

RESTART

novel study



NOVEL UNIT CONTENTS

- 15 Comprehension Chapter Questions Assignments
- 15 Analysis Chapter Questions Assignments
- 30 Close Reading Assignments & 4 Novel Analysis Tasks
- Discussion Questions – 15 (1 per Reading) & 12 Whole Novel
- Nonfiction Resources
 - 5 Informational Texts – A & B Response Formats
 - 7 Extension Activities – Pair with Informational Texts
 - Final Cross-Curricular Project
- 15 Mini-Quizzes – Check for Understanding
- 3 Novel Quizzes – Comprehension & Analysis
- Final Novel Assessment – A & B Differentiated Format
- 4 Vocabulary Sets – Each Include Crossword Puzzle, Practice Assignment, Quiz
- Essay Choice Board
- Pre-Reading Discussion Activity
- Instructional Pacing Guide & 20 Lesson Plans
- Digital Links for Google Drive™ – Slides™ & Forms™
- Answer Keys for Applicable Activities!

CHAPTER QUESTIONS A

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Chapter Questions 1.a: Chapters 1-2

Name: _____

1. Summarize what causes Chase to be admitted to the hospital. What story can be pieced together from his thoughts, comments, and the comments of others? Support with evidence.

2. What are the effects of Chase's accident? What challenges will he face as a result of the accident? Support with evidence from the text.

3. How does Chase's father treat him when he gets home from the hospital? How would you describe Chase's relationship with his father (and his father's family) based on their interaction? Make an inference.

4. What image does Chase see when he charges his phone? What do you think the image reveals about Chase, his supposed friends, and his life before the accident? Explain and support with evidence from the text.

5. How does the point of view of the novel shift in Chapter 2? What does this shift reveal about Chase? Explain and support with details.

➤ 15 Assignments
– 8 Questions
Each

➤ Comprehension
Questions

➤ Prompts Require
Textual Evidence

➤ Common Core-
Aligned Material

CHAPTER QUESTIONS A

6. What is Shoshanna's flashback to her brother's last school year in Hiawassee mostly about? Why do you think her flashback is important to the story? Support with details from the text.

7. What does Shoshanna do when she sees Chase at Heaven on Ice? Why does she take this action? Support with textual evidence.

8. Based on the first two chapters, what struggles do you think Chase will face when he returns to school? Explain at least two and support with evidence from the text.

VISUALIZE THE TEXT

Directions: Identify an example of figurative language or imagery from the reading that helps you visualize the text. In the space below, draw the image the figurative language or imagery creates. Include the quote and page number.



Quiz:

- Visualization Section – Figurative Language
- Accommodate for ALL Learners
- Great for Small Group or Rotation Models
- Rigorous Materials

CHAPTER QUESTIONS B

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Chapter Questions 1.b: Chapters 1-2

Name: _____

1. How does Chase end up in the hospital? What are the effects of Chase's accident? Explain at least two and support with evidence.

2. What is Chase's tone towards the loss of his memory? How does he feel about the struggles he now faces? How would you feel if you lost your memory? Support with evidence from the text.

3. How would you describe Chase's relationship with his father? What is Chase's father's relationship with his family? What mood do these interactions create in the story? Explain and support with textual evidence.

4. When Chase returns home, what clues or hints does the author give about Chase's character *before* the accident? What do these clues make you curious about when it comes to Chase? Provide textual evidence.

5. How does the point of view change in the first two chapters? How is this shift in perspective effective? What does it reveal about Chase and his previous life? Explain and support with details.

