

Restart



By
Gordon Korman

A Novel Study
by Nat and Joel Reed

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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

Each chapter of the novel study focuses on three chapters of *Restart* and is comprised of four distinct sections:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (page 7) as well as a **Checklist** (page 6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases... including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story ... **and many others.**

Themes which may be taught in conjunction with the novel include bullying, forgiveness, the power of the past and the power of change, courage/heroism, the importance of friends and family, personal growth and honesty.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Identification of root words
5. Identifying syllables
6. Identify *anagrams*
7. Listing compound words
8. Identifying parts of speech
9. Identify *personification*
10. Identify *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Complete a Plot Outline for a Sequel
5. Identify the climax of the novel

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter

Art Activities

1. A Storyboard
2. Create a movie poster
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

Chase's memory just went out the window. Chase doesn't remember falling off the roof. He doesn't remember hitting his head. He doesn't, in fact, remember anything. He wakes up in a hospital room and suddenly has to learn his whole life all over again . . . starting with his own name. He knows he's Chase. But who is Chase? When he gets back to school, he sees that different kids have very different reactions to his return. Some kids treat him like a hero. Some kids are clearly afraid of him. One girl in particular is so angry with him that she pours her frozen yogurt on his head the first chance she gets. Pretty soon, it's not only a question of who Chase is--it's a question of who he was . . . and who he's going to be. From the #1 bestselling author of *Swindle* and *Slacker*, *Restart* is the spectacular story of a kid with a messy past who has to figure out what it means to get a clean start. [Courtesy of the Publisher]

Author Biography Gordon Korman

Welcome to the wonderful world of a regular guy who just happened to write 100 books for kids and teens. I was born on October 23, 1963 in Montreal, Canada, and grew up mostly in the Toronto area. My writing career began virtually by accident when I was in 7th grade. The track and field coach had to teach English. For creative writing, he gave us total freedom to work on whatever we wanted for the rest of the year. The result was my first novel, **THIS CAN'T BE HAPPENING AT MACDONALD HALL** which was published by Scholastic when I was a freshman in high school.

I've been writing for more than three-quarters of my life. My books have been translated into 32 languages and have sold over 35 million copies worldwide. I have a BFA degree from New York University with a major in Dramatic Writing and a minor in Film and TV. I now live on Long Island, outside New York City, with my wife and family. When I'm not writing, you can usually find me on the road, appearing at schools, libraries, and bookstores, meeting my readers. (Courtesy of gordonkorman.com)



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Student Checklist

Student Name

Restart



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Name:

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Chapters 1-3



Before you read this section:

The protagonist of *Restart* is Chase Ambrose, who awakens from a four-day coma to find out that he has amnesia and can remember almost nothing of his past. Other characters, however, also act as narrators in this novel (i.e., Shoshanna Weber, Brendan Espinoza and Joel Weber). What do you think would be an advantage to having more than one person narrate a novel? What might be one negative thing about this arrangement?



Vocabulary:

Choose a word from the list to complete each sentence.

tethered	atrium	traumatic	fervent
ecstatic	irresistible	archenemy	converged

1. The scouts found the idea of a camping trip in the park to be quite _____.
2. After only the briefest hesitation, the police officers _____ on the suspect.
3. The soccer ball seemed to be _____ to a rusted iron stake.
4. "Why don't you retire to the _____," Mom suggested. "And I'll join you shortly."
5. The twins were _____ when their older brother came for the weekend.
6. It's hard to believe that Casey already has an _____ after two days of school.
7. Getting lost at sea for a whole month was a very _____ experience.
8. The video club's wish to expel the unwanted member was really quite _____.

Questions



1. What is the **setting** of the story at the beginning of Chapter One?

2. Describe Chase's condition, its cause and the doctor's prognosis.

3. **Foreshadowing** is defined as *a warning or indication of a future event*. What incident would you consider to be an example of foreshadowing with regard to the fact that Chase may not have been a very nice guy before his accident?

4. Why does Shoshanna consider Chase her archenemy?

5. Her nickname for Chase is _____.

6. What was there about Chase that seemed to usually protect him from the consequences of his bad behavior?

7. Why is Chase a bit surprised by his mother's reaction when told about having frozen yogurt dumped on his head?

8. Describe your impression of Aaron and Bear. What kind of a person do you think would be a willing friend to these two guys?

9. What do you think the principal meant by Chase should *rebuild himself from the ground up?*

Language Activities



A. A **simile** is a comparison using the words “like” or “as”. An example from Chapter 1 is: “I’m blank. I’m like a computer with its hard drive wiped. In this example, what is being compared?

--

Invent your own **similes** comparing the following items with something from your own imagination:

a) a schoolyard bully

b) your choice

B. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in this section of **Restart**.

Word	Anagram	Clue
never		Self-assurance.
wires		Sagacious.
chase		... and pains.
brain		Scottish term for a young child.
reason		Spanish married woman.
defiant		Rendered unconscious.
hangs		You might do this to your teeth.

C. The Good Old Indispensable Adverb!

An **adverb** is a part of speech defined as *a modifier (or helper) of a verb* (usually an action word). Often an adverb will end in the letters *ly* (i.e. *slowly*). Our novel features a good many creative adverbs.



