



## **One Way**

Norah McClintock

Reading Level: 2.8

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### **Book Summary**

When Kenzie rides his bicycle the wrong way on a one-way street, he never dreams he will hit a pedestrian, especially not his ex-girlfriend, Stassi. Kenzie takes his eyes off of the road for only a second, just long enough for Stassi to come out of nowhere. Stassi is rushed to the hospital where doctors determine she may have permanent brain damage. The police, classmates and even Stassi's parents think Kenzie did it on purpose, but Kenzie would never intentionally hurt Stassi. Yet, Kenzie does hurt Logan, the boy who made a play for Stassi, an action which makes Kenzie look even guiltier. With Kenzie facing a myriad of consequences, Kenzie's father hires an attorney for him, but ultimately it is up to Kenzie to prove his innocence once and for all.

### **Prereading Idea**

Most people don't think of bicycles as vehicles that need to abide by the same traffic laws as motor vehicles. Ask students to investigate the laws regarding bicycles and report back to the class.

**Connecting to the World—Writing and Research Ideas**

- Kenzie's bike helmet saved him from what could have been fatal injuries. Ask students to investigate the laws in their state regarding bicycle helmets, to obtain statistics regarding injuries on bicycles, and to find a news story about a bicycle accident. Then ask students to write a letter to the editor of a local newspaper taking a stance on helmet laws, traffic laws for bicycle riders, or another issue that arises out of their research. Have students share their letters with the class and submit them to a local paper for consideration.
- Kenzie is wracked with guilt on several different levels over hurting Stassi. Ask students to write a letter of apology from Kenzie to Stassi expressing his regret for how he treated her. Students should include in the letter the lesson Kenzie learns from his actions and the events that followed.

**Connecting to the Text—Elements of the Novel*****Theme***

Betrayal, family relationships and friendship could all be themes of *One Way*. Ask students to select one of the above themes and to write a thematic statement. Have students select scenes or events from the book that best exemplify this theme. Then have students create a series of illustrated panels culminating in the thematic statement.

***Plot***

A story's plot, or sequence of events, usually includes four stages: exposition establishes setting and introduces characters and the conflict; rising action moves the plot along by expanding the conflict; climax signals the turning point; and falling action resolves the conflict. Have students work in small groups to discuss the events in this novel that fall into each stage and have each group make a large wall poster depicting the various stages. Display posters around the room.

***Characterization***

Even though Stassi is in the hospital in a comatose state, she is a main character. The reader gets to know her through other characters' speech and actions. Ask students to make a list of Stassi's interests and personality traits conveyed by other characters. As a class create a collage of character "voices" that speak to Stassi and of her interests and personality. Each student should select a character from the story and have that character write one to three paragraphs in which they "speak" to Stassi. Have students practice and combine the various voices for a classroom oral reading.

## Connecting to the Students—Discussion Questions

1. Why don't the police or paramedics answer any of Kenzie's questions at the scene of the accident?
2. As news spreads through the school about the accident, the story begins to take a life of its own. What are the different versions of the story? How do the students at school treat Kenzie? What is Kenzie's response?
3. When Kenzie learns that Stassi may suffer permanent brain damage what is his reaction? How do Stassi's friends treat him?
4. How does Stassi's father react when Kenzie goes to the hospital to see Stassi? Are her dad's actions justified? Why or why not?
5. What is Kenzie's father's biggest concern? Why does his father's attitude make Kenzie angry?
6. If Kenzie didn't intentionally hit Stassi, why does he feel so guilty? What is Kenzie most sorry about?
7. Why does Kenzie go to see Logan? What prompts Kenzie to punch Logan? How does their altercation help or hurt Kenzie?
8. How does Mandi try to blackmail Kenzie? How does Kenzie prove her guilt?

## Writer's Craft

### *Verb Usage*

The following powerful verbs help create an image in the reader's mind. Ask students to find five other examples of powerful verbs and then have them find five sentences in their own writing to rewrite using more powerful verbs. Have students select their best revision and, as a class, prepare "before" and "after" revision displays to remind students of the potential of powerful verbs.

drilling	(ch. 5)	jots	(ch. 3)	scowls	(ch. 4)
fizzles	(ch. 6)	nudges	(ch. 4)	swerve	(ch. 7)
flicks	(ch. 4)	quivers	(ch. 5)		
hammered	(ch. 1)	rumbles	(ch. 6)		

## Author Biography

Born and raised in Montreal, Quebec, **Norah McClintock** earned a degree in history from McGill University. A five-time winner of the Crime Writers of Canada's Arthur Ellis Award for Best Juvenile Crime Novel, Norah began writing mysteries because she personally loves reading them. In addition to her love of reading, she enjoys writing, hiking, biking, taking long walks in the woods, cross-country skiing, baking and going to the movies. The initial ideas for her books usually stem from news stories—to which she adds her own imagination and creativity. Ms. McClintock lives with her family in Toronto, Ontario.