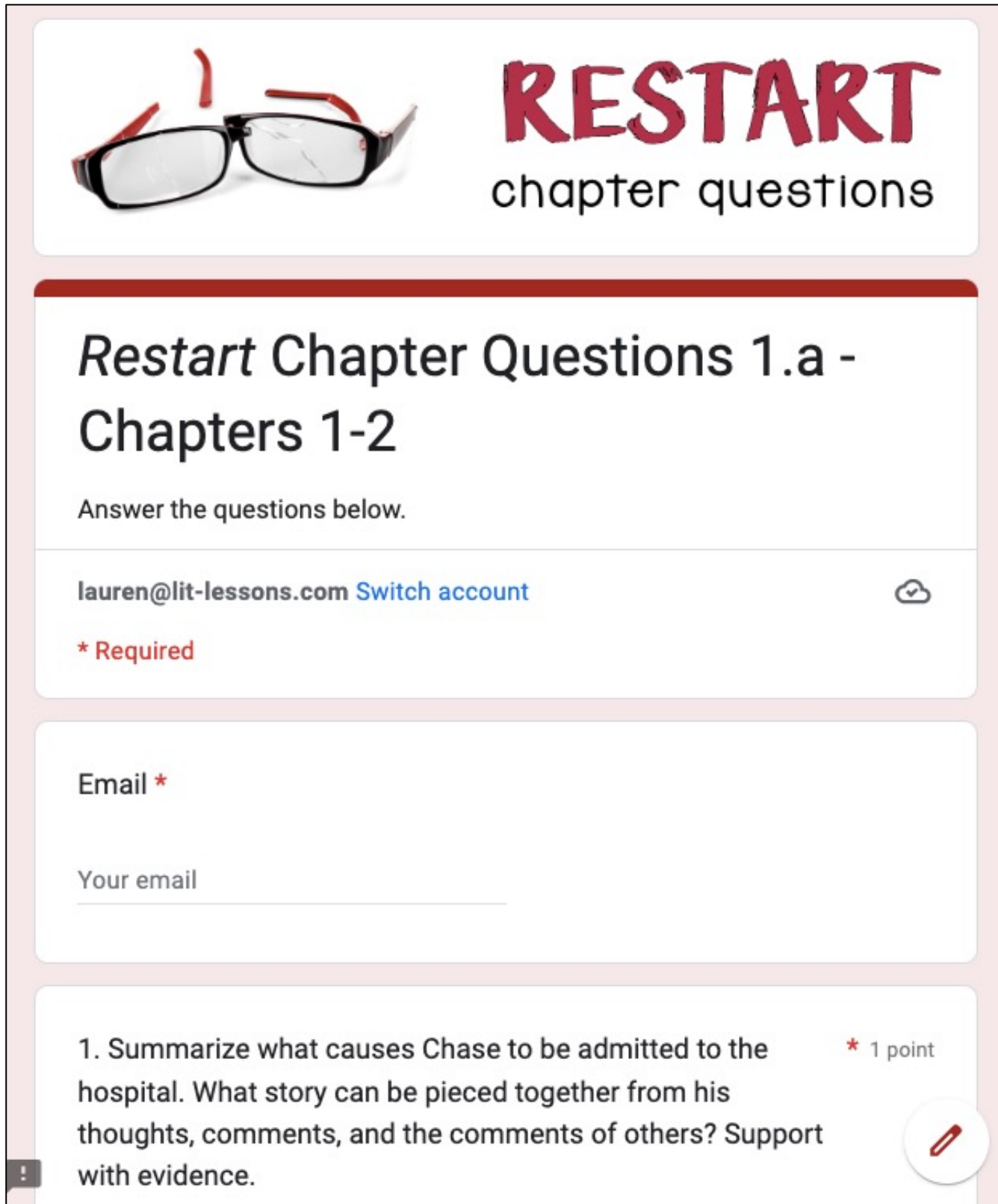
➤ 15 Assignments
– 8 Questions
Each


➤ Analysis &
Critical Thinking
Questions

➤ Prompts Require
Textual Evidence

➤ Stimulate Class
Discussion


CHAPTER QUESTIONS B



 **RESTART**
chapter questions

Restart Chapter Questions 1.a - Chapters 1-2


Answer the questions below.

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* Required

Email *

Your email

1. Summarize what causes Chase to be admitted to the hospital. What story can be pieced together from his thoughts, comments, and the comments of others? Support with evidence. * 1 point 

➤ Critical Connections Section – Springboard for Discussion

➤ Use for Differentiation

➤ Google Forms™ Links

➤ Answer Keys

DISCUSSION QUESTIONS

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Novel Discussion 1



Do you think the past is the most important part of a person's character? Why or why not?

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Novel Discussion 2



Is it fair that a person is judged by their past? Why or why not?

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Novel Discussion 3



How can a person break free from their past? Should a person break free from their past? Can it be healthy?

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Novel Discussion 4



How does a person's memories affect their perception of their present self? How do memories of others affect the way a person is perceived?

- 1 Question per Reading – 15
- 12 Whole Novel Discussion Questions
- 2 Formats – Graphic Organizers & Task Cards
- Flexible for Any Classroom Model

