

LPSS Planning Guide

Restart

How can people grow from reflecting about their lives?

Unit Overview

We will read the novel *Restart* by Gordan Korman and a series of related literary and informational texts to explore the question: How can people grow from reflecting about their lives? We will also express our understanding through a narrative that reflects our knowledge of literary techniques, character development, and themes about self-reflection.

[Teaching Guide](#)

[LEAP Prep Opportunities](#)

[Resource Guide](#) | pgs. 30-120

Culminating Task– Narrative Writing Task (NWT)

Throughout the unit, you have read texts on the importance of reflection and change. How do characters in *Restart* grow from reflecting on the past? Choose a scene from a chapter of *Restart* that illustrates a change and then write a narrative in which you retell the scene from a different character's perspective. Use details from the chapter to develop your narrative.

Be sure to:

- use narrative techniques such as dialogue, pacing, description and reflection to develop the character's experiences.
- include details that show the character's growth from who he or she was in the past.
- maintain an accurate series of events from the original plot.
- use transitions and linking words to manage the sequence of me.
- use precise words and phrases that accurately reflect your chosen character/narrator.
- use sensory language to show the events unfold.

[CWT Rubric](#), [LEAP NWT Rubric](#)

[CWT exemplar](#)

Recommended Pacing

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48 days (including flex time)

Unit Standards (include link to unit standards when made available)

Bookmarks

[Section 1](#), [Section 2](#), [Section 3](#), [Section 4](#), [Section 5](#), [Section 6](#)

Section 1

Section Overview

In this section, students begin the unit by reading the short story “Seventh Grade” by Gary Soto and the informational text “Self-Concept” by Saul McLeod in order to explore narrative techniques and themes around self-perception. Students will then read Chapters One through Four of *Restart* by Gordon Korman, focusing on the main characters in order to identify how they perceive themselves and others. Students will also discuss the author’s narrative techniques and their impact on character development. Next, students will read the informational text “What Your Most Vivid Memories Say About You” by Susan Krauss Whitbourne about memories and connect this with the experiences of Chase in *Restart*. Finally, students will write about one important experience in the novel so far that leads Chase to a better understanding of his former personality.

Section Diagnostic Checklist

Students will write a response to the following prompt: What is an important experience that Chase has in the first section of the novel that begins to reveal to him who he was before the accident? How does the author use the narrative techniques of point of view and dialogue to help us understand the impact of this experience?

Culminating Task Connection

Students demonstrate an understanding of key events in the novel and how they are impacted by the author’s narrative techniques. This prepares students to select an important event and rewrite it using techniques reflected in the original text.

[Learning Log](#)

L	Notes	Lesson Resources
1	75-90 minutes In this lesson, students read the short story “Seventh Grade” by Gary Soto and analyze how the author uses narrative techniques to distinguish Victor’s point of view from	“Seventh Grade” Gary Soto (unit reader pages) Let’s Set the Context Video and handout (student)

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	that of the characters. Students will also prepare to write by previewing the culminating task. Finally, students will prepare for the culminating task by using the narrative techniques of dialogue and point of view to rewrite a short scene of “Seventh Grade” from another character’s point of view. Lesson Look Fors • Can students describe how Gary Soto distinguishes the points of view of various characters? • Can students rewrite a scene and establish another character’s point of view? Optional Activity 4: Close reading for relationships between characters’ interactions Optional Activity 5: Close reading focusing on dialogue between characters	Let’s Set the Context Video and handout (student) Mentor Sentence Tool (student) Mentor Sentence Tool (teacher) Culminating Task Tool
2	75-85 minutes In this lesson, students will read the article “Self-Concept” in order to understand the topic of self-understanding. Students will analyze word parts and meaning from the text. Then, students will write an evidence-based response that explains how this text relates to the character Victor in “Seventh Grade” by Gary Soto. Lesson Look Fors: • Can students connect the idea of “self-concept” to themes and characters in “Seventh Grade”? • Can students use text evidence to support a claim? Optional Activity 4: Close reading to understand self-concept	“Seventh Grade” Gary Soto (unit reader pages) “Self-Concept” by Saul McLeod (unit reader pages) Vocabulary Tool (student) Vocabulary Tool (teacher) Forming Claims Tool (student) Forming Claims Tool (teacher)
3	85-95 minutes In this lesson, students will read chapter one of <i>Restart</i> by Gordan Korman. Students will use the Character Analysis Tool to examine a character, including his experiences, his self-concept, and his point of view. Then, students will use evidence to defend a claim.	<i>Restart</i> by Gordon Korman (chapter 1, pages 1-12) “Self-Concept” by Saul McLeod (unit reader pages) Let’s Set the Context Video and handout

