



# TEACHER'S GUIDE

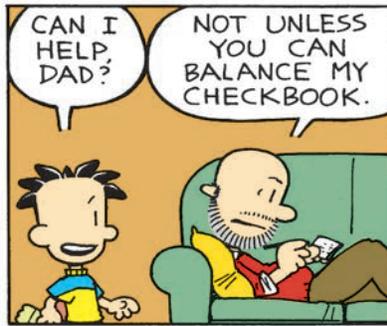
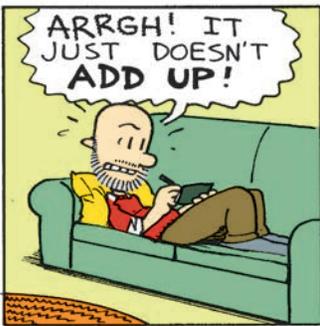
# big NATE

THUNKA, THUNKA, THUNKA



FULL COLOR  
Plus  
PULL-OUT  
POSTER

by LINCOLN PEIRCE  
New York Times Best-Selling Author



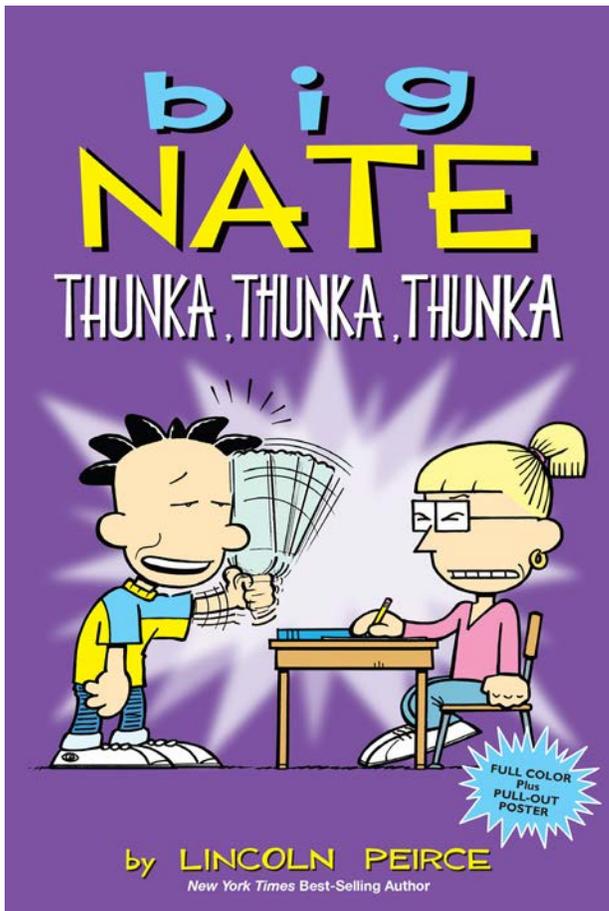
## Big Nate: Thunka, Thunka, Thunka

### Curriculum Connections and Activity/Discussion Guide

The activities in this guide align with Next Generation English Language Arts Standards for grades 3–5.

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Reading With Pictures





## Big Nate: Thunka, Thunka, Thunka

Lincoln Peirce

AMP! Comics for Kids

Andrews McMeel Publishing

ISBN: 9781449462277

**GRADE LEVEL: 3–5**

### CURRICULUM CONNECTIONS

Language Arts—Characterization, Writing

### CONTENT STANDARDS

Language Arts

Common Core State Standards: [www.corestandards.org](http://www.corestandards.org)

### OVERVIEW

Students will read *Big Nate: Thunka, Thunka, Thunka* and create lists of characters and their major traits. Each student will then choose his or her two favorite characters and fill in a Venn diagram to compare and contrast the characters. Finally, each student will write a compare-and-contrast paragraph about the two characters he or she chose.

## Grade 3

### READING

- \* Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [CCSS.ELA-Literacy.RL.3.1]
- \* Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events [CCSS.ELA-Literacy.RL.3.3]

### WRITING

- \* Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [CCSS.ELA-Literacy.W.3.2]

## Grade 4

### READING

- \* Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [CCSS.ELA-Literacy.RL.4.3]

### WRITING

- \* Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [CCSS.ELA-Literacy.W.4.2]

## Grade 5

### READING

- \* Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [CCSS.ELA-Literacy.RL.5.3]

### WRITING

- \* Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [CCSS.ELA-Literacy.W.4.2]





# Procedure

## OBJECTIVES

- \* Students will list the characters in *Big Nate: Thunka, Thunka, Thunka* and write the major traits for each character.
- \* Students will choose two favorite characters and create Venn diagrams to compare and contrast the characters' traits and relationships.
- \* Students will write compare-and-contrast paragraphs about two characters.

## TIME FRAME

- \* 3–5 class periods

## MATERIALS

- \* Copies of *Big Nate: Thunka, Thunka, Thunka*
- \* Chart paper, a whiteboard, or other writing display
- \* A copy of the *Character Compare & Contrast* worksheet for each student
- \* A copy of the *Write a Compare-and-Contrast Paragraph* worksheet for each student
- \* Pencils or pens

## BEFORE READING

1. Take students on a quick book walk through *Big Nate: Thunka, Thunka, Thunka* without reading the dialogue. Ask students what they think the book is about. If students have read other Big Nate titles, ask them to share what they know about the characters and settings.
2. Tell students that their purpose for this reading this book will be to get to know the characters—their physical characteristics, their personality traits, and their relationships with other characters.

## DURING READING

3. As students read the book, they should keep sheets of paper nearby and list the names of as many characters as they can, along with brief descriptions of each. They should list what they think are the most defining physical and personality traits of each character, as well as their major relationships with other characters.

Nate  
 Lead CHARACTER  
 Thinks HIGHLY OF HIMSELF  
 CAUSES a lot OF TROUBLE  
 Has CRAZY HAIR

Spitsy  
 Nate's dog  
 WEARS a CONE all the TIME  
 Is in LOVE with a cat

Gina  
 Nate's NEMESIS at SCHOOL  
 Is always MEAN to NATE  
 Has a blond PONYTAIL and glasses



## AFTER READING

4. Have students share the names of characters from the book. On chart paper, a whiteboard, or other display, record the names of the characters and students' suggestions for defining character traits.
5. Tell students that it is time for each of them to choose his or her two favorite characters from the book. Ask them to review the class list of characters and their defining characteristics as well as their own notes to help them make their choices.
6. Distribute copies of the *Character Compare & Contrast* worksheet and read the directions with students. Allow enough time for each of them to complete the Venn diagram.



7. Have students share their completed Venn diagrams in small groups (you may want to group students together who have chosen the same characters). Tell students that they can make suggestions to one another and add items to their Venn diagrams.
8. Explain that each student will now use the information in his or her Venn diagram to write a paragraph about how the two characters he or she chose are both alike and different. Distribute copies of the *Writing a Compare-And-*

*Contrast Paragraph* worksheet to students and read the directions together. If desired, share the completed example with the class. If you will be using the assessment rubric, share it with students so they will know what is expected.

9. Give students time to fill in their papers and then write or type out their completed paragraphs.
10. Allow students to read their compare-and-contrast paragraphs aloud to the class. Collect their papers afterward for assessment.

## ASSESSMENT

Assess students' individual compare-and-contrast paragraphs using the following checklist.

- \_\_\_\_\_ The topic sentence tells the names of the characters.
- \_\_\_\_\_ The topic sentence tells whether they are alike, different, or both.
- \_\_\_\_\_ The body paragraphs tell the similarities and differences between the characters.
- \_\_\_\_\_ The concluding sentence retells the major similarities and differences.
- \_\_\_\_\_ The paragraph uses signal words or phrases to show similarities and differences.

Have students complete the *Character Traits* graphic organizer for another character from the book.

NUMF! NUMF!  
NUMF! NUMF! NUMF!



## DIFFERENTIATION AND EXTENDED LEARNING ACTIVITIES

### DRAWING COMPARE AND CONTRAST

Have each student write and draw a four-panel comic featuring the two characters he or she wrote about in his or her compare-and-contrast paragraphs. This can be a scene that plays off something that happened in the book or an entirely new story. To help students with their drawings, guide them to the AMP! Comics for Kids website, which has great videos of Lincoln Peirce showing how to draw the Big Nate characters.

### THE NEW KID

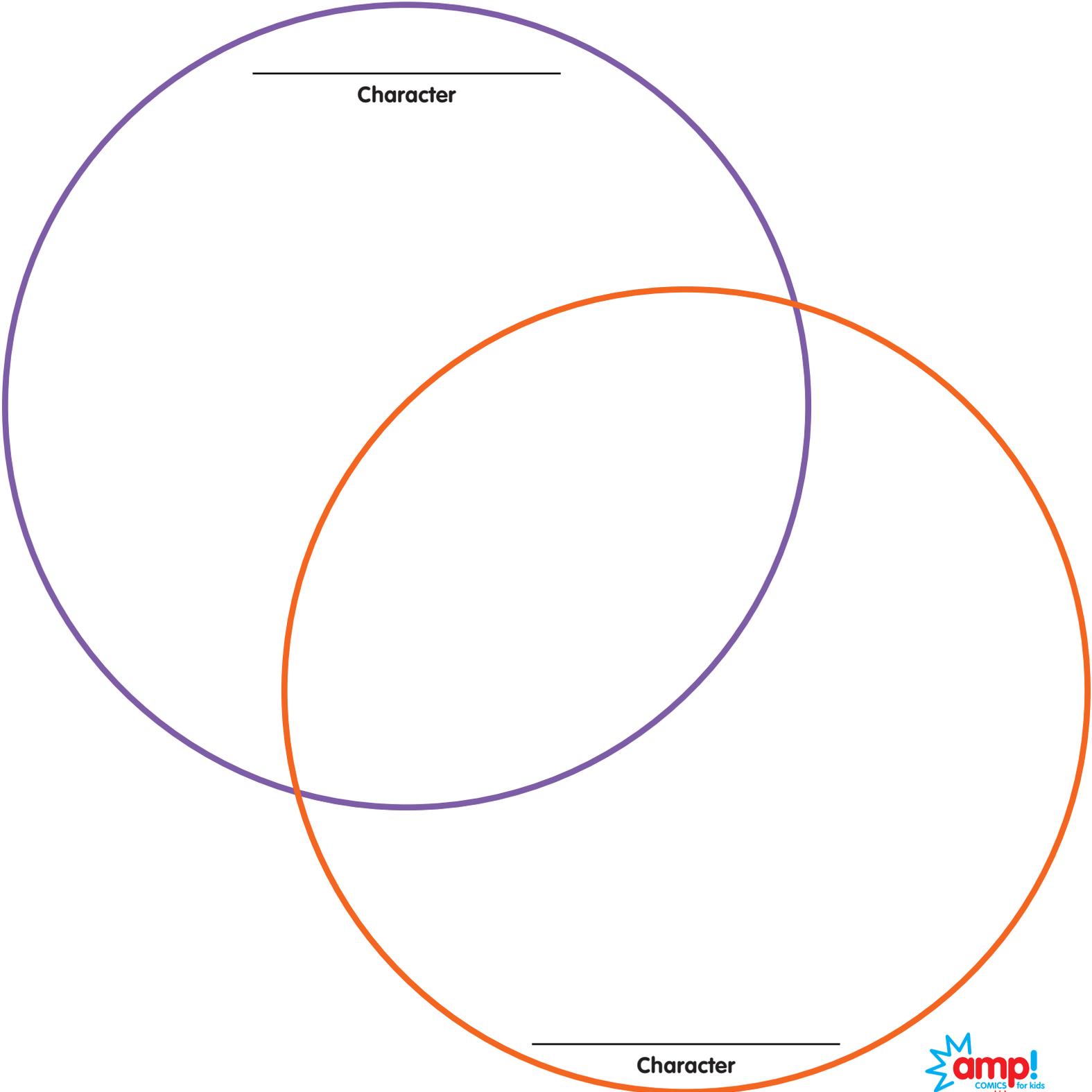
Have each student make up a new character—a “new kid” who comes to Nate’s school. Students should draw the characters and write about their personality traits and relationships with the other characters. Then, have students write and draw comics in which their new characters interact with Nate.

NAME(S) \_\_\_\_\_

DATE \_\_\_\_\_

# CHARACTER COMPARE AND CONTRAST

Directions: Write the names of your two favorite characters in the blanks. In the circle surrounding the first character's name, write some things that make that character unique. Repeat this step in the circle surrounding the second character's name. In the middle, write things that both characters have in common. Be sure to list all kinds of characteristics: physical traits, actions, feelings, things they say, relationships with other characters, etc.



NAME(S) \_\_\_\_\_

DATE \_\_\_\_\_

## WRITING A COMPARE-AND-CONTRAST PARAGRAPH

Directions: Use the information in your Venn diagram to write a compare-and-contrast paragraph about the two characters you chose. You can use the guide below to write your paragraph. Be sure to include:

- \* Details about the similarities and/or differences
- \* Signal words or phrases to emphasize the similarities and differences:

Alike: *alike, same as, similar to, equally, in common, as well as, both, also*

Different: *but, while, different from, however, although, instead of, on the other hand*

**1.** Write a topic sentence that names the two characters and tells whether they are alike, different, or both.

**2.** Write a sentence that compares and/or contrasts the characters' physical traits.

**3.** Write a sentence that compares and/or contrasts the characters' personality traits.

**4.** Write a sentence that compares and/or contrasts the characters' relationships with other characters.

**5.** Write a concluding sentence that retells the major similarities and differences of the characters.

# Compare-And-Contrast Paragraph Example

1. Write a topic sentence that names the two characters and tells whether they are alike, different, or both.

Kim CRESSLY and Gina ARE alike in SOME ways, and VERY different in OTHERS.

2. Write a sentence that compares and/or contrasts the characters' physical traits.

Although THEY ARE both girls, Kim is large and a little scary, but Gina is the same size as Nate. Kim has brown hair, while Gina has blond hair and glasses, but THEY both wear pink tops and blue pants.

3. Write a sentence that compares and/or contrasts the characters' personality traits.

Both Gina and Kim ARE VERY pushy and always try to get what they want, no matter how it affects other people.

4. Write a sentence that compares and/or contrasts the characters' relationships with other characters.

While Gina dislikes Nate and is always trying to get him into trouble, Kim likes him a lot and wants to be his girlfriend.

5. Write a concluding sentence that retells the major similarities and differences of the characters.

Kim and Gina, the girls in Nate's life, are both pushy and difficult for him to deal with, but for different reasons.

