

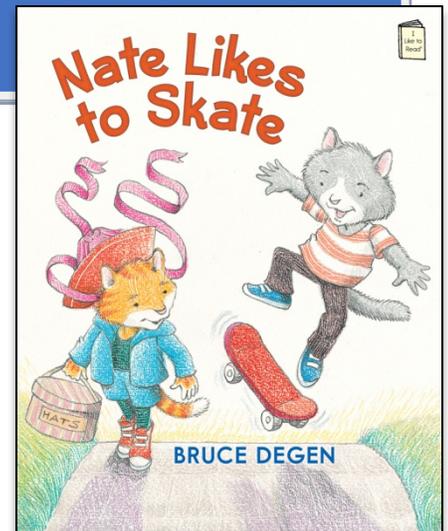
LESSON PLAN

NATE LIKES TO SKATE

An I Like to Read® Book, Level D

written and illustrated by Bruce Degen

Nate and Kate like different things, but sometimes trying new things can be fun!



HC: 9780823434565 / PB: 9780823435432
Ages 4–8 • E-book available

Learning Objectives: Read emergent text with purpose and understanding, retell familiar stories including key details, identify characters, settings, and major events in a story, read common high-frequency words by sight, and compare and contrast.

Guided Reading Level: D/Emergent Reader

Grade Level Equivalent: Kindergarten

Interest Level: Pre-K–3

Instructional Standards

Reading Literature: RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7

Reading Foundation Skills: RF.K.1,2a,2c,2e,3,3a,3c,3d,4/RF.1.1,1a,2,2b,2d,3,3b,4

Writing: W.K-1.3,6,8

Speaking and Listening: SL.K-1.1,2,4,5,6

Language: L.K.1,1b,1d,2,2a,2c,2d,4,5,5d,6/L.1.1,2,2a,2e,4,5,5d,6



BEFORE READING

1. Read the title and discuss the cover illustration.
2. Write “Nate Likes to Skate” on the board.
3. Discuss the different types of skating and identify the character who is skateboarding.
4. Invite students to identify the rhyming words in the title (Nate/skate).
5. Have students brainstorm other “ate” words as you record them on a chart.
6. Read the name of the author/illustrator. Discuss each role.
7. Explain to the students that Bruce Degen writes many children’s books. Display *Snow Joke* and *I Said, “Bed!”*
8. Take a picture walk through the book. Have students predict what the book is going to be about.
9. Write the vocabulary words on the board: **Nate, like, skate, Kate, hat(s), great, hate, bat, take(s), grate, flat, late, wait, close, gate, brat, feels.**
10. Invite students to identify the beginning sound for each word including blends: **sk, gr, cl, br.**
11. Have students read the words aloud and find common vowel sounds (rhyming words).
12. Create a list of “ate” and “at” words. Have students come up and circle the letters that make the sound “ate” and “at.”
13. Ask students to identify words that begin with a capital letter. Discuss proper nouns/names (Nate, Kate).
14. Discuss the text type of the story. Ask students to use evidence from the illustrations to explain why this book is fiction.
15. Read the book to find out who, what, where, when, and why (story elements).



DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read.
3. Point out the quotation marks and tell children this means someone is talking in the story. Say that each sentence begins with a capital letter and ends with a period, question mark, or exclamation point.
4. Ask the students how the illustrations and words help us understand what the story is going to be about.
5. Read the story with the group. Designate one group to read Kate's part and one group to read Nate's part.
6. Have the students read the book independently.
7. Who is this story mostly about (main characters)?
8. Where and when does the story take place (setting)?
9. What is happening? What does Nate like? What does Kate like?
10. How do the illustrations help you understand what is happening?
11. What is the problem in the story? Why did the problem occur?
12. How do Nate and Kate solve the problem? Do you think that they did a good job?

AFTER READING

1. Retell the story in your own words.
2. What does the word "brat" mean in the story?
3. Who do you think was being a brat? Explain.
4. Find pictures in the story that let you know how the characters were feeling.
5. Compare and contrast Nate and Kate.
6. Discuss different kinds of friendships. Does every friend have to have the same interests as you do? How do you compromise and make relationships work?
7. Invite students to give personal examples.
8. What word in the story was hurtful? What words can be used instead of "hate"?
9. At what point in the story did Nate realize he was not being a good friend?
10. What did you learn about friendship from the story?

Word Work:

Use flash cards to reinforce vocabulary words: **Nate, like, skate, Kate, hat(s), great, hate, bat, take(s), grate, flat, late, wait, close, gate, brat, feels.**

- Find all of the words that rhyme with "ate."
- What words have the same sound but different spellings?
- Find all of the "short a" words.
- Write 3 sentences using words from the story.
- Find a word that has different meanings (bat: a flying mammal/bat: a stick used in baseball).
- Find the part in the story where Bruce Degen uses the word "bat." What is the meaning of "bat" in the story?

Who said it, Nate or Kate?

- "I like to skate. It is great!"
- "I hate to skate, but I like hats."
- "I will skate on a grate."
- "It's late, bye Nate."
- "Look, Nate, I can skate!"
- "Can I try your hat?"
- "It feels great to wear hats and skate!"

11. Plan, design, and create a unique hat. Have a hat show in the classroom when everyone is done.
12. Write a sentence telling how the story changes from the beginning to the end of the book. Draw a picture.
13. Read *Snow Joke* by Bruce Degen. Compare and contrast the adventures of the characters from *Snow Joke* and *Nate Likes to Skate*.