CLOSE READINGS

RESTART

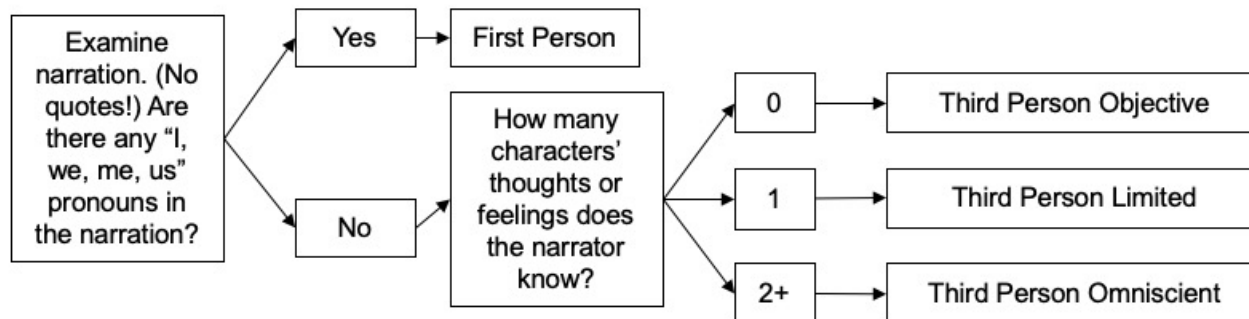
Close Reading 1.b: Chapters 1-2

Name: _____

Point of View

- _____ = The perspective from which the story is told.
- _____ = The character or person that tells the story.

	First Person	Third Person Objective	Third Person Limited	Third Person Omniscient
Nickname	_____ Perspective	_____ Perspective	_____ Perspective	_____ Perspective
Narrator	_____ Character	Storyteller exists _____ of narrative	Storyteller exists _____ of narrative	Storyteller exists _____ of narrative
Pronouns in Narration	I, we, me, us, our	He, she, they, them, him, her	He, she, they, them, him, her	He, she, they, them, him, her
Insight Into Character Thoughts & Feelings	Main character narrates _____ thoughts and feelings	The narrator describes events and actions but _____ characters' thoughts and feelings, just like a camera captures a story.	The narrator describes the thoughts and feelings of _____ character in the narration.	The narrator describes _____ characters' thoughts and feelings and details of the past, present, and even future all at once.
Example	Narration: I went to the store.	Narration: She went to the store.	Narration: She went to the store, and she was angry with her mother.	Narration: She went to the store with her brothers, and they were all so angry with their mother.



Point of View of *Restart*: _____

Who are the narrators so far? _____

➤ 30 Close Reading Assignments

➤ Notes for Literary Elements

➤ Graphic Organizers to Scaffold Learning

➤ Literary Skills-Based

CLOSE READINGS

Directions: Consider Chase's point of view in *Restart*. Complete the in-depth analysis of his point of view by rating the categories below. Include evidence from the story.

Trustworthiness – As a reader, do you trust Chase?	
Evidence to prove Chase is trustworthy:	Evidence to prove Chase is not trustworthy:

On a scale of 1 to 10, how trustworthy do you consider Chase? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Reliability – As a reader, can you rely on Chase?	
Evidence to prove Chase is reliable:	Evidence to prove Chase is not reliable:

On a scale of 1 to 10, how reliable do you consider Chase? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Forthcoming – Do you think Chase is informative and helpful?	
Evidence to prove Chase tells too little:	Evidence to prove Chase tells too much:

On a scale of 1 to 10, how forthcoming do you consider Chase? Does he tell too little or too much? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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➤ 4 Whole Novel Analysis Assignments

➤ Rigorous & Creative Tasks

➤ Accommodate for ALL Learners

➤ Text-Based Questions & Analysis

CLOSE READINGS

RESTART 

Close Reading 1.a: Chapters 1-2

Name: _____

Elements of a Story

Directions: The beginning of the novel contains *many* different elements that may leave readers wondering – who, what, where, when, huh? Let's reread the first chapter to get a better sense of these elements and to understand the start of this fantastic novel. Fill in the graphic organizer below.

Element	Details
Characters	What characters are we introduced to in the first chapters? Write their names and a brief description of who they are.

➤ Comprehensive Answer Key

➤ Thorough Examination of the Text

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Close Reading 1.a: Chapters 1-2

Name: _____

Elements of a Story

Directions: The beginning of the novel contains *many* different elements that may leave readers wondering – who, what, where, when, huh? Let's reread the first chapter to get a better sense of these elements and to understand the start of this fantastic novel. Fill in the graphic organizer below.

Element	Details
Characters	What characters are we introduced to in the first chapters? Write their names and a brief description of who they are. Type here
	Where and when does the novel take place? Describe the setting of the novel. Type here

➤ Google Slides™ Links

➤ Great for Rotation Model & Centers

CLOSE READINGS

RESTART 

Novel Analysis 1: Character Conversation

Name: _____

Character Conversation

Directions: In *Restart*, many characters interact with one another. However, not all characters do, not all conversations are finished, or some conversations have yet to happen. For this activity, you will have two characters engage in a conversation with each other. First, fill in the graphic organizers below to characterize each individual, identifying their most important personality trait and any ways they changed by the novel's end.

