

Comprehension and Analysis: Answer the questions in complete sentences.

1. Explain how Chase gets amnesia. Be detailed in your answer.

2. What do you find out in Chapter 2 about who Chase Ambrose is? List at least three things.

3. What does Chase do at Heaven on Ice that infuriates Shoshanna? Does this infuriate her, and what does she do as a result?

How, write about and illustrate 3 of the characters

Illustrations:

Write about him/her:

2

Chapter 1: CHASE AMBROSE
Chapter 2: SHOSHANNA WEBER

❖ **Quickwrite:** Write about a major change that you have experienced in the past. What was the change, and was it a good or bad one?

❖ **Vocabulary:** Fill in the blanks.

1. "Will you *please* play this game with me?" my little brother _____.

2. With an expression of forced _____, my mom answered my little sister's question for the tenth time.

3. I found my friend's extreme mood swings to be _____ and unpredictable.

4. The boy shot me a _____ expression, even though I felt I had done nothing wrong.

❖ **True or False:** Mark T for True and F for False.

1. Chase wakes up in a hospital room. _____

2. The doctor tells Chase he has amnesia. _____

3. The only memory Chase has is of his dog. _____

4. Joel is Shoshanna's twin brother. _____

5. Shoshanna is one of Chase's best friends. _____

❖ **Character Analysis:** Explain at least two things you know so far about Chase Ambrose.

resignation
bewildering
hostile
wheedles

resignation
(noun) patience and stoicism

bewildering
(adjective) baffling, difficult

immobilized
(verb) restricted to allow healing

Name _____

CHASE: Character Changes

Think about how Chase changes through this story. Write about the conflicts he faced, and then write about how these conflicts changed him. Then, draw a portrait of him.

CHASE

Portrait

Conflicts he faced:

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Save time and relieve stress with my No Prep Novel Study!

Features Vocabulary & Comprehension for every 2 chapters!


Consistent format allows for predictability and student confidence.

Quickwrite prompts relate the text to the student.

Vocabulary words chosen for you.

Chapter 3: CHASE AMBROSE
Chapter 4: BRENDAN ESPINOZA

❖ Quickwrite: Write about a time that you felt embarrassed. Explain what made you embarrassed.



furtively
fervently
immobilized
sheepishly

❖ Vocabulary: Fill in the blanks.

- The doctor _____ my broken leg with a huge cast and explained that I had to wear it for 3 months.
- I finally looked up and replied _____ but I could feel my face burning with embarrassment.
- I felt my desk partner glance at me _____.
- We thanked our parents _____ for such an amazing surprise.

❖ True or False: Mark T for True and F for False.

- Chase has a feeling his mom is withholding something from him. _____
- Aaron and Bear are Chase's best friends. _____
- Chase's principal has a private conversation with him. _____
- Brendan is shocked when Chase sits at his lunch table. _____
- Chase laughs when Bear traps Brendan underneath his own _____.

❖ Opinion Writing: What advice would you give Chase if you talk to him? Explain.

3

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❖ Comprehension and Analysis: Answer the questions in complete sentences.

- In the beginning of Chapter 3, Chase has a feeling that his mom isn't telling him everything. Why do you suppose his mom isn't telling him everything?

- How do Bear and Aaron react when Chase tells them about his amnesia? Use textual evidence to support your answer.

- Summarize Brendan's encounter with Chase.

Draw a picture of an interesting part of these chapters. Write appropriate caption to accompany your picture.

4

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Variety of question types: True/False, Sequencing, Fill-in-the-Blank, and Written Response.

Answer keys included

Includes 22 Activities to deepen student understanding.

Focuses include: Plot, Theme, Character Analysis, Setting, Figurative Language, and more!

Name _____

How Feelings Help us Learn

When a character experiences a major change in how they're feeling, we can often learn a lesson from whatever they are going through. Write about three points in the story that Chase experiences a major change in his feelings, such as from bad to better, or from happy to sad. Then, write about what lessons the character or the reader can learn from them.

CHANGES IN EMOTION: WHAT AND WHY?

LESSONS LEARNED

RL 5.2/RI 4.3/RI 5.2/RI 6.2

Name _____

QUESTIONS and ANSWERS

Read each of the answers below. Think of two sensible questions for each answer. Write the questions on the lines above the answer.