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	Lesson Look Fors: • Can students determine Chase’s point of view and his self-concept? • Can students use evidence to support a claim about Chase and his self-concept? Optional Activity 1: Vocabulary in context Optional Activity 8: Close reading-chapter 1 about interactions between characters	(student) Evidence Tool (student) Evidence Tool (teacher) Mentor Sentence Tool (student) Mentor Sentence Tool (teacher) Character Analysis Tool (student) Character Analysis Tool (teacher)
4	85 minutes In this lesson, students will read Chapters Two through Four of <i>Restart</i>. Students will analyze the characters of Shoshanna, Brendan, and Chase, specifically their interactions, self-concepts, and narrative points of view. Then, students will analyze the differences in points of view between each character and how the author develops those differences. Lesson Look Fors: • Can students determine the differences between Shoshanna, Brendan, and Chase’s points of view? • Can students compare and contrast characters in a fictional story?	<i>Restart</i> by Gordon Korman (chapters 2-4, pages 13-32) Character Analysis Tool (student) Character Analysis Tool (teacher)
5	60-65 minutes In this lesson, students will read the article “What Your Most Vivid Memories Say About You” by Susan Krauss Whitbourne. Students will compare and contrast Shoshanna and Chase’s memories. Then, students will engage in a discussion to connect information from “What Your Most Vivid Memories Say About You” to <i>Restart</i>. Lesson Look Fors: • Can students analyze the importance of memories and how Gordon Korman uses memory to develop the characters of Chase and Shoshanna? • Can students use text evidence to support their ideas in a discussion?	“What Your Most Vivid Memories Say About You” by Susan Krauss Whitbourne (unit reader pages)

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	Optional Activity 1: Building context by making inferences Core Activity 6: Whole class discussion-comparing texts	
6	70-80 minutes In this lesson, students will write a response to the following prompt: What is an important experience that Chase has in the first section of the novel that begins to reveal to him who he was before the accident? How does the author use the narrative techniques of point of view and dialogue to help us understand the impact of this experience? This is the section diagnostic. Culminating Task Connection Students demonstrate an understanding of key events in the novel and how they are impacted by the author’s narrative techniques. This prepares students to select an important event and rewrite it using techniques reflected in the original text. Lesson Look Fors: • Can students determine an important experience in Chase’s life and how it impacts the reader’s understanding of him? • Can students provide evidence as they analyze an author’s use of narrative techniques? Optional Activity 1: Prompt analysis Section Diagnostic Activity 6: Compose work Optional Activity 7: Revising and editing Section Diagnostic	<i>Restart</i> by Gordon Korman (chapter 1, pages 1-12) “Self-Concept” by Saul McLeod (unit reader pages) “What Your Most Vivid Memories Say About You” by Susan Krauss Whitbourne (unit reader pages) Section Diagnostic Exemplar (teacher) Section Diagnostic Checklist (teacher) Section Diagnostic Data Collection Tool (teacher) Character Analysis Tool (student) Character Analysis Tool (teacher)

Section 2

Section Overview

In this section, students will continue reading chapters five through eight of *Restart*. Students will discuss characterization and conflict as Chase begins to remember more things about his past while making some surprising new friends. Students will then read the informational texts “Conformity” by Charlotte Harrison and “Peer Pressure Has a Positive Side” by Annie Murphy Paul which is about the influence of peers. Finally,

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students will conclude the section by engaging in a discussion on how the influence of peers impacts Chase and reflects actual research.

Section Diagnostic Checklist

Students will prepare for and participate in a discussion on the following questions: How does peer influence affect Chase after his accident? How does the author include events that reflect peer influence in the novel? Does the impact of peer influence in the novel reflect the research? Use evidence from the two articles and the novel to support your claims.

Culminating Task Connection

Students demonstrate their understanding of the dual nature of peer influence. This prepares students to understand more deeply the conflicts and actions of the characters in *Restart*.

[Section Quiz](#)

[Learning Log](#)

L	Notes	Lesson Resources
1	75 minutes In this lesson, students will read chapters five and six of <i>Restart</i>. Students will use the Character Analysis Tool to record what they notice about Chase, his former friends, and Brendan, including how their interactions and conflicts reveal various aspects of their characters. Then, students will write a response to analyze the point of view. Lesson Look Fors: • Can students determine how characters' points of view develop through their interactions and conflicts? • Can students write an evidence-based response about narrative point of view?	<i>Restart</i> by Gordon Korman (chapters 5 and 6, pages 33-53) Character Analysis Tool (student) Character Analysis Tool (teacher)
2	75-95 minutes In this lesson, students will read chapters seven and eight of <i>Restart</i>. Students will analyze Shoshanna's conversations with her brother and Chase's most recent memory. Then, students will analyze a writing prompt and exemplar to clarify success criteria	<i>Restart</i> by Gordon Korman (chapters 7 and 8, pages 54-67) Character Analysis Tool (student) Character Analysis Tool (teacher)

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	and improve their writing. Lesson Look Fors: • Can students determine how Chase’s memory of an event reveals his point of view? • Can students analyze writing and participate in a discussion to determine Chase’s self-awareness? Optional Activity 5: Close reading- react to chapter 8 Optional Activity 8: Exemplar review	
3	60-90 minutes In this lesson, students will read “Conformity” by Charlotte Harrison to understand the positive and negative sides of conformity. Students will also discuss Muzafer Sherif’s experiment and how it relates to their personal experiences in school. Then, students will express their understanding of the text by composing a written response. Lesson Look Fors: • Can students define mass conformity in our society and connect it to characters’ experiences in a fictional text? • Can students write an evidence-based response comparing ideas in multiple texts? Optional Activity 3: Whole class discussion making personal connections to text Optional Activity 4: Sentence expansion Optional Activity 6: Respond to questions about “Conformity”	<i>Restart</i> by Gordon Korman “Conformity” by Charlotte Harrison (unit reader pages)
4	65-95 minutes In this lesson, students will read “Peer Pressure Has a Positive Side” by Annie Murphy Paul. Students will compare and contrast the message that this article says compared to the previous article. Then, students will answer questions to express their	<i>Restart</i> by Gordon Korman “Peer Pressure Has a Positive Side” by Annie Murphy Paul (unit reader pages) Ted Talk “Play the Game of Social Pressure”

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	understanding of peer influence in <i>Restart</i>. Lesson Look Fors: • Can students determine the positive and negative consequences of peer influence and connect this to themes developed in <i>Restart</i>? • Can students write a claim and support it with evidence from an informational text? Optional Activity 1: Watch Ted Talk video and take notes Optional Activity 3: Sentence expansion	(video) Compare and Contrast (student) Compare and Contrast (teacher)
5	85-95 minutes In this lesson, students will prepare for and participate in a discussion on the research behind peer influence and the role it plays in <i>Restart</i> so far. This is the Section Diagnostic. Culminating Task Connection Students demonstrate their understanding of the dual nature of peer influence. This prepares students to understand more deeply the conflicts and actions of the characters in <i>Restart</i>. Lesson Look Fors: • Can students determine the impact of peer influence on Chase after his accident? • Can students participate in a discussion using evidence from multiple texts? Section Diagnostic Activity 5: Socratic Seminar Optional Activity 6: Discussion reflection of participation Optional Activity 7: Discussion reflection on understanding of topics	<i>Restart</i> by Gordon Korman “Conformity” by Charlotte Harrison (unit reader pages) “Peer Pressure Has a Positive Side” by Annie Murphy Paul (unit reader pages) Character Analysis Tool (student) Character Analysis Tool (teacher) Discussion Tool (student) Discussion Tool (teacher) Section Diagnostic Checklist (teacher) Section Diagnostic Exemplar (teacher) Section Diagnostic Data Collection Tool (teacher)
Section 3		

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Section Overview

In this section, students will read chapters nine through fourteen of *Restart* by Gordon Korman as well as an excerpt from *A Christmas Carol* by Charles Dickens. In both texts, students will study the authors' narrative techniques, specifically connected to the way the main characters perceive their former selves and show signs of development. Finally, the students will rewrite a scene from *Restart* from another character's point of view.

Section Diagnostic Checklist

Students will rewrite the altercation after the pep rally from page 82 ("And then the rally's over.") to page 84 ("He disappears after the team.") in *Restart* from Chase's point of view. Be sure to include dialogue from the text as well as details about how Chase is thinking and feeling about his role in the altercation. Additionally, students should select at least two narrative techniques used by Korman to mimic in their narrative.

Culminating Task Connection

Students demonstrate their ability to write a narrative based on *Restart*, utilizing narrative techniques employed by the novel's author and showing a deep understanding of the main character. This prepares students to complete a similar piece of writing for the culminating task by establishing a narrative point of view.

[Learning Log](#)

L	Notes	Lesson Resources
1	60-85 minutes In this lesson, students will read chapter nine of <i>Restart</i>. Students will continue to analyze Chase based on the events in this chapter. Students will discuss the development and impact of the first-person point of view on the meaning of the text. Then, students will write a response to analyze how Chase develops throughout the chapter. Lesson Look Fors: • Can students determine how Korman develops Chase's point of view and the impact of his point of view on the text? • Can students analyze how an author distinguishes different points of view?	<i>Restart</i> by Gordon Korman (chapter 9, pages 68-80) Character Analysis (student) Character Analysis (teacher)

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	Optional Activity 1: Impact of point of view Optional Activity 3: Impact made from change of point of view Optional Activity 5: Questions to analyze a different point of view	
2	65-80 minutes In this lesson, students will read chapters ten and eleven of <i>Restart</i>. Students will discuss the author's purpose for including additional points of view and continue updating their character analysis tool. Then, students will develop a response for how the author uses multiple points of view to develop a character Lesson Look Fors: • Can students determine how other characters emphasize Chase's development over the course of the text? • Can students write and defend a claim about the author's purpose using text evidence? Optional Activity 3: Author's purpose in text Optional Activity 5: Close reading of chapters 10/11 to discuss relationships between characters	<i>Restart</i> by Gordon Korman (chapters 10 and 11, pages 81-91) Character Analysis (student) Character Analysis (teacher) Forming Claims Tool (student) Forming Claims Tool (teacher)
3	60-100 minutes In this lesson, students will read chapters twelve and thirteen of <i>Restart</i> and continue to add to their Character Analysis Tool. Then, students will compare and contrast the dialogue that Mr. Solway uses when talking to Chase and Shoshanna. Students will discuss and then write a response to express their understanding of the author's use of dialogue. Lesson Look Fors: • Can students determine how dialogue is used to develop characters in <i>Restart</i>? • Can students compare and contrast tone and its purpose?	<i>Restart</i> by Gordon Korman (chapters 12 and 13, pages 92-107) Character Analysis (student) Character Analysis (teacher) Dialogue Understanding Tool (student) Dialogue Understanding Tool (teacher) Evidence Tool (student) Evidence Tool (teacher)

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	Optional Activity 1: Four corners about characters Optional Activity 3: Close reading-effect of the author Optional Activity 5: Sentence expansion Optional Activity 8: Close reading to compare characters in two stories Optional Activity 10: Impact of dialogue discussion	
4	65-85 minutes In this lesson, students will read chapter fourteen of <i>Restart</i>. Students will discuss Chase's father, how the author describes him, and how his interactions influence Chase. Students will analyze Chase's tone when discussing his father and continuing adding to their Character Analysis tool. Students will express their understanding of internal conflict and its impact on character's points of view. Lesson Look Fors: • Can students determine what Chase's internal conflict is? • Can students write and defend a claim about the conflict and point of view using text evidence? Optional Activity 1: Description to describe people Optional Activity 3: Using descriptive details reacting to chapter 14 Optional Activity 5: Peer writing analysis of different points of view	<i>Restart</i> by Gordon Korman (chapter 14, pages 108-121) Character Analysis (student) Character Analysis (teacher)
5	60-75 minutes In this lesson, students read Stave II from <i>A Christmas Carol</i>. Students will analyze the text to determine how Dickens uses specific words and phrases to create characterization in the Spirit and Scrooge. Students will discuss the author's description of the setting of Scrooge's past and how it impacts the tone. Students will then write a response to express their understanding of how the author's choices impact readers' feelings toward characters. Lesson Look Fors:	"Stave II: The First of the Three Spirits" from <i>A Christmas Carol</i> (unit reader pages) <i>A Christmas Carol</i> video Story Elements Tool (student) Story Elements Tool (teacher)

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	• Can students determine how Dickens develops Scrooge’s character? • Can students write a claim to analyze the impact of word choice and use text evidence to support their response? Optional Activity 3: Vocab in context–word parts Optional Activity 6: Close reading of Stave II	
6	65-80 minutes In this lesson, students will continue reading <i>A Christmas Carol</i>. Then, students will analyze Fezziwig’s character and how he contributes to the overall mood of the text. Students will continue to compare the characterization of Scrooge and Chase and contrast their internal conflicts. Students will write a multi-paragraph response analyzing Dickens’ development of Scrooge. Lesson Look Fors: • Can students determine how a character contributes to the mood of a text? • Can students compare and contrast characters and their points of view across texts? Optional Activity 3: Sentence combining using transitions Optional Activity 5: Close reading to compare two texts	"Stave II: The First of the Three Spirits" from <i>A Christmas Carol</i> (unit reader pages) <i>Restart</i> by Gordon Korman
7	75-85 minutes In this lesson, students will continue reading <i>A Christmas Carol</i> and analyze what happens to Scrooge with Belle. Students will compare and contrast this with Chase’s current conflict. Students will analyze how point of view contributes to the overall meaning of this text. Lesson Look Fors: • Can students determine how point of view impacts meaning? • Can students discuss similarities and differences in characters across texts?	"Stave II: The First of the Three Spirits" from <i>A Christmas Carol</i> (unit reader pages) <i>Restart</i> by Gordon Korman

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	Optional Activity 2: Close reading to understand text Core Activity 5: Whole class discussion-Stave II	
8	70-90 minutes In this lesson, students will rewrite a scene in <i>Restart</i> from Chase’s point of view. Students will select at least two narrative techniques such as point of view, characterization, dialogue, descriptive language, etc. used by Korman to apply to their narrative. Culminating Task Connection Students demonstrate their ability to write a narrative based on <i>Restart</i>, utilizing narrative techniques employed by the novel’s author and showing a deep understanding of the main character. This prepares students to complete a similar piece of writing for the culminating task by establishing a narrative point of view. Lesson Look Fors: • Can students determine how Chase would react to the events after the pep rally? • Can students write a narrative that is based off of a mentor text? Section Diagnostic Activity 4: Compose work Optional Activity 5: Peer revision and editing for descriptions, transitions, and phrases	<i>Restart</i> by Gordon Korman Plot Diagram (student) Section Diagnostic Checklist (teacher) Section Diagnostic Exemplar (teacher) Section Diagnostic Data Collection Tool (teacher)

Section 4

Section Overview

In this section, students will read chapters fifteen through twenty-one of *Restart*, as well as the personal essay “Chameleon” by David Lopera, and discuss the concepts of friendship and popularity. Students will explore the deep conflicts of characters as they question their friendships and suffer consequences for their actions and investment in popularity. Students will also participate in a discussion about Chase and how, if at all, he has changed as a person.

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Section Diagnostic Checklist

Prepare for and participate in a discussion on the following prompt: Has Chase truly changed as a person? How does the author's characterization of Chase support your position?

Culminating Task Connection

Students demonstrate their understanding of Chase, specifically his development through the author's characterization techniques. This prepares students to develop the characters in their narrative through techniques such as dialogue, internal and external conflict, etc.

[Learning Log](#)

L	Notes	Lesson Resources
1	90-95 minutes In this lesson, students will read chapters fifteen through sixteen of <i>Restart</i>. Students will analyze Chase's interactions with Shoshanna and Brendan, using an Evidence Tool. Then, students will participate in a discussion to analyze the difference in Chase's impact on each of these characters since the start of the novel. Lesson Look Fors: • Can students analyze Chase's impact on other characters throughout the text? • Can students engage effectively in collaborative discussions? Optional Activity 4: Close reading for author's structure in understanding characters	<i>Restart</i> by Gordon Korman (chapters 15 and 16, pages 122-136) Evidence Tool (student) Evidence Tool (teacher)
2	65-95 minutes In this lesson, students will read chapters seventeen and eighteen of <i>Restart</i>. Students will discuss how a character's feelings impact the mood. Then, students will use the Character Analysis Tool to add how Korman uses Chase's inner thoughts to show his development. Students will then write a response about mood and provide text evidence in support of their claim.	<i>Restart</i> by Gordon Korman (chapters 17 and 18, pages 137-154) Character Analysis Tool (student) Character Analysis Tool (teacher)

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	Lesson Look Fors: • Can students understand the development of Chase’s inner thoughts? • Can students use relevant evidence to analyze the impact of characterization on mood? Optional Activity 1: Pair discussion Optional Activity 4: Building reasoning for text evidence Optional Activity 5: Close reading for characterization and evidence	
3	55-85 minutes In this lesson, students will read chapters nineteen and twenty of <i>Restart</i> and discuss with partners the contrast in tone. Students will come up with a collaborative definition for “friendship.” Then, students will prepare and engage in a discussion. Lesson Look Fors: • Can students determine which character best demonstrates friendship and how the author’s choices contribute to our understanding? • Can students prepare to discuss and discuss a question about the text? Optional Activity 3: Selecting text evidence for tone Optional Activity 4: Mentor sentence analysis Optional Activity 7: Whole class discussion Optional Activity 9: Whole class discussion	<i>Restart</i> by Gordon Korman (chapters 19 and 20, pages 155-167)
4	80-90 minutes In this lesson, students will read chapter twenty-one of <i>Restart</i>. Students will analyze the similarities and differences between adults in Chase’s life and his reaction to each of these adults. Then students will develop a claim, supported by evidence, in response to a question. Lesson Look Fors:	<i>Restart</i> by Gordon Korman (chapter 21, pages 168-178) Compare and Contrast (student) Compare and Contrast (teacher) Narrative Writing Frame

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	• Can students analyze the impact of Chase’s interactions with adults in his life? • Can students write and support a claim using text evidence? Optional Activity 2: Mentor sentence analysis Core Activity 4: Discussion prep–conversation stems Core Activity 6: Whole class discussion	
5	45-65 minutes In this lesson, students will read the article “Chameleon.” Students will make personal connections by examining aspects of “chameleons” that they see in their own school. Then, students will discuss with a partner what message the author is developing as well as which characters in <i>Restart</i> embody this message. Lesson Look Fors: • Can students determine how characters’ actions help develop a theme or topic? • Can students write and support a claim using text evidence? Optional Activity 3: React to text Optional Activity 5: Close reading of article to make connections to text	<i>Restart</i> by Gordon Korman "Chameleon" from "It's Not the Stone That Brings You Strength" David Lopera (unit reader pages)
6	70-85 minutes In this lesson, students will prepare for and participate in a discussion of the following prompt: Has Chase truly changed as a person? How does the author’s characterization of Chase support your position? This is the section diagnostic. Culminating Task Connection Students demonstrate their understanding of Chase, specifically his development through the author’s characterization techniques. This prepares students to develop the characters in their narrative through techniques such as dialogue, internal and external conflict, etc.	<i>Restart</i> by Gordon Korman Section Diagnostic Checklist (teacher) Section Diagnostic Exemplar (teacher) Section Diagnostic Data Collection Tool (teacher)

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Lesson Look Fors:

- Can students determine if Chase has truly changed?
- Can students engage effectively in a collaborative discussion about text, building on or challenging others' ideas and expressing their own clearly?

Optional Activity 3: Review roles of listener and speaker during discussion

Section Diagnostic Activity 4: Class discussion-understand text

Section 5

Section Overview

In this section, students will read final chapters twenty-two through thirty of *Restart* and reflect on the major experiences that facilitated change throughout the novel. Students will then read two additional narrative texts, "I Am Not An Inmate...I Am A Man. And I Have Potential" by Deena Prichet and "The Destinies of Two Men Who Share One Name" by Melissa Block and Michele Norris, that explore real examples of how people can learn and grow from their pasts. Students will conclude the section by creating a presentation to track the overall development of a major character from *Restart*.

Section Diagnostic Checklist

Group presentations: Each group will select from the following characters: Chase, Shoshana, or Joel. Create a presentation that discusses who the person was at the beginning of the text, at least three major experiences that helped them change, and who they are at the end of the text. Include evidence for each of the five sections (initial characterization, three experiences, changed character) and explain how the evidence supports your claims. Additionally, include images that represent each section.

(Note for future development: Make sure we have a writing piece in this section that compares the factors of the two supplemental texts in terms of what made the men reflect on their pasts and change)

Culminating Task Connection

Students demonstrate their understanding of a main character's growth and the factors that led to it. This prepares students to write a narrative which depicts a key event in the novel and accurately reflects how a character would have felt during the event.

[Section Quiz](#)

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Learning Log		
L	Notes	Lesson Resources
1	75-90 minutes In this lesson, students will read chapters twenty-two and twenty-three of <i>Restart</i> and discuss the change in Shoshanna’s perspective of Joel. Then, students will continue to add to their Character Analysis Chart. Students will then express understanding by analyzing how the author’s words impact the reader’s understanding of the character’s development. Lesson Look Fors: • Can students determine Chase’s development throughout the text? • Can students write a claim and support it with text evidence? Optional Activity 5: Close reading and respond to questions Optional Activity 6: Expanding simple sentences	<i>Restart</i> by Gordon Korman (chapters 22 and 23, pages 179-191) Combining/Expanding Sentences Tool (student) Combining/Expanding Sentences Tool (teacher) Combining/Expanding Sentences Tool 2 (student) Combining/Expanding Sentences Tool 2 (teacher) Character Analysis Tool (student) Character Analysis Tool (teacher)
2	70-80 minutes In this lesson, students will read “I Am Not An Inmate ... I Am A Man. And I Have Potential” by Deena Prichep. Students will discuss with a partner the perspectives of several incarcerated men. Students will also analyze the connections between the article and the novel <i>Restart</i>. Lesson Look Fors: • Can students determine how people’s perspectives can change from an experience like prison? • Can students make connections between topics within a fiction text and a non-fiction text? Optional Activity 4: Forming claims practice	“I Am Not An Inmate ... I Am A Man. And I Have Potenal” by Deena Prichep (unit reader pages) <i>Restart</i> by Gordon Korman Discussion Tool (student) Discussion Tool (teacher)

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3	60-70 minutes In this lesson, students will read the article “The Destinies of Two Men Who Share One Name” by Melissa Block and Michelle Norris. Then, students will identify how each Wes Moore is different and what circumstances led to these differences. Students will compare and contrast the paths of the men in this text with the paths of the men in “I Am Not An Inmate ... I Am A Man. And I Have Potential.” Students will also analyze the difference in circumstances in each text and discuss how these examples connect to the idea of growth through self-reflection. Lesson Look Fors: • Can students determine the impact of self-reflection on the individuals in <i>Restart</i>, “I Am Not An Inmate ... I Am A Man. And I Have Potential,” and “The Destinies of Two Men Who Share One Name?” • Can students analyze how multiple authors or speakers share information about similar topics? Optional Activity 2: Building context about Wes Moore Core Activity 3: Paired discussion compare/connect ideas across texts Core Activity 5: Paired discussion compare/connect ideas across texts	"The Destinies Of Two Men Who Share One Name" NPR; interviewee is Wes Moore (unit reader pages) <i>Restart</i> by Gordon Korman Discussion Tool (student) Discussion Tool (teacher)
4	80-90 minutes In this lesson, students will read and analyze chapters twenty-four and twenty-five of <i>Restart</i>. Students will also write a response to express their understanding of redemption within the texts. Lesson Look Fors: • Can students analyze the significance of Chase’s decisions? • Can students gather relevant evidence from multiple sources to support a claim? Core Activity 2: Paired discussion focusing on theme	<i>Restart</i> by Gordon Korman (chapters 24 and 25, pages 192-206) "I Am Not An Inmate ... I Am A Man. And I Have Potenal" by Deena Prichet (unit reader pages) "The Destinies Of Two Men Who Share One Name" NPR; interviewee is Wes Moore (unit reader pages) Discussion Tool (student) Discussion Tool (teacher)

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	Optional Activity 4: Discussion prep to gather evidence Core Activity 6: Class discussion	
5	65-85 minutes In this lesson, students will read chapters twenty-six through twenty-eight of <i>Restart</i> and analyze the significance of Joel's forgiveness. Then, students will determine the cause of the fight between Chase, Bear, and Aaron and analyze Chase's actions. Lesson Look Fors: • Can students analyze the change in Chase over the course of the novel? • Can students determine how an author develops a theme throughout a text? Optional Activity 1: Making inferences about behavior of character Optional Activity 3: Sentence analysis on tone	<i>Restart</i> by Gordon Korman (chapters 26-28, pages 207-224)
6	70-75 minutes In this lesson, students will read chapters twenty-nine through thirty of <i>Restart</i>. Students will discuss the importance of everyone's reaction to Chase stealing the medal, specifically how this shows others' feelings about change and duality. Then, students will compare how this is proved or disproved after the trial. Finally, students will analyze how different characters perceive the ending of the text and the changes in Chase. Lesson Look Fors: • Can students analyze how others perceive Chase at the end of the text Chase? • Can students write a claim and support it with text evidence? Optional Activity 1: Discuss question with partner for understanding	<i>Restart</i> by Gordon Korman (chapters 29 and 30 pages 225-243) Mentor Sentence Tool (student) Mentor Sentence Tool (teacher) Flow Chart
7	75-85 minutes In this lesson, each group will develop a presentation to explain how the characters	<i>Restart</i> by Gordon Korman Organization Frame Tool

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	have developed over the course of the text. Lesson Look Fors: • Can students analyze the change of a character over time? • Can students write a claim and support it with text evidence? Optional Activity 3: Prompt analysis + partner discussion	Section Diagnostic Checklist
8	75-90 minutes In this lesson, each group will select from the characters Chase, Shoshana, or Joel and create and deliver a presentation that discusses how the character changed over the course of the text. This is the Section Diagnostic. Culminating Task Connection Students demonstrate their understanding of a main character’s growth and the factors that led to it. This prepares students to write a narrative which depicts a key event in the novel and accurately reflects how a character would have felt during the event. Lesson Look Fors: • Can students analyze the change of a character over time? • Can students effectively deliver a presentation that makes a claim and uses relevant evidence from a text? Section Diagnostic Activity 1: Deliver presentations Optional Activity 2: Respond to central question of unit Optional Activity 3: Presentation reflection	<i>Restart</i> by Gordon Korman Section Diagnostic Checklist (teacher) Section Diagnostic Exemplar (teacher) Section Diagnostic Data Collection Tool (teacher)
Section 6 Section Overview: In this section, students prepare to write, develop, and publish the Culminating Task narrative. They answer questions about the task as they		

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prepare to rewrite a section of the novel *Restart*. Students analyze their selected scene and character and incorporate narrative techniques to model those of Gordan Korman. Students compose and revise a draft of their narrative and then publish a final draft.

Culminating Task:

Throughout the unit, you have read texts on the importance of reflection and change. How do characters in *Restart* grow from reflecting on the past? Choose a scene from a chapter of *Restart* that illustrates a change and then write a narrative in which you retell the scene from a different character's perspective. Use details from the chapter to develop your narrative.

Be sure to:

- use narrative techniques such as dialogue, pacing, description and reflection to develop the character's experiences.
- include details that show the character's growth from who he or she was in the past.
- maintain an accurate series of events from the original plot.
- use transitions and linking words to manage the sequence of time.
- use precise words and phrases that accurately reflect your chosen character/narrator.
- use sensory language to show the events unfold.

Learning Log

L	Notes	
<u>1</u>	60-80 minutes In this lesson, students will begin the brainstorming stage of the writing process for the Culminating Task. Students will gather evidence in the lesson to help them select the focus of their narrative. Lesson Look Fors: • Can students understand the concept of change through reflection as indicated by the culminating task prompt? • Can students select relevant evidence aligned to the culminating task prompt? Optional Activity 1: Writing prep based on initial understanding of prompt	<i>Restart</i> by Gordon Korman Culminating Task Tool

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	Optional Activity 3: Writing prep-understand prompt deeper	
<u>2</u>	90 minutes In this lesson, students will begin drafting their Culminating Task. They will use details from their selected chapter to develop their ideas. Lesson Look Fors: • Can students establish a narrative point of view and logical sequence of events? • Can students draft a narrative using an organization frame?	<i>Restart</i> by Gordon Korman Culminating Task Tool Culminating Task Rubric, LEAP NWT Rubric
<u>3</u>	65-75 minutes In this lesson, students will reflect on skills and habits to begin the process of revising and editing. The students will peer and self-edit narratives. The class will review the scoring rubric and examine the differences in scoring categories. They will then read and analyze a peer's narrative for comprehension, appropriate character development, and conventions using the rubric and have a peer conference. The students will then revise and edit their work to prepare to publish the final draft of their narrative. Lesson Look Fors: • Can students use words, phrases, and clauses to create cohesion in their writing? • Can students write fluently and effectively to develop a narrative? Optional Activity 1: Writing reflection based on skills and habits	<i>Restart</i> by Gordon Korman Culminating Task Tool Culminating Task Rubric, LEAP NWT Rubric
<u>4</u>	70 minutes In this lesson, students will publish their narratives and reflect on the unit's central question.	<i>Restart</i> by Gordon Korman Culminating Task Rubric, LEAP NWT Rubric Culminating Task Exemplar

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	Lesson Look Fors: • Can students reflect on their understanding of the unit central question? • Can students evaluate their writing to create a published version? Culminating Task Activity 1: Narrative final draft	
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