Character Trait	Analysis
Character 1 _____ (Name)	Evidence to prove characterization: Does this character change at all throughout the novel? If so, how?
Character 2 _____ (Name)	Evidence to prove characterization: Does this character change at all throughout the novel? If so, how?

Next, brainstorm at least two topics you think the two characters would chat about. **The topic should connect to 1 theme of the novel.** Explain why you think they would talk about these topics. Then, circle your final topic selection.


Topic	Why do you think the characters would talk about this topic? With what theme does this topic connect? How?

➤ Use to Differentiate for Students' Needs

➤ Focus Standards: Conflict, Theme, Character, Symbolism, Tone & Mood, Plot, Flashback, Setting, Point of View, Suspense & More

ASSESSMENTS

RESTART	Reading Check 1	RESTART	Reading Check 2
	Name:		Name:
Chapters 1-2		Chapters 3-4	
1. Why does Chase end up in a coma at the hospital?		1. What sport is Chase not allowed to play for the rest of the season?	
2. What is Chase's half-sister's name?		2. Who is Dr. Fitzwallace?	
3. What does Shoshanna do when Chase smiles at her at Heaven on Ice?		3. What does Brendan help Chase do?	



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novel quiz

Restart Quiz 1 - Order of Events

Order the following events of the novel in chronological order

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* Required

Email *

➤ 15 Mini-Quizzes – 3 Questions per Chapter

➤ Google Forms™ for Easy Grading

➤ Common Core-Aligned Materials

➤ Check for Understanding

ASSESSMENTS

RESTART 

Quiz 1: Chapters 1-10

Name: _____

SECTION I: Order the following events of the novel in chronological order

- _____ - Chase attends a Saturday football scrimmage and films footage for the video yearbook.
- _____ - Brendan helps Chase with his lunch after Chase sits at his table.
- _____ - Chase volunteers to go with Aaron and Bear to the Portland Street Assisted Living Residence.
- _____ - Shoshanna sees Chase smile at her at Heaven on Ice and dumps her yogurt on his head.
- _____ - Chase films Brendan's tricycle stunt at the car wash and then joins the video club.

SECTION II: Mark true statements with a T, and false statements with an F

- _____ - The only memory Chase has before his accident is playing dolls with Helene.
- _____ - Chase secretly returns twenty dollars to a Portland Street resident after Aaron and Bear accept money from her.
- _____ - Shoshanna despises Chase for bullying her brother so badly he left Hiawasse Middle School.
- _____ - When Brendan is being bullied by football players after the pep rally, Chase joins the bullying.
- _____ - Chase sustains a head injury and amnesia after being tackled head-on in a football game.

SECTION III: Fill-in-the-blank

1. _____ (name) has a crush on Chase and wants to join video club to be around him.
2. At Portland Street, Chase takes an interest in Mr. Solway, a _____ War veteran.
3. Chase, Aaron, and Bear are sentenced to community service for setting off _____ in a piano during a performance.
4. As Chase tries to talk to Mr. Solway, he realizes Mr. Solway was awarded the _____.
5. _____ (name) encourages Chase that his amnesia is a fresh start and opportunity to change.

SECTION IV: Multiple-choice

1. _____ Which of the following best characterizes Brendan?
 - a. Insensitive
 - b. Open-minded
 - c. Confident
 - d. Distrustful
2. _____ Which aspect of the novel's setting influences the characters the most?
 - a. Emphasis on sports teams at school
 - b. Beginning of the year and new students
 - c. New school and classmates
 - d. Culture of bullying at school

➤ 3 Novel Quizzes – 1 per Third of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

➤ Essay Choice Board – 4 Prompts

ASSESSMENTS

RESTART 

Final Literary Assessment A

Name: _____

Character Quote Matching

Match the correct quote OR description to the right character.

1. _____ Chase Ambrose	A. "The nurses all call me Mr. Happy Face—they think I don't know, because they assume I'm just as deaf as everybody else in this funny farm."
2. _____ Shoshanna Weber	B. "Well, he's got amnesia enough to forget that he's our boy."
3. _____ Brendan Espinoza	C. "I was harder on Chase than anybody else...And some of that was justified and some of it wasn't. I guess what I mean is, if I have faith that he's going to turn out okay, you can take it to the bank."
4. _____ Joel Weber	D. "Aw, come on, Champ, don't be that way...First that mess with the Weber kid, then the accident—it feels like it took forever to get the old Chase back."
5. _____ Aaron Hakimian	E. "I'm shooting this video to put up on YouTube, but I need a wingman. Can you help me out?" Part of me is screaming, Abort! Abort!
6. _____ Mr. Frank Ambrose	F. "I feel different; I have no urge to do the things I used to do. But the person who stole the medal was inside me once. I can't promise that he's gone forever."
7. _____ Kimberly Tooley	G. He can't remember anything—including the fact that I've had a crush on him since sixth grade, and he doesn't even know I'm alive.
8. _____ Mr. Julius Solway	H. <i>I've been victimized, but I don't have to let that define me as a victim.</i>

Figurative Language Matching

Write the correct type of figurative language on the blank, using S for simile, M for metaphor, P for personification, and H for hyperbole.

