

# Schools

# DIARY of a **Wimpy Kid**



Jeff Kinney



# Teacher Resources

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# Diary of a Wimpy Kid

## IN THE CLASSROOM

TEACHERS' STARTER KIT RESOURCE PACK  
FOR THE BESTSELLING SERIES BY JEFF KINNEY

Dear Teachers and Librarians,

It has been ten years since the first Diary of a Wimpy Kid book published and millions of readers around the world have fallen in love with reading through Jeff Kinney's books. This quick and easy resource pack is the perfect way not only to **get your class excited about books** but also to encourage those much-desired independent reading skills - all in six glorious hours, **packed full of fun** and mischief (the good, creative kind).

### General approach:

This starter kit resource pack is split into two sections, 'Introductory Activities' and 'Questions and Suggestions for Further Activities'. The tasks suggested here provide material for six to twelve hours of lessons, which can take place during the school day or as extra-curricular activities. The material can be delivered in sequence as a small scheme of work or broken up into isolated lessons. Suitable for age groups 8-11 years but adaptable for any class or ability from KS1 through to KS3, this pack should give you the flexibility to bring some of that much-desired Wimpy Kid magic into the classroom - without neglecting those all-important curriculum objectives.

Happy learning - and don't forget to laugh your heads off while you're at it!

The team at Puffin

### The Diary of a Wimpy Kid books:



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### Objectives covered in the pack:

The popularity of Greg Heffley's continuing adventures means that many students are already VERY familiar with the content of the Wimpy Kid series. However, this pack encourages students to dig deeper – to analyse multi-modal texts and language; to embark on creative writing projects; and to consider the prevalent themes in the books: friendship, loyalty, self-esteem, family, love and the importance of a good laugh.

### Literacy:

Upper KS2 English Curriculum – Reading – Word Reading and Comprehension

- To improve understanding and comprehension of text types, with focus on humour and comic strips/cartoons
- To understand the linguistic conventions of certain text types
- To create a comic strip for a specific target audience and to use appropriate linguistic and stylistic conventions
- To interpret an author's language and style

Upper KS2 English Curriculum – Writing – Composition – Plan, Draft, Evaluate

- Use the comic-strip format to create characters, setting, dialogue and plot
- Organise ideas on how to combine pictures, captions and dialogue to bring to life a specific event or express a message
- Develop comic strips to depict story-related or self-created events, convey a message, or express interesting information

### Drama and Speaking and Listening

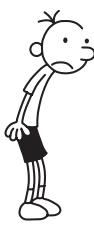
Upper KS2 English Curriculum – Spoken Language – Years 1 to 6

- To participate in discussions, presentations, performances, role play, improvisations and debates
- To conduct interviews and drama tasks in-role as different characters
- To formally present information to an audience

### Design technology and Art

KS2 Art and Design and KS2 DT – Design, Make, Evaluate

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To create sketch books to record their observations and use them to review and revisit ideas



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# Using the *Diary of a Wimpy Kid* series to encourage Reluctant Readers

The *Diary of a Wimpy Kid* books are the perfect companion for any reluctant reader, helping them to overcome their reading barriers and develop a real and lasting love of reading. There are three main features of the books that make them excellent for those with a lower reading age: their layout, style and content.

## Layout

The *Diary of a Wimpy Kid* books' clear comic-book format makes them accessible for those who have lower reading ages, or who might struggle to read long sections of unbroken text. The font size, spacious layout and simple, direct language make the books both accessible and engaging. The text is interspersed with images, making it easily digestible and allowing readers to work at their own pace, without losing the thread of the story. This visual backup is excellent for those who find reading more challenging: the pictures can contextualise and reinforce what is happening in the story, while keeping it fun and engaging.

## Style

The books are packed full of literary features that help make them accessible for those resisting the reading bug. Jeff Kinney writes in the first person, taking students straight into the mind of his protagonist. They are full of characters to whom young people can relate and, most importantly, the books are bursting with laugh-out-loud moments that make reading them a real pleasure.

