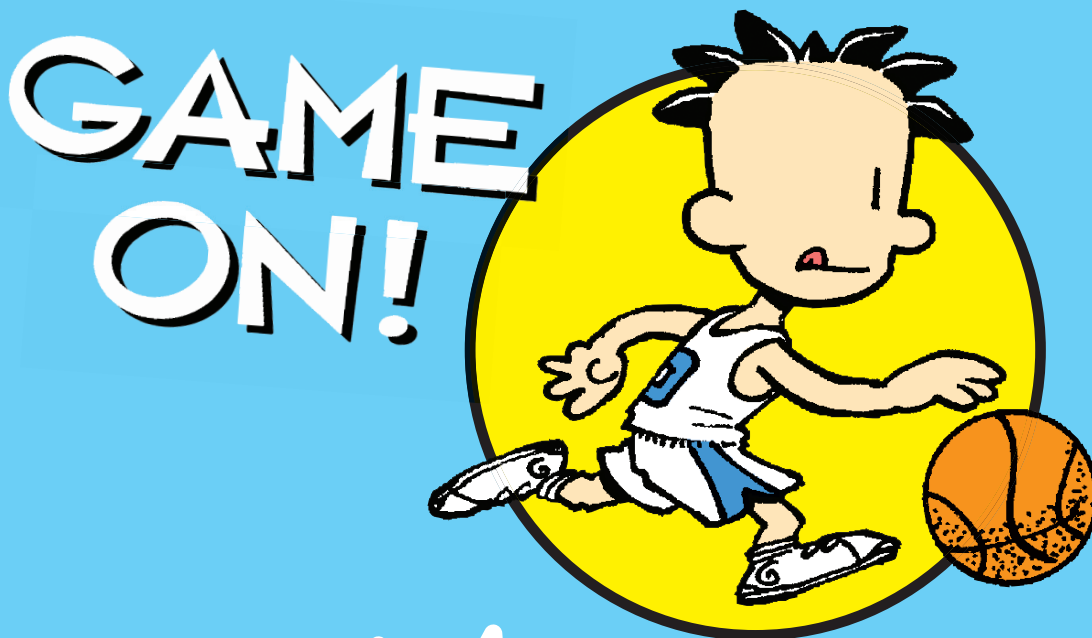


# big NATE

by LINCOLN PEIRCE



**amp!**  
COMICS for kids

## TEACHER'S GUIDE

Curriculum Connections and Activity/Discussion Guide



Andrews McMeel  
Publishing®

## **Big Nate: Game On!**

**Lincoln Peirce**

AMP! Comics for Kids

Andrews McMeel Publishing

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**GRADE LEVEL:** 3–7

### **Curriculum Connections**

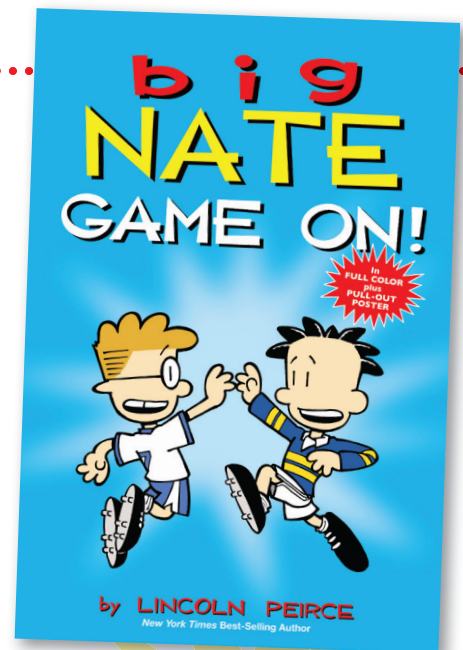
English Language Arts \* Art

### **Thematic Connections**

Sports \* Friendship \* Competition

### **Overview**

Play ball! When sixth-grader Nate Wright and his friends suit up for basketball, baseball, and soccer, there are bound to be highs, lows, wins, losses—and humor. Students can cheer Nate on as they examine the culture of sports through vocabulary, creative writing, and class discussion.



## **English Language Arts Lesson Plans and Discussion Questions**

### **Objective**

Students will read this cartoon book, participate in a class discussion, extend vocabulary, and complete a creative writing exercise.

### **Vocabulary**

Have students read the book and keep a list of vocabulary words and phrases that have to do with sports. Some examples: *dribble*, *rebound*, *double-team*, *in-your-face defense*, *high-five*, *in the zone*. Lead a class discussion about these. Do students understand the meanings? Are there words or phrases that take on extended meanings when used outside of sports?

### **Discussion Questions**

1. Two leading examples of sports traditions, or superstitions, appear in the book: Nate's fascination with "trash-talk" and his belief in his lucky socks. Ask students

to share their own examples of trash-talk and lucky talismans. Have they done any trash-talking of their own? How did it make them feel? Do they believe that wearing something lucky can help them do better at sports? Do Nate's lucky socks make him better at sports?

2. In the book, Nate and his friends play basketball, baseball, and soccer. What are some plot or character themes that are common no matter which sport they are playing?
3. During soccer season, Nate is very unhappy when Artur tries out for the team. Do students understand why Nate is jealous of Artur? Have they felt this way?

### Creative Writing

Have students read Coach's before-game pep talks on pages 10, 35, 49, 70, and 120; next have them read Coach John's talk on page 129. Whose style do students like better? Is one style more effective than the other? Have them choose a sport and then write their own pregame motivational speech.

## Other Curriculum Connections

### Art

Explore with students how cartoons are an ideal way to portray the noisy, action-filled world of sports.

- \* Sounds — On pages 8, 45, 52, and others, the creator uses words like “doof,” “bonk,” and “zing” to imply action.
- \* Graphics — On pages 29, 48, 55, 78, and others, the artist uses slash marks, exaggerated thought bubbles, arcs, and other graphic elements to imply speed, noise, and motion.



Have students create their own cartoon strip that uses words and graphic elements to show sound and motion.