1. _____ So there I am in the middle of the cafeteria, hunched over the apex predator, cutting up his chicken.
2. _____ "You look like you've just seen the zombie apocalypse and it's coming this way."
3. _____ A million questions whirl through my head. Did I hear right? Is she kidding?
4. _____ Frustration wells up in me, mingling with my disappointment.
5. _____ I wouldn't exactly call it a tsunami of recollection. More like that water torture where the blindfolded prisoner feels a drip on his head just often enough to drive him crazy...

➤ Final Literary Tests

➤ A & B Format – Accommodate ALL Learners


➤ Flexible Implementation

➤ Answer Keys & Google Forms™ Links

VOCABULARY

Restart Vocabulary Practice 1

Questions Responses Settings Total points: 16



RESTART

vocabulary practice


Section 1 of 4

Restart Vocabulary Practice 1 - Part I

Read the following sentences. Check Correct when the vocabulary word is used correctly. Check Incorrect when the vocabulary word is used incorrectly.

Email *

Valid email

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Vocabulary Practice 1

Name:

Part I

Directions: Read the following sentences. Put a checkmark (✓) on the blank when the vocabulary word is used correctly. Put an x (X) on the blank when the vocabulary word is used incorrectly.

_____ - The obnoxious fans made it difficult for the visiting team to focus on the basketball court.

_____ - Even though the birthday party started out pleasant, it quickly became raucous, causing many guests to leave.

_____ - The towering cake looked so irresistible not a single person had a slice during the reception.

_____ - Despite our attempts at keeping the library open, we accepted the news of its closure with complete resignation.

_____ - The forest is such a hostile place that many creatures find it a welcoming place to live.

➤ 4 Vocabulary Lists - Word Location

➤ Google Forms for Easy Grading

➤ 4 Vocabulary Practice Assignments

➤ Multi-Model & Engaging

VOCABULARY

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Vocabulary Check 1

Name: _____

SECTION I: Match the correct definition, synonym, or antonym with the correct word

1. _____ Hostile	a. Definition: Extremely unpleasant or offensive
2. _____ Irresistible	b. Synonym: Harsh, sharp, or rowdy
3. _____ Obnoxious	c. Antonym: Friendly or mild
4. _____ Raucous	d. Definition: The acceptance of something undesirable but inevitable
5. _____ Resignation	e. Synonym: Tempting or inviting

SECTION II: Fill in the blank with the correct word

1. The cold temperatures were nearly _____ for the soccer players. They felt like ice cubes by the end of the game.
2. The new employee smiled _____ when introduced to other workers. He felt out of place and unskilled among so many veterans.
3. The candy shop had a _____ display of sweets. It became challenging to understand the many different desserts.
4. The _____ toddler refused to move away from the door and allow others to pass.
5. My groupmate _____ at my project idea. It made me reluctant to share any more ideas for the rest of the class period.

BEWILDERING – DEFIANT – SCOFFED – SHEEPISHLY – UNBEARABLE

➤ Use Synonyms, Antonyms, Definitions

➤ Determine Correct Usage in Context

➤ Create Sentences

➤ 4 Vocabulary Quizzes – Check for Understanding

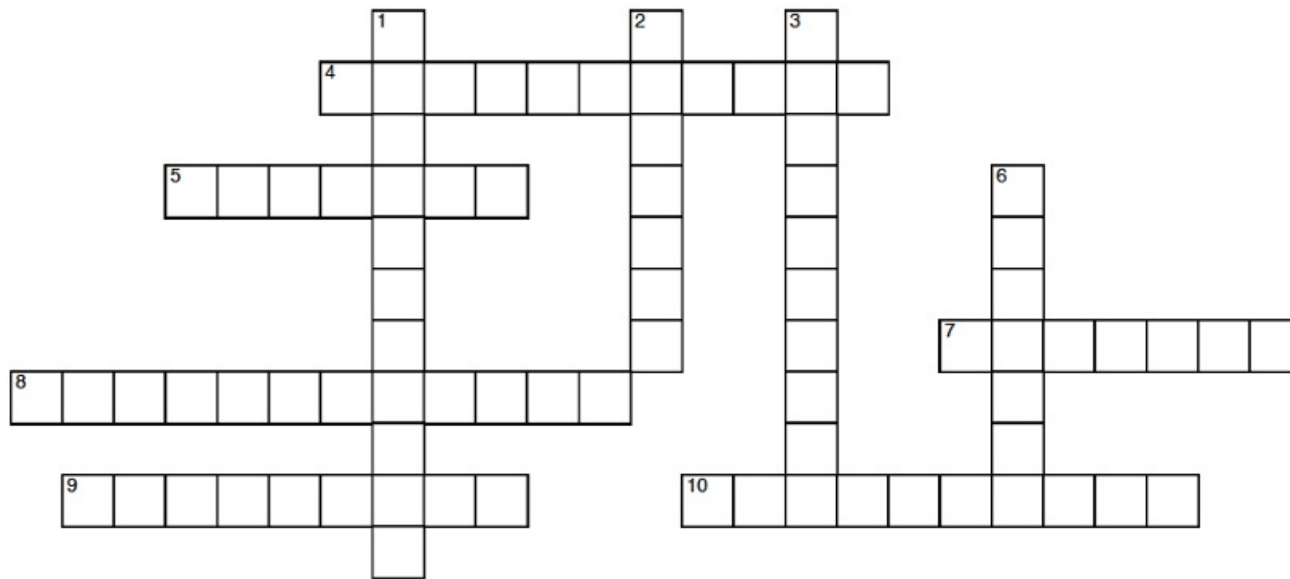
VOcabULARY

RESTART 

Vocabulary Crossword Puzzle 1

Name: _____

Directions: Match the definition, synonym, antonym, or sentence with the correct word.



ACROSS

- 4 Synonym: Baffling or perplexing
5 After the _____ patient realized the medical team was trying to help him, his attitude became much more friendly.
7 When I asked if the older gentleman needed help, he _____ and refused any assistance.
8 Antonym: Avoidable
9 Extremely unpleasant or offensive
10 After the customer yelled at the store manager, he _____ apologized for his behavior when other people in the store stopped and stared.

DOWN

- 1 The acceptance of something undesirable but inevitable
2 Antonym: Cooperative or apologetic
3 Not able to be endured or tolerated
6 Synonym: Harsh or rowdy

WORD BANK: BEWILDERING, DEFIANT, HOSTILE, IRRESISTIBLE, OBNOXIOUS, RAUCOUS, RESIGNATION, SCOFFED, SHEEPISHLY, UNBEARABLE

➤ 4 Crossword Puzzles

➤ Use for Centers or Rotation Model

➤ Graphic Organizers & Activity

➤ Answer Key & Google Slides™ & Forms™ Links

TEXTS & ACTIVITIES

Informational Texts

- What Is Memory?
- Types of Memory
- Memory & the Brain
- Real-Life Amnesia
- The Malleability of Memories

Extension Activities

- Brain vs. Computer
- Working on Memory
- Mapping Memories
- A Medal to Remember
- Creating Collective Memories
- Neuroplasticity
- Text Connections
- Final Project: A Realistic Restart?

INFORMATIONAL TEXTS

Real-Life AMNESIA

Informational Text 4

Name: _____

➤ 5 Nonfiction Readings

➤ Educational Text Features

➤ Glossary of Key Vocabulary

➤ 2-3 Pages Per Reading

Everyone forgets. Forgetfulness is a part of being human. From phone numbers to an item at the grocery store or directions to a favorite restaurant, every person knows what it's like to forget. However, amnesia¹ is entirely different than those momentary lapses.² When a person suffers from a brain disease, head injury, or brain infection, amnesia may arise as a symptom. Think about it like this: if you have a cold, congestion is a symptom of that virus; just like amnesia can be a symptom of brain disease, head injury, or brain infection.

Amnesia Basics

There are two main types of amnesia. The first type, called **anterograde amnesia**, is when a person has difficulty learning new information. The second type, called **retrograde amnesia** is when an individual has difficulty remembering past events or previously known information. Yet, no matter the type of amnesia, it can be temporary, permanent (which is rare), or progressive, meaning its effects expand or increase over time.

Brain diseases, head injuries, and brain infections that cause damage to the area of the brain controlling emotions and memories can result in amnesia. Still, amnesia is mostly related to short-term memory processes for retaining new information. This means a person with amnesia might struggle to keep appointments, show up on time, or forget what to do in school. They also could have difficulty recalling old information, such as remembering important dates or the phone number of a friend. Amnesia can also cause false memories, or **confabulation**. Confabulation is when a memory is completely made up or a real memory is misplaced in time. All these effects can make a person confused or disoriented.³

Describe the Difference

Summarize anterograde amnesia:

Summarize retrograde amnesia:

What is the biggest difference between anterograde amnesia and retrograde amnesia?

INFORMATIONAL TEXTS

Amnesia & Memory

What can a person with amnesia do to recover their memories? Unfortunately, treatment is limited. Time is often the only form of rehabilitation.⁴ Brain training exercises and medicine have not proven to be effective for recovering a person's ability to remember. Still, those that suffer from amnesia can use compensatory⁵ strategies to help with memory recall. Luckily, these strategies are common and proven effective, even for those that do not have amnesia. Compensatory strategies are the use of memory devices to help make up for a lack of memory storage or an inability to retain or access memories. These devices include writing down a grocery list, taking notes in a notepad, or setting an alarm on a phone. You may even use these strategies yourself! Still, they are even more helpful for those coping⁶ with the effects of amnesia.

Despite the various struggles a person with amnesia encounters, scientists have determined that amnesia does not affect a person's intelligence, attention span, general knowledge, personality, or identity. Personality changes happen when the regions of the brain that control personality or behavior are damaged as well. Amnesia often finds itself into mainstream culture because authors, writers, and artists tend to use amnesia as part of a storyline to captivate⁷ audiences and develop characters. Yet, the reality of amnesia is anything but glamorous. It can be a debilitating⁸ and disorienting symptom that has long-reaching effects on a person's life and their memory.

DID YOU KNOW?

Most everyone experiences a phenomenon known as infantile amnesia.



→ Inability of adults to remember early episodic memories



→ Almost all people do not remember events prior to age 4

GLOSSARY OF TERMS

¹ Amnesia: a partial or total loss of memory

² Lapses: a temporary failure of concentration, memory, or judgment

³ Disoriented: confused and unable to think clearly

⁴ Rehabilitation: the action of restoring someone to health or normal life through training and therapy after imprisonment, addiction, or illness

⁵ Compensatory: reducing or offsetting the unpleasant or unwelcome effects of something

⁶ Coping: deal effectively with something difficult

⁷ Captivate: attract and hold the interest and attention of

⁸ Debilitating: making someone very weak and infirm

➤ Appropriate Spacing to Allow for Annotation

➤ Common Core-Aligned

➤ Informational Texts and Science Standards

➤ Critical Thinking Opportunities

INFORMATIONAL TEXTS

Informational Text Analysis A
Name: _____

Real-Life AMNESIA

TEXT FEATURES Directions: Fill out the following organizer, identifying the key features of the informational text.

Feature 2: Did You Know?

What is it? Name/describe the feature.

How does this feature contribute to your understanding of the whole article?

TERMS & VOCABULARY Directions: Define the key terms below by using context clues from the text.

Anterograde amnesia	
Retrograde amnesia	
Confabulation	

Main Idea & Details Directions: Fill out the graphic organizer below in order to determine the main idea of the text.

Title: _____

Key Detail 1:	Key Detail 2:	Key Detail 3:

Main Idea: What is the article mostly about?

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➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts

INFORMATIONAL TEXTS

Informational Text Analysis B

Name:

Real-Life AMNESIA

➤ 2 Formats to Allow for Differentiation

➤ Use for Centers or Rotation Model

➤ Pair with Novel – Cross-Text Connections

➤ Answer Key & Google Slides™ Links

1. What purpose does the first paragraph serve in the text? Why do you think the author includes it? Support with textual evidence.

2. Summarize the difference between anterograde amnesia and retrograde amnesia. What are the most common causes for amnesia? Support with details.

Informational Text Analysis B

Name:

Real-Life AMNESIA

1. What purpose does the first paragraph serve in the text? Why do you think the author includes it? Support with textual evidence.

Type response here

2. Summarize the difference between anterograde amnesia and retrograde amnesia. What are the most common causes for amnesia? Support with details.

Type response here

3. What are the effects of amnesia? How do these effects make daily life more challenging for a person suffering from amnesia? Explain at least three and support with details from the text.

Type response here

4. How is amnesia treated? What can a person with amnesia do to help them combat the effects of this symptom? Support with details from the text.

Type response here

EXTENSION ACTIVITIES

BRAIN VS. COMPUTER

Extension Activity 1

Name: _____

➤ 7 Extension Activities

➤ Variety of Materials – Research, Working Memory Games, Writing

➤ Engage with Different Activities

➤ Comprehension & Analysis Questions

Computers have been at the forefront of cutting-edge technology for decades. They're able to complete incredible tasks at record speed, leading many to ponder whether computers are, in fact, more sophisticated and capable than the human brain.

What Are *Your* Thoughts About The Abilities of Computers & The Human Brain?

Consider your own opinions about computers and the human brain. Do you believe computers are more capable and intelligent than human brains? Do you think computers are just better? Or are human brains better? In the chart below, write down your opinions about computers versus human brains.

+ Computer + How do you think the computer is better than human brains?	+ Human Brain + How do you think the human brain is better than computers?
+ Computer – vs. + Human Brain – Which do you think is superior – the computer or the human brain? Why?	

EXTENSION ACTIVITIES

WORKING ON MEMORY

Extension Activity 2

Name: _____

➤ Allows for Differentiation

➤ Standards-Aligned – Informational & Science Texts

➤ Pair with Informational Texts

➤ Make Connections Between Texts

One characteristic of the human brain is that it can adapt and change. The brain is not fixed; it can continue to grow over time. A person can alter the structure of their brain to improve its function, especially when it comes to memories, by purposefully engaging in certain activities.

For this activity, you will participate in a series of games that are designed to help improve your working memory. While these games are certainly fun, they are also an excellent way to help recall information from working memory more accurately and efficiently.

Activity 1: Instant Replay

In Instant Replay, a slide or image will display on the screen. Your goal is to remember as many of the numbers, letters, or objects displayed on the screen. For each "round," write down what you remember seeing. Then, reflect on your experience.

Round	Items You Recall	Total Items on Slide
1		
2		
3		
4		

1. What did you find easy about the activity? What did you find difficult? How does the activity shape or change your understanding of working memory? Support with details.

EXTENSION ACTIVITIES

A Medal to Remember

Extension Activity 4

Name: _____

➤ Foster Rich Discussion

➤ Examination of Science of Memories, Amnesia

➤ Prompts Require Evidence-Based Responses

➤ Cross-Curricular Learning

As you learn from the "Medal of Honor" PowerPoint, complete the guided notes, tasks, and prompts below.


THE MEDAL OF HONOR IS CREATED

Directions: Complete the notes below.

What?	The United States' highest award for _____
Who?	Iowa Senator _____ introduced legislation on _____ to create "medals of honor"
When?	Medals honored enlisted seamen and marines (Navy) that demonstrated gallantry during the _____

MEANING BEHIND THE MEDAL

Directions: Complete the notes below.

Recipients of the Medal of Honor displayed the traits below when it mattered most: 1. _____ 2. _____ 3. _____ 4. _____ 5. Deep _____ of _____ 6. Desire to always do what is _____	Think about it! → What do these traits mean to you?  _____
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* BONUS RESOURCES *

Day 2 Restart Reading 1 | What Is Memory?

Essential Question(s)

- What story elements can you identify in the beginning of the novel? OR What is the point of view of the text? How does the point of view influence the reader's understanding of the text?
- What is human memory? How does it work? Why is memory important?
- Which is superior – the human brain or the computer?

Essential Standard(s) Covered

- RL.6.5 – Analyze how a particular scene fits into the overall structure of a text and contributes to the development of the text OR RL.6.6 – Describe how a narrator's or speaker's point of view influences how events are described
- RI.6.3 – Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
- W.6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

Lesson Overview

Bell Ringer	• Curious Questions – Write 2 or more questions you have about yesterday's class, lesson, readings, etc. What questions do you still have and want answered?
Vocabulary	• Complete vocabulary practice 1
Literary Notes	• Story Elements / Point of View notes – feel free to extend into a mini-lesson on story elements/point of view if needed
Reading	• Read Chapters 1-2 – reading can be aloud, in groups, or independently
Reading Analysis	• Chapter Questions 1 A and/or B Chapters 1-2, Close Reading 1: Story Elements or Point of View
Informational Text	• Informational Text 1: What Is Memory? – complete text analysis A and/or B
Extension Activity	• Activity 1: Brain vs. Computer– complete pre-work and begin research on capabilities of human brain and computer

Option: Facilitate a discussion with students about the connection between the informational texts / extension activities and the novel. How do they connect? How do they help you better understand the novel?

Resources Needed

- Novel: *Restart*
- Vocabulary: Practice 1 (Vocabulary Resources)
- Chapter Questions 1 A and/or B Chapters 1-2 (Chapter Questions Resources)
- Close Reading 1: Story Elements or Point of View (Close Readings Resources)
- Informational Text 1: What Is Memory? (Nonfiction Resources – Informational Texts)
- Extension Activity 1: Brain vs. Computer (Nonfiction Resources – Extension Activities)
- Exit Ticket Form (Assessment Resources)

Homework

- Novel Reading 2 – Chapters 3-4 (*Optional*)

Assessment

- Exit Ticket – How do you feel about Chase and the problems he faces? Why do you feel this way?

➤ 4-WEEK Unit with Novel Study Implementation Suggestions

➤ Pre-Reading Discussion Activity

➤ Pacing Guide & 20 Instructional Lesson Plans

➤ Instructional PowerPoint

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- Finally, thank you for your hard work and service to children. I know this product will help you in your efforts. Enjoy!