chance to rebuild yourself from the ground up, to make a completely fresh start. Don't squander it!" (p. 26). Explain whether Chase squandered his chance or not.

RL.6.1

Which of the following best captures the theme of the story?

(A) It's best to forget who your friends are.

(B) The importance of being kind and generous every day.

(C) Always protect yourself, no matter the harm to others.

RL.6.2

Put the following events from the story in numerical order.

_____ Chase sees the girl in the blue dress in a painting.

_____ Shoshanna throws frozen yogurt on Chase.

_____ Joel comes to school.

_____ Brendan is in the hospital.

_____ Your Tricky Trickster is released.

RL.6.3

Restart
CCSS Assessment

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)



Restart
CCSS Assessment

Directions: Use what you know about **Restart** to answer each of the following questions.

Shoshanna describes Chase using the idiom, "Even a broken clock gives the correct time twice a day" (p. 103). What does this mean?

Answers may vary. Sample answers include: Shoshanna is saying that even Chase with his bad record of events might be good a few times.

RL.6.4

How does Mr. Solway's Medal of Honor influence the story?

(A) Taking responsibility for stealing the medal shows Chase has changed.

(B) The medal shows the Mr. Solway doesn't have a very clean closet.

(C) Chase stole the medal.

RL.6.5

What point of view is Restart written in?

(A) First Person

(B) Second Person

(C) Third Person Omniscient

(D) Third Person Limited

RL.6.6

CCSS Assessment 6th Grade Reading Standards for Literature | ©BookPagez.com

Answer Key



Book Club Focus Assessment and Rubric

Name: _____

Perspective **Restart**
Book Club Focus Assessment

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What are the three main perspectives in the novel?

A Joel, Aaron, and Kimberly
 B Chase, Shoshanna, and Brendan
 C Mr. Fitzwallace, Chase's mom, and Mr. Solway

Describe at least two different perspectives that add tension to the riding action.

Match the perspective to the narrator.

A. Joel Weber _____ Chase is totally faking it to keep all the medals for himself.
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Focus Assessment for Perspective



Answer Key **Restart**
Book Club Focus Assessment

Perspective

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Answer Key



Perspective Focus Assessment Rubric

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Book Club
Restart

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Rubric with Optional Common Core Alignment



Complete Common Core Alignment

Common Core State Standards Correlation

Restart Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Restart* correlate with the following English Language Arts Common Core State Standards for sixth grade.

Book Club Lesson Plan and Resources

Reading: Literature

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.

RL.6.3 – Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.7 – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.9 – Compare and contrast texts in different forms or genres (e.g., stories and poems;

historical novels and fantasy stories) in terms of their approaches to similar themes and topics..

RL.6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.6.8 – Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

SL.6.1a – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b – Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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Book Club Common Core Alignment



Common Core State Standards Correlation

Restart Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Restart* correlate with the following English Language Arts Common Core State Standards for sixth grade.

Vocabulary Lesson Plan and Resources

Language

L.6.4a – Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.5 – Demonstrate understanding of perspective, word relationships, and nuances in word meanings.

L.6.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Vocabulary Connections Common Core Alignment