## Content

The series tackles themes that young people want to hear about: bullying, friendship, school and family life. The events in the books are based on real experiences that young people go through, and can therefore be a great tool to help young people navigate the experiences in their own lives. The *Wimpy Kid* books make reading fun, and provide that important jump into reading lots of different types of books for pleasure.

## Core Reading Skills

The series is excellent for developing core reading skills. The enthusiasm the books create in their readers fosters a positive attitude to reading that can then be continued with other types of literature including: fiction, non-fiction, plays and other multi-modal texts. The *Diary of a Wimpy Kid* books get young people talking. Children love to share, recommend and comment on these books – all skills that are recognised and championed by the National Curriculum.

The activities in the following 5 pages are designed for reluctant readers. They are made up of games and taster activities that will get students excited about the books while developing their reading, writing, speaking and listening skills. The tasks are great for more advanced readers too – these students should follow the extension activities to complete the tasks in greater depth.



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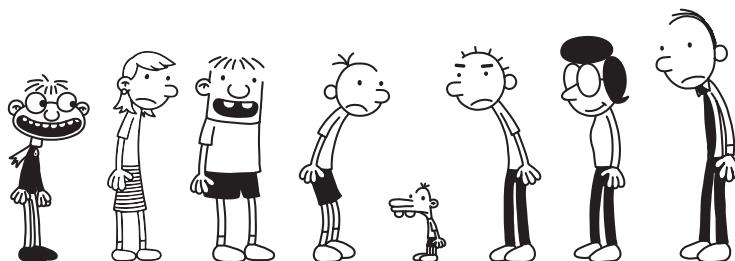
# Before reading...



## ACTIVITY 1: CHARACTERS

Look at the main characters from *Diary of a Wimpy Kid*. Work with a partner to brainstorm around them:

- Who might they be?
- What do you think their relationship to one another could be?
- If you had to name them, what names would you give them? Try to match a name to what you think the character might be like.



## ACTIVITY 2: THIS IS NOT A DIARY!

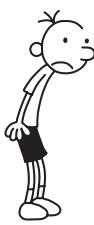
The main character of *Diary of a Wimpy Kid*, Greg, definitely does NOT want to keep a diary. He says:

*'First of all, let me get something straight: this is a JOURNAL, not a diary. I know what it says on the cover, but when Mom went out to buy this thing I SPECIFICALLY told her to get one that didn't say "diary" on it. Great. All I need is for some jerk to catch me carrying this book around and get the wrong idea.'* – *Diary of a Wimpy Kid*, p. 1.

**1.** Make your own scrapbook. Remember – this is not a diary! Use photographs, pictures you have drawn or found objects. Stick them in your scrapbook to document all the funny, annoying or plain ridiculous things that happen in your week. Think about including:

- Photos
- Cinema tickets
- Invitations
- Receipts

Remember to write in all the funny things your friends and family say!



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# Before reading...



## ACTIVITY 3: GETTING TO KNOW THE BOOKS

**Objective:** To introduce students to all books in the Wimpy Kid series

**Outcome:** To identify a Wimpy Kid book they would like to read

### Task:

Split the class into groups of four or five. Cut out the sets of lines and titles on the following page and provide a set to each group.

Using their knowledge of the books and the information they can gather from the cover and title, ask groups to match the lines to the books they think they describe.

Once groups have shared their guesses reveal the correct pairings (we've included a poster at the back of the pack with these listed). Did they get them right? What clues from the covers did they use?

From the descriptions given ask students to select the book they would most like to read next and write down why.

Using the checklist below ask them to write down what they think might happen in the story.

- **Setting:** Where do they think the story takes place? What time of year?
- **Main characters:** Who do they think the main characters are?
- **Plot:** What do you think might happen in the book? Could there be a twist?
- **Ending:** How might the story end?



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# Diary of a Wimpy Kid

## GETTING TO KNOW THE BOOKS

**THE LAST STRAW**

THE ONE WITH THE WORST  
SUMMER EVER

**DOG DAYS**

THE ONE WHERE GREG AND ROWLEY  
MAKE A HORROR FILM

**Diary of a Wimpy Kid**

THE ONE WHERE GREG SHAPES UP

**OLD SCHOOL**

THE ONE WITH THE CRAZY SNOW STORM

**RODRICK RULES**

THE ONE WITH  
THE VALENTINE'S DANCE

**CABIN FEVER**

THE ONE WHERE GREG NEEDS  
A NEW FRIEND

**THE UGLY TRUTH**

THE ONE WITH THE EVIL  
BIG BROTHER

**DOUBLE DOWN**

THE ONE WHERE IT ALL BEGINS

**THE LONG HAUL**

THE ONE WITH THE SCARY  
SCHOOL TRIP

**HARD LUCK**

THE ONE WITH THE FAMILY ROAD TRIP

**THE THIRD WHEEL**

THE ONE WHERE GREG  
GETS 'THE TALK'

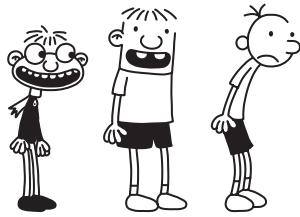
**THE GETAWAY**

THE ONE WITH THE  
CHRISTMAS GETAWAY



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# During reading...



## ACTIVITY 1: CREATE YOUR OWN CHARACTER!

Greg, Rowley and Fregley are just three of the interesting characters Jeff Kinney has created for his Wimpy Kid books. Work with a partner and brainstorm all the things that make these characters fun and different.

Now, use the character profile box below to create your very own character for a new Wimpy Kid book. You need to think about:

- What are they like? Are they funny/clever/sporty?
- How do they fit in with the story? Are they friends with Greg? Does Greg like/dislike them?
- What do they look like? What does this show about their personality?

Make sure you draw your character and label them with all their original features!

My Wimpy Kid Character



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# During reading...

## ACTIVITY 2: ROWLEY'S JOKES



Greg is NOT impressed with Rowley's jokes. Can you come up with some better ones? Work with a friend and write the three funniest jokes you can think of. Try them out on the class – the joke that gets the most laughs wins!

## ACTIVITY 3: DRAMA TASK

Greg's brother Rodrick likes to play practical jokes on him:

'A couple of days into summer vacation, Rodrick woke me up in the middle of the night. He told me I slept through the whole summer, but that luckily I woke up just in time for the first day of school. You might think I was pretty dumb for falling for that one, but Rodrick was dressed up in his school clothes and he'd set my alarm clock ahead to make it look like it was the morning. Plus, he closed my curtains so I couldn't see that it was still dark out.' – Diary of a Wimpy Kid, p. 11.

Work with a partner and create a short piece of improvisation drama exploring Greg and Rodrick's relationship. Your improvisation should start just after Greg realised Rodrick was making fun of him.

## ACTIVITY 4: BIG QUIZ!

Using all your knowledge of the characters and plots of the Diary of a Wimpy Kid series, make your very own quiz! The rules:

- You should have at least 8 questions
- They should all be based on the characters or the story – use the book to find interesting facts your opponents might not know!
- Work with another pair and take turns to ask each other a question
- Work your scores out at the end – whoever has the most points wins!



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# Split Level Activities



The following activities are perfect for engaging a class whose students span multiple ability levels. Children with a more reluctant approach to reading can start with the Task, while students who need more of a challenge can also attempt the Extension Activity.

## ACTIVITY 1: MOVIE TRAILERS

### Task

It is your job to make a fabulous trailer for a brand-new film version of the first Diary of a Wimpy Kid book. Work in groups to make a storyboard, showing exactly what will be in your Oscar-winning trailer.

Work with your group to:

1. Choose the key events you would like to include.
2. Decide which pictures you will draw to best show these events.
3. Include a caption or title for each picture that tells the viewer what is happening.

### Extension

Use your storyboard to create a script for your trailer. Make sure you:

1. Work through the text to find the **three best quotes** that you could include in your script.
2. Write a script that accompanies your storyboard. Remember to create excitement through your language choice!

## ACTIVITY 2: DEBATE

### Task

Students will consider the following statement:

*'Computer games should be banned and young people should be made to do community work in their spare time.'*

The class should be split into two groups for this activity.

Group 1: Brainstorm all the reasons you can think of that **support** this statement.

Group 2: Brainstorm all the reasons that **oppose** this statement. Arrange the class so that each side is facing the other and have a debate. Remember – only one person should speak at any one time and you need to listen to each other's points of view and respond to them.

### Extension

Write a reflection on the debate. Which side do you think won? What were the most interesting points raised? Have you changed your opinion because of this debate?

## ACTIVITY 3: BOOK SLAM!

### Task

There are eleven brilliant books in the Diary of a Wimpy Kid series. Work in groups to pick your favourite of the eleven books and make a list of the reasons why you believe it is the best. Battle it out with your friends in your very own book slam – who can use the most persuasive language to convince the rest of the class that their chosen book is the best?

### Extension

Imagine you are a newspaper or magazine journalist, and write a review of your chosen book, explaining why you think it is the best. Try to include persuasive language and quotes from the book. Read your review to the rest of the class.



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# Split Level Activities



## ACTIVITY 4: CURIOUS CHARACTERS

### Task

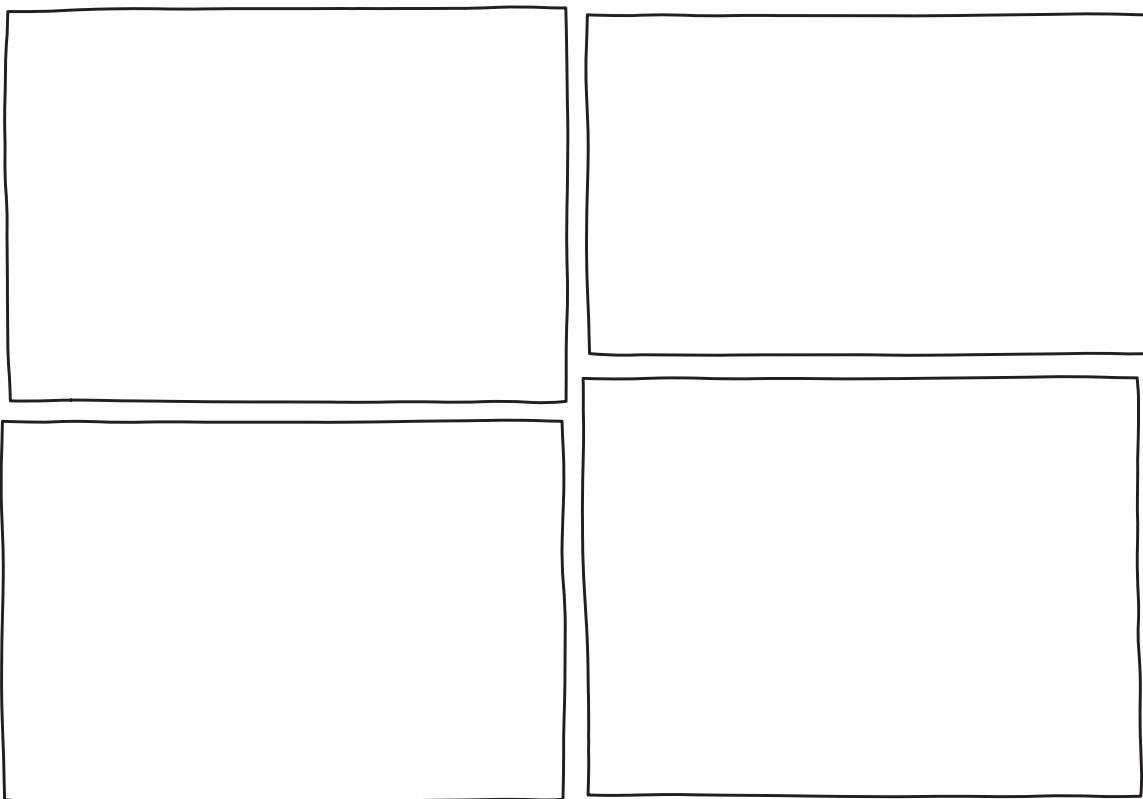
Pick your favourite character from another book, TV programme or film. Imagine this character has gone into Greg's world and is now a character in the Diary of a Wimpy Kid series.

Draw a short comic-strip sequence showing how Greg and this new character would meet.

### Extension

Write the dialogue between these two characters beneath your comic strip. Make sure you write in the voice of Greg, use a thesaurus for those interesting adjectives, and use speech marks to show when a character is talking.

## COMIC-BOOK WORKSHEET



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# Diary of a Wimpy Kid

## IN THE CLASSROOM

TEACHERS' STARTER KIT RESOURCE PACK  
FOR THE BESTSELLING SERIES BY JEFF KINNEY

### WIMPY KID: DELVING DEEPER

#### ACTIVITY 1: GETTING TO GRIPS WITH GREG

The following tasks have a dual purpose:

1. To encourage those students familiar with the series to delve a little deeper into the ideas and themes present in the books
2. To introduce the series to students who have never read a Wimpy Kid book - via accessible (and simply irresistible) activities

#### Lead-in questions:

The Diary of a Wimpy Kid series is well known for its humour and ability to make people laugh. A good way to begin is to get students thinking about laughter.

1. What is laughter? When do we laugh? Why is it important?
2. How many types of laugh can you list?
3. What are the differences between these laughs?:  
- Belly laugh - Snigger - Giggle - Snorting

\***Extension activities:** students might draw the different laughs; they might act them out; they might create scenarios for the different types of laughter.

4. How does the title, *Diary of a Wimpy Kid* suggest something funny?  
What does it make you think of?

#### Extract work:

This is the opening of the first Diary of a Wimpy Kid book:

#### Extract task 1 - comprehension questions:

1. What did Greg 'specifically' ask Mom to get him?
2. What is Greg worried about?
3. Whose idea was it for Greg to write a journal?

#### Extract task 2 - first impressions of Greg:

Find examples in the extract that show that Greg is:

FUNNY

YOUNG

LACKING CONFIDENCE

MONDAY

I guess Mom was pretty proud of herself for making me write in that journal last year, because now she went and bought me another one.

But remember how I said that if some jerk caught me carrying a book with "diary" on the cover, they were gonna get the wrong idea? Well, that's exactly what happened today.



(MY BROTHER RODRICK)

Now that Rodrick knows I have another journal, I better remember to keep this one locked up. Rodrick actually got hold of my LAST journal a few weeks back, and it was a disaster. But don't even get me started on THAT story.

Photocopyable sheet available on p. 15 of this pack.

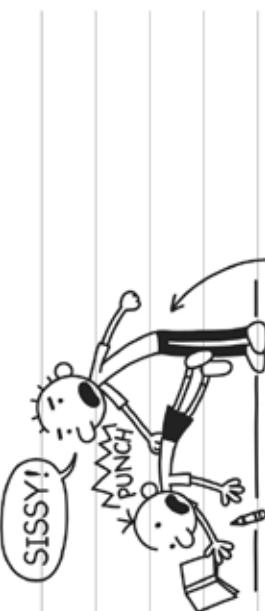


## SEPTEMBER

Monday

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# Diary of a Wimpy Kid

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### ACTIVITY 1: GETTING TO GRIPS WITH GREG

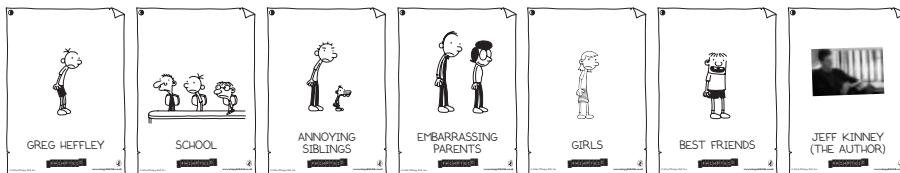
**Extract task 3 - if Greg Heffley was interviewed on the television, what do you think he'd be like in real life?  
Brainstorm your ideas using the following headings:**

APPEARANCE  
VOICE  
BODY LANGUAGE  
FACIAL EXPRESSIONS

#### Main task - Wimpy Kid Fact-Finding:

This task is designed to encourage students with prior knowledge of the series to share their knowledge with classmates – an excellent activity for improving speaking and listening skills!

First, split the class into two groups: Group A – those who have read the Wimpy Kid books, and Group B – those who haven't. Give each student in Group A one of the following cards:



Photocopyable cards available on p. 16 of this pack.

Now, set up the classroom so that each person in Group A has their very own desk, with a vacant seat opposite them. These vacant seats are for the members of Group B, who need to gather as much information from their Group A counterparts as possible, completing the fact-finding information sheet:

After 2 minutes, Group B members should get up and switch to a new desk, making notes all the time. This should go on for about 15 minutes. Then choose some members of Group B to present back to the class what they've learned!

DIARY of a Wimpy Kid FACT FINDING INFORMATION SHEET	
CATEGORY	INFORMATION I GATHERED
GREG HEFFLEY	
SCHOOL	
ANNOYING SIBLINGS	
EMBARRASSING	
PARENTS	
GIRLS	
BEST FRIENDS	
JEFF KINNEY (THE AUTHOR)	

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Photocopyable sheet available on p. 17 of this pack.

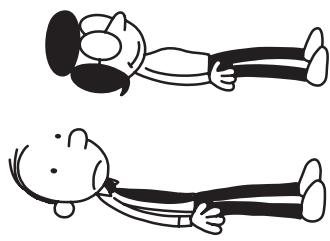


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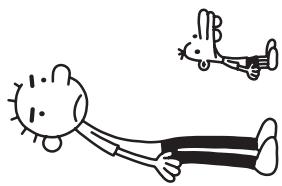
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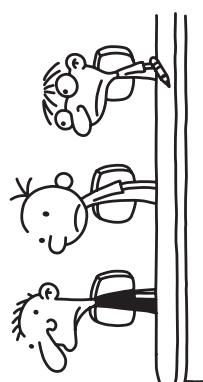
## EMBARRASSING PARENTS

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# DIARY of a *Wimpy Kid*

## FACT-FINDING INFORMATION SHEET

CATEGORY	INFORMATION I GATHERED
GREG HEFFLEY	
SCHOOL	
ANNOYING SIBLINGS	
EMBARRASSING PARENTS	
GIRLS	
BEST FRIENDS	
JEFF KINNEY (THE AUTHOR)	



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# Diary of a Wimpy Kid

## IN THE CLASSROOM

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### ACTIVITY 2: DIARY WRITING

'Just don't expect me to be all "Dear Diary" this and "Dear Diary" that.' - *Diary of a Wimpy Kid*, p. 1.

Objective: To identify linguistic techniques and tone and to create a diary entry

Outcomes: A diary entry in role as a chosen character

#### Lead-in task:

Imagine the summer holidays are about to begin. List three things you'd want to do in your time off.

1.

2.

3.

#### Task 1:

Looking back at the extract in Activity 1, ask students to find examples in the extract of the following comic devices:

USE OF CAPITAL LETTERS

INFORMAL WORDS

ONOMATOPOEIA

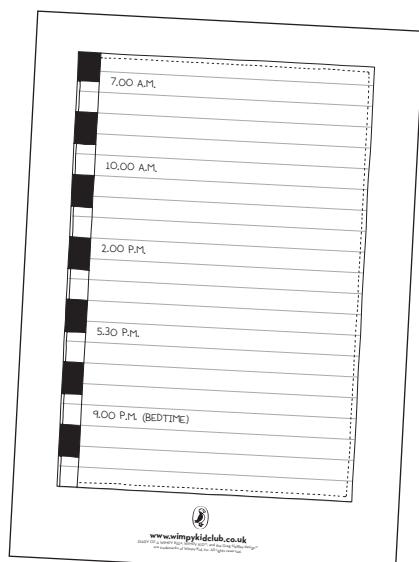
USE OF CARTOON

\***Extension activity:** how do these things help to make you laugh?

#### Task 2:

Choose one of the things that you or your character would want to do in the summer holidays (direct students back to the lead-in activity). Write a short and FUNNY diary entry in the voice of your character (make it clear that students can invent a character or write in their own voice) to describe the event.