1. ... *making notes on my chart, and then regards me intently.*

→ In this sentence, which verb does **intently** modify? _____

2. *I honestly try, but there are too many other things going on.*

→ In this sentence, what verb does **honestly** modify? _____

3. ... *his clothes mysteriously disappearing from the changing room to be replaced by a rabbit suit.*

→ In this sentence the adverb _____ modifies the verb _____

D. An Acrostic Poem

There are many forms of poetry available to the aspiring poet other than the rhyming poem. An ACROSTIC poem is one example. In an acrostic poem the first letters of each line are aligned vertically to form a word. The word often is the subject of the poem. Here is an example written by the acclaimed poet, Atrocious Halitosis:

The Firefly

Freaky-looking
Itches me when I touch
Restless at night
Early or late
Fearless
Little
Yellowfly



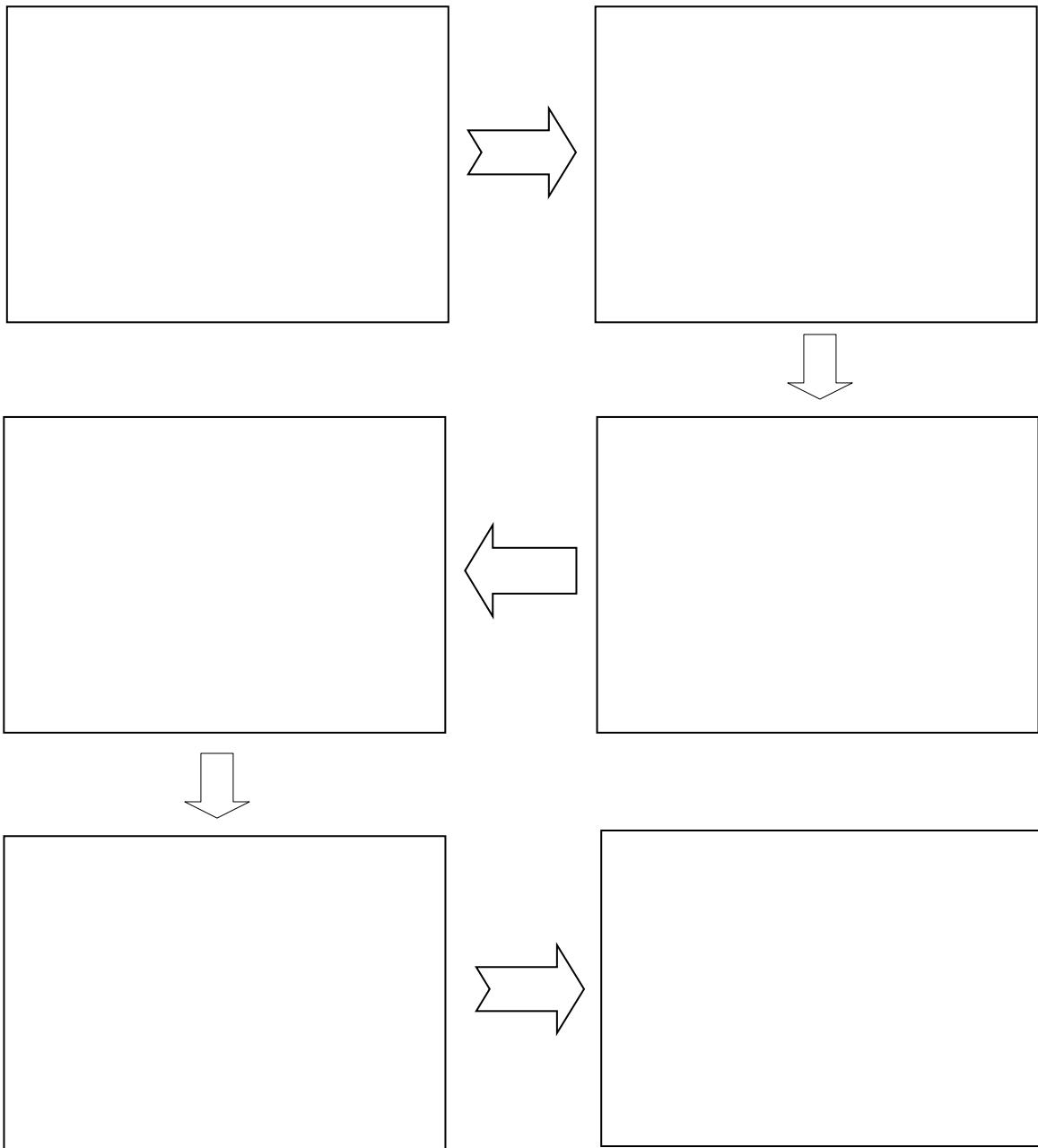
The Acrostic Poem

Now create your own Acrostic Poem on a subject featured in this novel. Your poem must have at least four lines (and doesn't need to rhyme).

Title: _____

E. Sequence Chart

Choose what you consider to be the six most important events in this section. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.



Extension Activity



A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and end of this section.



Beginning Picture:	Beginning:
Middle Picture:	Middle:
Concluding Picture:	Concluding: