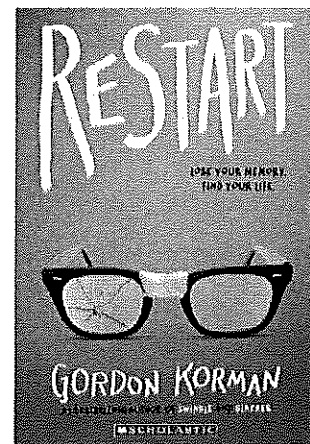


**North Shore Hebrew Academy**  
**6<sup>th</sup> Grade Summer Reading Assignment**

Dear Students and Parents,

Over the summer, all students entering sixth grade will be reading the novel *Restart* by Gordon Korman. The book will be available for purchase at Barnes & Noble on Northern Boulevard in Manhasset. It can also be found online. ([Restart by Gordon Korman](#))



Before, during and after reading, you should use the attached information to guide your reading and better help you understand the novel. Be prepared to hand in your assignments and annotated books on the first day of school.

In addition to the novel, students will be responsible for a list of vocabulary words. These words are linked here: [6th Grade Summer Vocabulary](#) or can be accessed by logging on to [quizlet.com](http://quizlet.com) and then searching [nshamiddleschool](http://nshamiddleschool). This will bring you to the 6<sup>th</sup> Grade Summer Vocabulary link.

Students will have an assessment on both items upon entering school in September.

If you have any questions or concerns, you may email me at [lguggenheimer@nsha.org](mailto:lguggenheimer@nsha.org)

I look forward to a wonderful and productive year together!

**Before Reading the Novel:**

**Read the article: (attached to this document)**

(<https://kidshealth.org/en/kids/memory.html?view=ptr&WT.ac=k-ptr>)





## Memory Matters

Remember that great summer vacation you took last year? When you think back on it, you might see flashes of a day you spent swimming or a night spent watching fireworks explode high in the sky.

But how do you store those images, so you can enjoy them later? It's your memory — and it's part of your complex and multitalented brain.

### What Is Memory?

When an event happens, when you learn something, or when you meet someone, your brain determines whether that information needs to be saved. If your brain judges the information important, it places it in your memory "files."

You probably know your brain has different parts. Some of them are important for memory. The **hippocampus** (say: hih-puh-KAM-pus) is one of the more important parts of the brain that processes memories.

Old information and new information, or memories, are thought to be processed and stored away in different areas of the **cerebral cortex**, or the "gray matter" of the brain — the largest, outermost part of the brain.

### What Can Go Wrong With Memory?

As wonderful as memory is, it isn't always perfect. It's normal to occasionally forget the name of somebody you just met or where you put your shoes. And of course, everyone has forgotten an answer on a test. Darn! You knew that one, too!

It's also typical for people to forget more things as they grow older. Your parents or grandparents might joke about having a "senior moment." That's when they forget something.

But some memory problems are serious, such as when a person has Alzheimer's disease. In this disease, deposits build up and nerve cells stop working leading to memory loss.

Strokes, which also affect older people, are another medical problem that can affect someone's memory. A stroke is when blood doesn't get to all the parts of the brain, either because there is a blockage in the pathway or because a blood vessel (which carries the blood) bursts.

### Brain Injuries Affect Memory

At any age, an injury to the head and brain can cause trouble with somebody's memory. Some people who recover from brain injuries need to learn old things all over again, like how to talk or tie their shoes. That's why it's so important to protect your head by wearing your seatbelt in the car and wearing a helmet when you skate, play football, ride your bike, skateboard, or wear roller sneakers.

You may have heard about a memory problem called **amnesia** (say: am-NEE-zhuh). This is when someone can't remember things that happened recently and sometimes even things that happened long ago. It's not usually like you see on TV or in the movies. People rarely forget their own names and they usually get better slowly, instead of all at once because something dramatic happens — like getting kissed by a dreamy prince or princess!

The most common cause of amnesia is a **traumatic brain injury (TBI)**. A TBI is caused by a severe hit to the head. Traumatic brain injuries can happen in a lot of ways and can be severe enough to cause a coma (prolonged unconsciousness), or a person may just be stunned without even being knocked out (like in some concussions).

Car accidents, bike accidents, and falls can cause TBIs. If you've ever seen someone take a hit to the head in a National Football League game, you may have seen the player being questioned on the sidelines. The doctor may ask the person some basic questions — like what happened, where they are, and what team they're playing. Not knowing the correct answers could be the first sign of a brain injury.

Abusing alcohol or using illegal drugs is another way to injure the brain and cause memory problems. Hallucinogens (like LSD or PCP) can alter certain chemicals in the brain that actually make memories harder to recall.

## Signs of a Memory Problem

A person might — or might not — be able to notice signs of his or her own memory problem. If someone has suffered a brain injury, doctors, nurses, and family members will be on the alert for signs of trouble.

Someone who has a memory problem will be unable to remember important things for varying lengths of time. The more severe the illness or injury, the longer the memory loss is likely to last. Some people forget just the moments right before and after an injury, which is not unusual with a concussion. Sometimes, these memories come back.

More significant problems with memory, such as in Alzheimer's disease, might make it hard to remember what happened days, weeks, months, or even years ago, and it can be difficult to learn and remember new things.

## What Will the Doctor Do?

Any time a person has been hit in the head, it's important to see a doctor. A doctor will test the person's ability to recall events, names, or places by asking lots of questions. In the case of a suspected brain injury, a doctor may also want to take a picture of the patient's brain and skull using something called a **CT scan**.

If the person has memory loss from a head injury, the doctor will design a treatment plan to help the brain heal and, if necessary, to help the person relearn things that have been forgotten. If the memory problem is due to drug or alcohol use, the person needs to stop abusing these substances before his or her memory will improve.

With strokes, memory can return but it depends on severity and location of the stroke in the brain. With Alzheimer's, lost memory cannot be restored, but scientists are working on medicines they hope someday will prevent this kind of memory loss.

Most memory problems affect older people, so what can you do for your memory if you're 8, not 88? In addition to remembering to wear your helmet, use your brain! By doing challenging activities, like reading and doing puzzles, you can exercise your mind so you'll be remembering great memories for many years to come!

Reviewed by: Steven Dowshen, MD

Date reviewed: October 2013

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Note: All information on KidsHealth® is for educational purposes only. For specific medical advice, diagnoses, and treatment, consult your doctor.

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## Discussion Questions

1. How badly was Chase injured? How can you tell? Reread the first three pages to find text evidence.
2. What has Chase been able to figure out so far about his life? Make a list.
3. What does Chase see that makes him wonder, "What kind of person am I?" (p. 12) What might be going through his head?

## Discussion Questions

1. Why doesn't Chase's mother tell him more about Shoshanna and why she might have dumped yogurt on his head? Why does she only tell him he might hear "good and bad" (p. 21) things about himself while at school?
2. What else has Chase been able to figure out about his life? Be as detailed as you can.
3. What would you say to Chase if you were telling him about himself? Why?

## Discussion Questions

1. How many different narrators have we seen so far? Why do you think the author chose to have the point of view switch between different people?
2. Describe Bear and Aaron using text evidence.
3. How are Chase's mom and dad different?
4. Why does Chase say at the end of chapter 5 that "everyone has a slightly different version" of who he is? Who do you think is the real Chase?

## Discussion Questions

1. Why don't most of the video club members want Chase to join? Do you agree or disagree with their thinking? Why?
2. What does Shoshanna mean when she says, "What really happened was even worse: nothing"? (p. 60)
3. Why does Chase tell his dad he wants to get back to playing football? Do you think he is being honest?
4. How does Chase handle his memory of what he did to Helene's teddy bear? What do you think this says about him?



## Discussion Questions

1. Why do you think Aaron and Bear keep reminding Chase of the not-so-nice things he's done, like eating cookies from the snack cart?
2. How does Chase view Aaron and Bear now, post-accident? Find text evidence to support your answer.
3. Aaron wonders in chapter 11, "Is the old Ambrose trapped in there somewhere...or is this new nerd-loving Chase the only Chase there's going to be from now on?" What do you think—do you think this new personality Chase has is here to stay?
4. What has Aaron and Bear so worried? What hints does the text give you?

## Discussion Questions

1. Chase says in chapter 12 that he has some things in common with Mr. Solway. Explain how Chase and Mr. Solway are similar.
2. Why does Shoshanna say on page 103 that "even a broken clock gives the correct time twice a day"?
3. Who do you think the little girl is that Chase keeps remembering?

## Discussion Questions

1. How does Chase's dad's react to Chase playing with Helene at the beginning of chapter 14? How does this affect your opinion of Chase's dad?
2. How can you tell that some of the "old Chase" is coming back? What do you think this will do to his new personality?
3. Why does hearing about Mr. Solway's missing medal make Chase think about Mrs. Swanson's twenty dollars?
4. What do you think happened to the medal?

## Discussion Questions

1. Why does Shoshonna's mother have such a strong reaction when she sees her daughter with Chase?
2. Do you think it's a good idea for Joel to come back from his boarding school? Why or why not?
3. Why do you think Chase's apology doesn't make any difference to Joel?

## Discussion Questions

1. What do you think it means when the Weber family ignores Chase after he walks into their house at the end of chapter 18?
2. Why does it bother Aaron and Bear so much that Chase seems to be a new person?
3. Do you think Chase was involved in planning the attack in the music room? How can you tell?

## Discussion Questions

1. Why did Chase lie about the incident with the fire extinguisher? Do you think this is more evidence of the "old Chase" coming back?
2. If you were a member of the video club, would you have wanted Chase to stay in the club after what happened? Why or why not?
3. How does Chase feel about himself? Use text evidence to help you explain your answer.

## Discussion Questions

1. Why does Shoshonna seem to hate Chase so much after what she thought was his attack on Joel?
2. Joel tells himself as he watches the footage of the music room incident, "*This is not who I am. It's just something that happened to me.*" What does this mean?
3. What things make you who you are? What sort of things don't? Why?

## Discussion Questions

1. Why does Chase say at his hearing that he can't guarantee he's not the same person as he was when he stole the medal?
2. Who do you think the "new Chase" is? What kind of person is he?
3. What lessons can you learn from this book? What do you think the theme of this book is?



# Open Mind Diagram

Complete the drawing of Chase's head, and fill it with images of things that matter to him. Show how important these things are to Chase by how much space they take up in his mind. (Larger pictures = more important to Chase; smaller pictures = less important)



# Chase, Before and After

How is the "old Chase" different from the "new Chase"?  
In what ways is Chase still the same person?

the old Chase (before the accident)	the new Chase (after the accident)
Similarities	

Based on your notes above, do you think Chase is close to the same person now as he was before the accident, or has he drastically changed? Explain.

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1. **affect** (verb) to influence/cause a change
2. **agricultural** the science, art, or occupation concerned with cultivating land, raising crops, and feeding, breeding, and raising livestock; farming.
3. **appropriate** proper; suitable to the situation.
4. **cause** something or someone that produces an effect
5. **compare** to look at (two or more things) closely in order to see what is similar or different about them or in order to decide which one is better
6. **conservative** a person who believes government power, particularly in the economy, should be limited in order to maximize individual freedom.
7. **consider** to think about (something or someone) carefully especially in order to make a choice or decision
8. **consonant** a speech sound that is not a vowel
9. **contrast** to be different especially in a way that is very obvious
10. **convince** make (someone) agree, understand, or realize the truth or validity of something
11. **decrease** (verb) To become or make less; (noun) A lessening
12. **democracy** a political system in which the supreme power lies in a body of citizens who can elect people to represent them
13. **detail** facts revealed by the author or speaker that support the tone in the work
14. **difference** the quality that makes one person or thing unlike another
15. **digital** of or relating to information that is stored in the form of the numbers 0 and 1/ using computer technology
16. **effect** (noun) a result
17. **epilogue** a short poem or speech spoken directly to the audience following the conclusion of a play, or in a novel the epilogue is a short explanation at the end of the book which indicates what happens after the plot ends.
18. **especially** suitable to the situation., particularly
19. **glossary** a place in the back of the book that gives the definitions or tell the meaning of certain words in the book.
20. **increase** to become larger or greater in size, amount, number, etc.
21. **index** an alphabetical listing of key words, phrases, or topics that includes the page numbers on which those items are found within a publication
22. **indifference** (n.) a lack of interest or concern
23. **industrial** of or relating to industry : of or relating to factories, the people who work in factories, or the things made in factories
24. **liberal** a person whose views favor more govt involvement in business, social welfare, minority rights, & increased govt spending
25. **literary** concerning the writing, study, or content of literature
26. **motivation** a character's reason for behaving in a certain manner which influences the character to do something
27. **motive** a reason for doing something
28. **necessary** important that you must do it or have it, absolutely needed
29. **observe** observe with care or pay close attention to
30. **product** A quantity obtained by multiplication.
31. **prologue** a speech, passage, or event coming before the main speech or event
32. **provide** to make available
33. **quotient** the answer to a division problem
34. **recognize** identify/know and remember (someone or something) because of previous knowledge or experience
35. **repetition** repeating a key word or idea for emphasis
36. **represent** to stand for or symbolize
37. **research** a scientific process that involves the systematic and careful collection of data.
38. **responsibility** to be trustworthy and dependable.
39. **significant** important and meaningful
40. **similarity** a quality that makes one person or thing like another
41. **solution** an answer
42. **suburban** a community near a large city.
43. **suggest** propose a solution, hypothesis or other possible answer.
44. **sum** A quantity obtained by addition
45. **support** to back up with details
46. **thorough** complete; very carefully done

- 47. **threw** to cause (something) to move out of your hand and through the air by quickly moving your arm forward
- 48. **through** from side to side; into or out of
- 49. **throughout** in every part of
- 50. **vowel** A, e, i, o, u and sometimes y