1. _____

2. _____

1. _____

2. _____

ANSWER: Bear and Aaron

ANSWER: Mr. Solway

Name _____

The Truth about Chase

When the story begins, Chase remembers nothing about himself. As the story unfolds, he learns more and more about his former self. Use the boxes below to keep track of things we learn about Chase as we read the story.

| Page # | What Chase learns about himself |
|--------|---------------------------------|
| | |
| | |
| | |
| | |
| | |

Name _____

?? Solve the RIDDLE: RESTART

Write your answers to the questions below in the boxes that are underneath each question. One letter should go in each box. You will notice that one letter from each answer will go in a gray box. Write these special letters from the gray boxes in the numbered boxes at the bottom of the page to solve the riddle!

1. What is Chase's stepmother's name?

2. What does Shoshanna dump on Chase's head?

3. How old is Chase?

ave a photo with?

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Name _____

SETTINGS and EMOTIONS

Different settings evoke different emotions in different people. Imagine each of the listed characters in each of the settings from the book below. Draw a picture of each setting. Write a brief description of the setting, using quotes, or your own words (or both). Then, write about how it makes the characters feel and explain why they feel that way.

| Setting & Picture | Description | How it makes the characters feel |
|--------------------|-------------|---|
| School | | How it makes Chase feel: _____ How it makes Joel feel: _____ |
| At Portland Street | | How it makes Bear and Aaron feel: _____ How it makes Chase feel: _____ |
| At Video Club | | How it makes Brendan feel: _____ How it makes Chase feel: _____ |

RL 3.3/RI 4.3/RI 5.3/RI 6.3 ©2023 Nothing but Class

Name _____

Figurative Language Find

Follow the arrows and instructions below.

1. Simile
BEGIN HERE: Find a simile and write it below. Circle the *like* or *as*.

2. Metaphor
Find a metaphor and write it below. Sketch a picture of the metaphor.

Picture: _____

3. Simile
Find another simile and write it below. This time, underline the two things that are being compared.

4. Imagery
Find an example of imagery and write it below. Draw a picture of how the imagery makes you feel.

Picture: _____

5. Personification
Find two examples of personification and write them below.

1. _____

2. _____

RL 3.3/RI 4.3/RI 5.3/RI 6.3 ©2023 Nothing but Class

Name _____

CHASE'S Problems

Chase encounters many problems, or obstacles, throughout the story. In the first three rows below, write about his problems. Then, write about how his problems get resolved. If a problem doesn't get resolved, explain why. In the last row, write about one of your own problems that you have recently dealt with. Then, write about how your problem got resolved. If it didn't get resolved, explain why.

| Problems | Resolutions |
|------------------------|---|
| What are the problems? | How does the problem get resolved? If it doesn't get resolved, why not? |
| Problem #1 | |
| Problem #2 | |
| Problem #3 | |
| Your Problem | |

RL 3.3/RI 4.3/RI 5.3/RI 6.3 ©2023 Nothing but Class

Vocabulary Focus

4 words chosen for every 2 chapters.

2 Vocabulary Reviews

Black-and-white Flashcards

Word:

resignation

Word:

bewildering

Word:

hostile

Word:

wheelles

Definition:

patience and stoicism

Definition:

baf to

Definition:

ag

Full-color Word Wall cards


mystified
(verb or adjective) puzzled




mirth
(noun) glee, merriment, and laughter




reprieve
(noun) a temporary escape from something unpleasant




contrite
(adjective) remorseful apologetic



dubiously
(adverb) doubtfully; hesitantly




tentative
(adjective) uncertain; cautious



diatribe
(noun) tirade; verbal attack



triumphant
(adjective) victorious



Name _____

Vocabulary Words and Definitions

| CHAPTERS | PAGE # | WORD | DEFINITION |
|-----------------------|--------|-------------------------|-----------------------------------|
| Chase Brose | 3 | resignation | patience and stoicism |
| Z: Shoshanna Weber | 5 | bewildering | baffling; difficult to understand |
| | 10 | hostile | aggressive and unfriendly |
| | | coaxes | |
| | | shiftily; in a guilty o | |
| | | passionately | |
| | | restricted to allow | |
| | | in an embarrassed | |
| | | puzzled | |
| | | glee, merriment, an | |
| | | a temporary escap | |
| | | remorseful; apolog | |
| | | doubtfully; hesitan | |
| | | uncertain; cautious | |
| | | tirade; verbal attac | |
| | | victorious | |
| | | stuttering | |
| | | withdraw; pulls bac | |
| | | menacing and unfri | |
| | | toned down; unders | |
| | | somberly; cheerles | |
| | | contempt; mockery | |
| | | becoming visible | |
| | | polluted; made impu | |
| | | scowl | |
| | | abrupt, gruff, and | |
| | | captivated by | |
| | | laughs loudly | |

Vocabulary List comes with and without definitions

Name _____

Restart: Chapters 1-14

Vocabulary Review #1

| Word | Definition |
|--------------|------------|
| resignation | |
| sheepishly | |
| diatribe | |
| scorn | |
| bewildering | |
| mystified | |
| triumphant | |
| emerging | |
| hostile | |
| mirth | |
| faltering | |
| contaminated | |
| wheelles | |
| reprieve | |
| retreats | |
| glower | |
| furtively | |
| contrite | |
| baleful | |
| curt | |
| fervently | |
| dubiously | |
| subdued | |
| engrossed | |
| immobilized | |
| tentative | |
| grimly | |
| guffaws | |

1. Using a dictionary, or your notes, complete the table below.

| Word | Definition |
|-------------|------------|
| resignation | |
| immobilized | |
| diatribe | |
| emerging | |

2. Complete the graphic organizer below for the word in the middle.

Synonyms


Antonyms

Part of Speech

Illustration

hostile

3. Write a sentence containing the word fervently below. Then, illustrate your sentence.



4. Choose the best synonym for triumphant below.

- a. upset
- b. suspicious
- c. unwilling
- d. victorious

5. Choose the best antonym for scorn below.

- a. mystery
- b. contempt

_____ completes the following sentence.

_____ dog barked furiously at me.

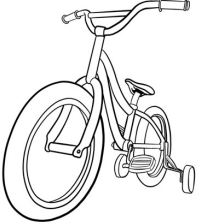
_____ you were engrossed by something.

_____ someone might show scorn.

_____ ce with a reasonable answer.

_____ about _____

_____ ulary words in one single sentence below. Use more if you



Extra Goodies!

Student Packet
Covers provided
for each section of
the novel study.

Student Reference
Bookmarks
highlight essential
book info.

End-of-the-book
Project Choices!





STUDENT CHAPTER PACKET

Restart

By Gordon Korman




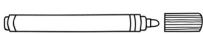


Name _____

| | | | |
|--|---|---|---|
| <p>RESTART By Gordon Korman <i>Reference Bookmark</i></p> <p><u>Plot</u> After Chase falls off the roof and hits his head, he doesn't remember anything about himself or his life. Now, he must figure out who he was before, and who he will be now.</p> <p><u>Setting</u> The story mostly takes place at Chase's house and at his school.</p> <p><u>Characters</u></p> <ul style="list-style-type: none">Chase-the main character. He is 13 years old and has lost his memory.Shoshanna Weber-a classmate of Chase.Joel Weber-Shoshanna's twin brother.Brendan Espinoza-Chase's classmate and the president of the video club.Aaron & Bear-Chase's best friends before the accident.Mr. Solway-a war hero who now lives in a nursing home.  <p>©2023 Nothing but Class</p> | <p>RESTART By Gordon Korman <i>Reference Bookmark</i></p> <p><u>Plot</u> After Chase falls off the roof and hits his head, he doesn't remember anything about himself or his life. Now, he must figure out who he was before, and who he will be now.</p> <p><u>Setting</u> The story mostly takes place at Chase's house and at his school.</p> <p><u>Characters</u></p> <ul style="list-style-type: none">Chase-the main character. He is 13 years old and has lost his memory.Shoshanna Weber-a classmate of Chase.Joel Weber-Shoshanna's twin brother.Brendan Espinoza-Chase's classmate and the president of the video club.Aaron & Bear-Chase's best friends before the accident.Mr. Solway-a war hero who now lives in a nursing home.  <p>©2023 Nothing but Class</p> | <p>RESTART By Gordon Korman <i>Reference Bookmark</i></p> <p><u>Plot</u> After Chase falls off the roof and hits his head, he doesn't remember anything about himself or his life. Now, he must figure out who he was before, and who he will be now.</p> <p><u>Setting</u> The story mostly takes place at Chase's house and at his school.</p> <p><u>Characters</u></p> <ul style="list-style-type: none">Chase-the main character. He is 13 years old and has lost his memory.Shoshanna Weber-a classmate of Chase.Joel Weber-Shoshanna's twin brother.Brendan Espinoza-Chase's classmate and the president of the video club.Aaron & Bear-Chase's best friends before the accident.Mr. Solway-a war hero who now lives in a nursing home.  <p>©2023 Nothing but Class</p> | <p>RESTART By Gordon Korman <i>Reference Bookmark</i></p> <p><u>Plot</u> After Chase falls off the roof and hits his head, he doesn't remember anything about himself or his life. Now, he must figure out who he was before, and who he will be now.</p> <p><u>Setting</u> The story mostly takes place at Chase's house and at his school.</p> <p><u>Characters</u></p> <ul style="list-style-type: none">Chase-the main character. He is 13 years old and has lost his memory.Shoshanna Weber-a classmate of Chase.Joel Weber-Shoshanna's twin brother.Brendan Espinoza-Chase's classmate and the president of the video club.Aaron & Bear-Chase's best friends before the accident.Mr. Solway-a war hero who now lives in a nursing home.  <p>©2023 Nothing but Class</p> |
|--|---|---|---|

Culminating Project CHOICES

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one project that adds up to at least _____ stars. Color in the stars of the project(s) you choose.

| | | |
|--|---|---|
| <p>Theme Posters ☆</p> <p>Create a series of posters. Each poster should communicate a lesson that can be learned about the story. Add fitting words and illustrations.</p> | <p>Playwright ☆☆</p> <p>Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.</p> | <p>Related Research ☆☆</p> <p>Choose an interesting topic that is related to the story (such as football, amnesia, or war heroes). Research it, and then present what you learned in any format you want, like a Power Point presentation, an informational poster, or a brochure.</p> |
| <p>Game On ☆☆☆</p> <p>Create a board game that is based around the story. Your game must include a board, game pieces, instructions, question cards, and any materials needed to play the game. You will present your game to the class. Your classmates may even play it!</p> | <p>Story Sequel ☆</p> <p>What happens next to Chase and his friends and family? Write a sequel to the story. Include an illustration with your sequel.</p>  <p>CRAYONS</p> | <p>Poem ☆</p> <p>Write a poem about anything from the book. It can be about an event that happened, a character, the setting, or anything else related to the story!</p>  |
| <p>3D Characters ☆☆</p> <p>Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p>  | <p>Paper Bag Book ☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include the book's title, author, and a picture.</p>  | <p>Puppet Show ☆☆</p> <p>Create puppets that depict the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made of any material you choose. Be sure to turn in a written manuscript of your play.</p> |

Detailed Teacher Instructions & Plans.

Everything is laid out for you!

Big picture snapshot!

Standards are named for you!

RESTART: Unit Map Notes

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

The unit map on the following page is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included.

RESTART: Unit Map

| Chapters in Student Chapter Packet | Vocabulary Words | Vocabulary Reviews | Assessments | Reading Response Activities (to be used with specific chapters) | Other Reading Response Activities |
|------------------------------------|--|-------------------------------------|------------------------------|---|-----------------------------------|
| 1-2 | <ul style="list-style-type: none">• resignation• bewildering• hostile• wheedles | | | | |
| 3-4 | <ul style="list-style-type: none">• furtively• fervently• immobilized• sheepishly | | | | |
| 5-6 | <ul style="list-style-type: none">• mystified• mirth• reprieve• contrite | | | | |
| 7-8 | <ul style="list-style-type: none">• dubiously• tentative• diatribe• triumphant | Vocabulary Review #1: Chapters 1-14 | Assessment #1: Chapters 1-14 | To use with Chapters 1-13: Cause and Effect | |
| 9-10 | <ul style="list-style-type: none">• faltering• retreats• baleful• subdued | | | | |
| 11-12 | <ul style="list-style-type: none">• grimly• scorn• emerging• contaminated | | | | |
| 13-14 | <ul style="list-style-type: none">• glower• curt• engrossed• guffaws | | | | |

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| Vocabulary Words without Definitions | 9-10 |
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TABLE OF CONTENTS: Reading Response Activities

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| Theme | RL 3.2/RL 4.2/RL 5.2/RL 6.2 | 101 | How Feelings Help Us Learn • Answer key provided on pg. 126 | Use after finishing the novel. |
| | | 102 | Shed Some Light: Lessons Learned • Answer key provided on pg. 127 | Use after finishing the novel. |
| | | 103 | Summarizing the Plot | any |
| Plot | RL 3.3/RL 4.3/RL 5.3/RL 6.3 | 104 105 106 | Chase's Problems • Answer key provided on pg. 128 Cause and Effect • Answer key provided on pg. 129 Scene Snapshot | Use throughout the novel. 1-13 any |
| Character Analysis | RL 3.3/RL 4.3/RL 5.3/RL 6.3 | 107 108 109 | Character Traits • Answer key provided on pg. 130 Compare & Contrast: You vs. Character Chase: Character Changes • Answer key provided on pg. 131 | Use throughout the novel. any Use after finishing the novel. |
| Setting Analysis | RL 3.3/RL 4.3/RL 5.3/RL 6.3 | 110 | Settings and Emotions • Answer key provided on pg. 132 | Use throughout the novel. |
| Figurative Language | RL 3.4/RL 4.4/RL 5.4/RL 6.4 | 111 112 | Figurative Language Find Figurative Language | any any |
| Point of View | RL 3.6/RL 4.6/RL 5.6/RL 6.6 | 114 115 | Mystery Thoughts • Answer key provided on pg. 133-134 Scrapbook It! | Use after finishing the novel. any |
| Text and Visuals or Media | RL 3.7/RL 4.7/RL 5.7/RL 6.7 | 116 | Design a Movie Poster | Use after finishing the novel. |
| Reading Comprehension | RL 3.10/RL 4.10/RL 5.10/RL 6.10 | 117 118 119-120 | The Truth about Chase • Answer key provided on pg. 135 Learning Log Solve the Riddle: Restart • Answer key provided on pg. 136-137 | Use throughout the novel. any Use after finishing the novel. |
| Opinion Writing | W 3.1/W 4.1/W 5.1/W 6.1 | 121 122 | Would You Rather... My Book Review | any Use after finishing the novel. |
| | | 123-124 | Culminating Project Choices with Grading Sheet | Use after finishing the novel. |
| | | 125-137 | Answer Keys provided for: • Questions and Answers-pg. 125 • How Feelings Help Us Learn-pg. 126 • Shed Some Light: Lessons Learned-pg. 127 • Chase's Problems-pg. 128 • Cause and Effect-pg. 129 • Character Traits-pg. 130 • Chase: Character Changes-pg. 131 • Settings and Emotions-pg. 132 • Mystery Thoughts-pg. 133-134 • The Truth about Chase-pg. 135 • Solve the Riddle: Restart-pg. 136-137 | |

Two Assessments included.

Assessment #1: Chapters 1-14 Assessment #2: Chapters 15-30

Name _____ Date _____

RESTART

Assessment #1: Chapters 1-14

❖ Part 1: Vocabulary Matching

Match the words with their definitions by writing the correct letters on the lines.

- | | |
|---------------------|---------------------------|
| 1. resignation ____ | A. doubtfully; hesitantly |
| 2. wheedles ____ | B. coaxes |
| 3. contrite ____ | C. patience and stoicism |
| 4. dubiously ____ | D. remorseful; apologetic |
| 5. grimly ____ | E. laughs loudly |
| 6. guffaws ____ | F. somberly; cheerlessly |

❖ Part 2: Vocabulary Fill-in-the-Blank

Choose the word that best completes each sentence below.

7. The team exploded in a _____ victory cheer when they realized they had defeated the champions.
a. subdued
b. triumphant
c. tentative
d. hostile
8. The criminal _____ averted his eyes as the detective questioned him suspiciously.
a. emerging
b. scorn
c. fervently
d. furtively

❖ Part 3: Vocabulary Sentences

Write two sentences below, each containing one of the following words.

bewildering hostile immobilized sheepishly mystified

9. _____
10. _____

❖ Part 4: Comprehension Multiple Choice

Choose the best answer for each question below.

11. Why is Joel going to school far away from home?
a. He wished to go to a specialized music school.
b. His parents sent him away because he was getting bullied badly.
c. He needed some distance from his twin sister, Shoshanna.
d. He was expelled from Hiawasse Middle School.
12. Choose the best words to describe Shoshanna.
a. A cheerleader who is passionate about football
b. Passionate, stubborn, and wants to do the right thing
c. Confident and popular
d. Funny and good-natured
13. Which of the following is Chase's strongest memory?
a. A little girl wearing a blue dress with white lace.
b. Assisting Bear and Aaron at Portland Street.
c. Playing football at school.
d. Hanging out with his older brother, Johnny.
14. Who is Mr. Solway? Choose all the answers that apply.
a. He is a resident at Portland Street.
b. He is Chase's grandfather.
c. He is a neighbor and a friend.
d. He is a war hero.
15. Which of the following does not happen in these chapters?
a. Chase wakes up in a hospital with no memory.
b. Shoshanna dumps frozen yogurt on Chase's head.
c. Brendan pulls a chair out from under Chase in the cafeteria.
d. Chase finds out that he had gone to court and was punished with community service.
16. How does Shoshanna react to Chase joining the video club? Choose all answers that apply.
a. She is enthusiastic.
b. She is angry and protests against it.
c. She calls Joel to tell him immediately.
d. She doesn't care either way.



❖ Part 5: Comprehension & Analysis Written Response

Answer the following questions in complete sentences.

17. Explain 3 circumstances or moments from the story that support the following statement: *Chase is changing to be a completely different person.*
- _____
- _____
- _____
18. Write about a time that one of the characters experiences a strong emotion in the story. In detail, explain why they had this emotion.
- _____
- _____
- _____
19. Write about a major problem that occurs in these chapters. Explain if it was resolved. Then, explain why it was or was not resolved.
- _____
- _____
- _____
20. Choose two words that describe Brendan Espinoza. Give reasons for your choices.
- _____
- _____
- _____

Google Forms versions of Tests *included.*

How it works...

Step 1: Send your students a link.

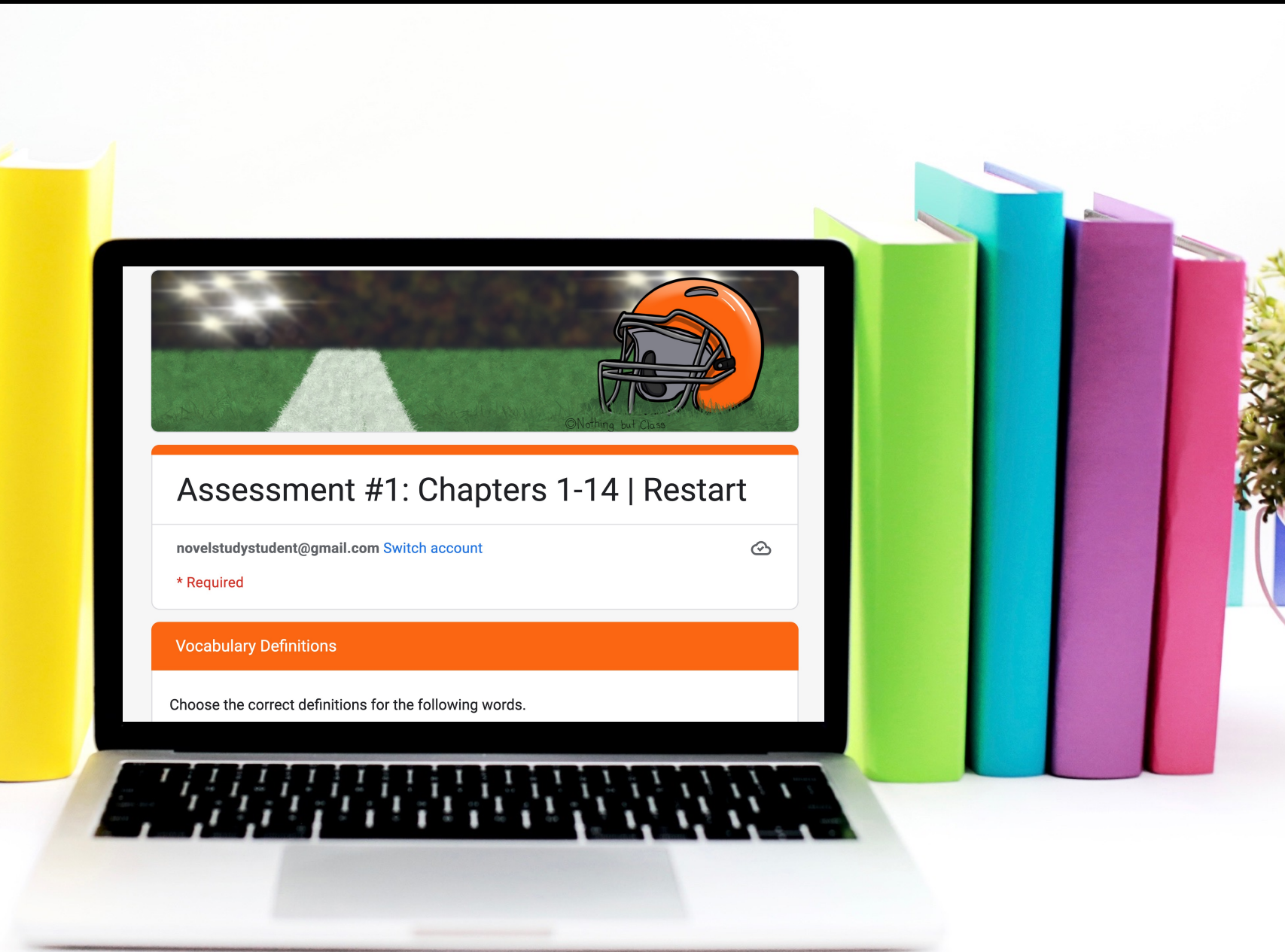
Step 2: Students complete the test on computers or tablets.

Step 3: Self-grading—so fast, so easy, and **INSTANT** data!

NOTE You will need to manually grade the written responses only.

For testing, *choose* from 3 versions:

1. Google Forms version-
Self grading for instant data!
2. Google Slides version-
Students type directly on the tests!
3. Black and white
Printable version



Google Slides Version of the entire novel study *included.*



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I do not know where to even start with how much I loved this unit! It has absolutely everything you could need with very little prep. The chapter by chapter worksheets vary in the skills that are used and the assessments are a great variety of skills. I have purchased many novel units over the years and this was by far my very favorite with the most options of materials that were ready to use. It was the most expensive unit I have ever purchased but it was worth it! I will definitely be purchasing more units from Nothing but Class!

-Sarah P.

FANTASTIC resource! This novel study offers a simple but meaningful format, divides the book into very manageable portions, and includes all levels of thinking, from vocabulary study to higher-order analysis. LOVE IT!

-Shirley Y.

I LOVE this novel study unit. Not only did it help take the stress of prepping a novel study, it also helped my students (and me) pace ourselves through the book and strengthen our comprehension as we read. I love all the different standards touched in each of the different chapter sections. It was great for both teaching the skills, and reviewing the skills. I will use this every time I teach this study!

-Shelby M.



I have used many of the novel study resources from Nothing but Class and they are very well put together. Just the right amount of work for my 4th graders this year and the chapter worksheets have a nice variety of questions covering many key skills, particularly connecting text to self and providing text evidence to support answers.

-Elizabeth F.

This was truly the best resource I have ever purchased on TPT. It had everything we needed to do a class novel study on Holes - comprehension questions, robust vocabulary, writing prompts, and standards based practice (similes, sensory details, setting, characterization, etc.). My students loved doing the "pre-write" section before we read the book together. I will use this resource for years to come! I am going to be purchasing a few other novel studies from this author so that my students can do them during distance learning.

-Tessa V.

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