\***Extension activities:** students could design and create their own diary template; students should read swap diary entries and annotate their writing for examples of 'capital letters', 'informal words', 'onomatopoeia', 'use of cartoon'.



Photocopyable sheet available on p. 19 of this pack.

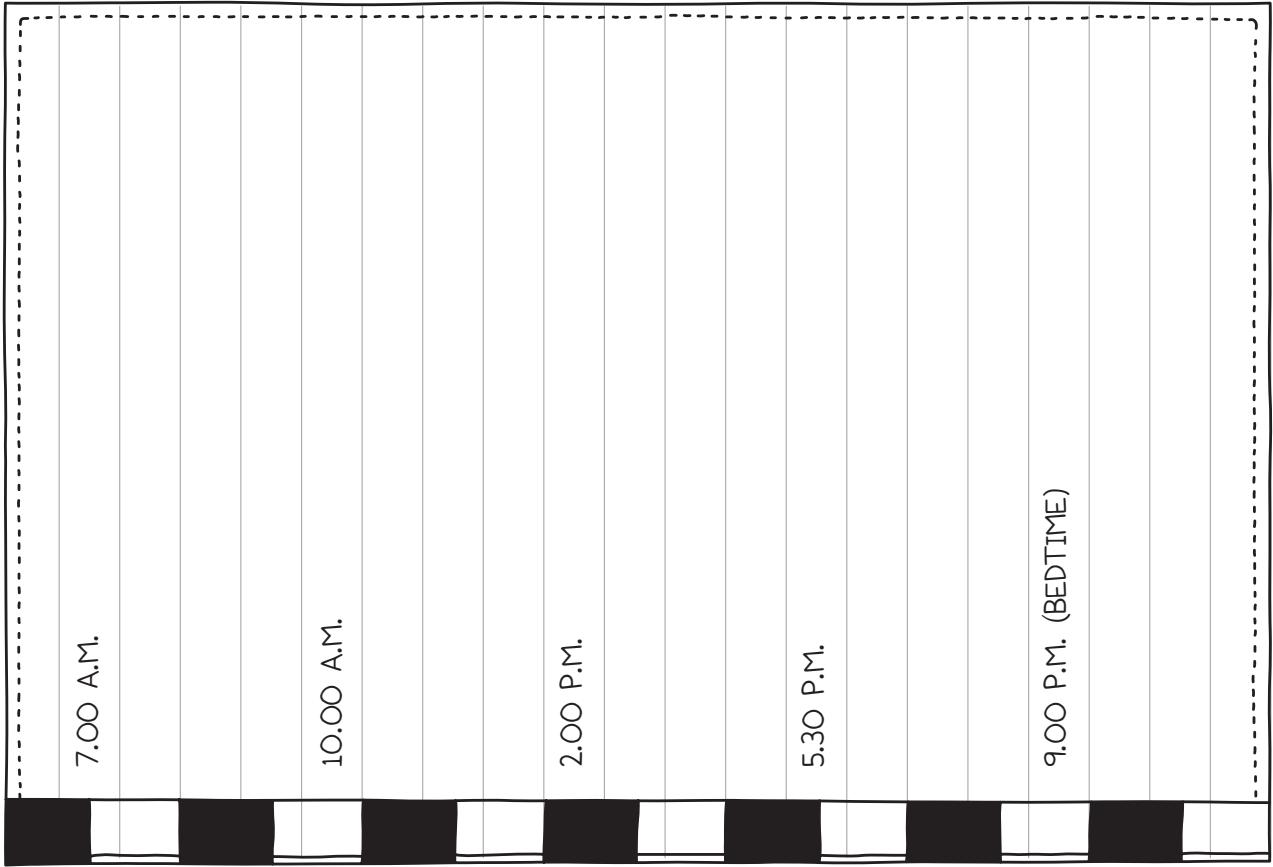


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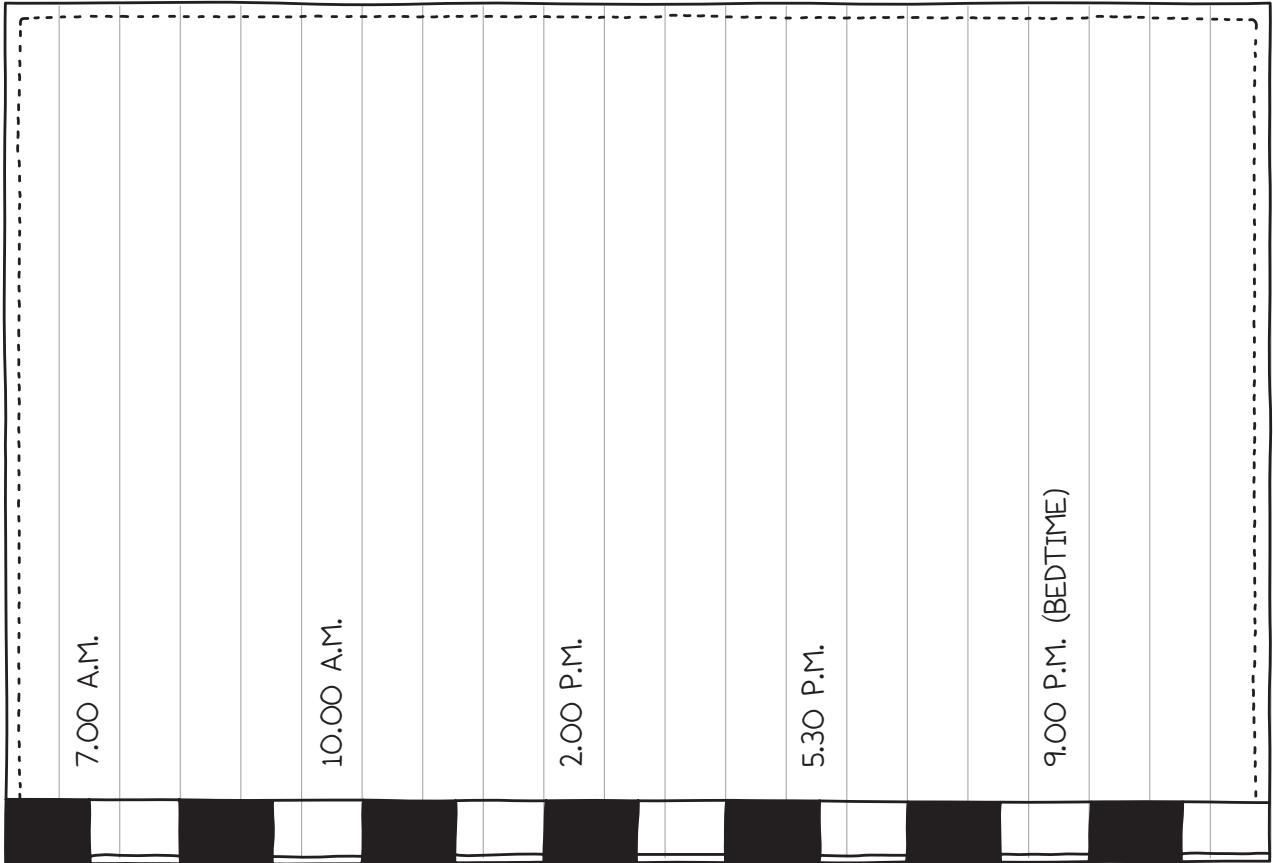
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# Diary of a Wimpy Kid

## IN THE CLASSROOM

TEACHERS' STARTER KIT RESOURCE PACK  
FOR THE BESTSELLING SERIES BY JEFF KINNEY

### ACTIVITY 3: RESEARCHING THE AUTHOR, JEFF KINNEY

**Objective:** To use social media, websites and books to research Jeff Kinney

**Outcomes:** An informed presentation on the author (speaking, listening and drama); completed author profiles

#### Lead-in questions:

What sort of person would write the Wimpy Kid books? What things might he or she be interested in?

#### Task 1:

Split the class into groups of four or five. You might want to assign roles to group members so that their work is more focused. Roles can include: Team Captain, Scribe, Communicator, Reader, Brainstormer, Content Collector.

Direct students to the library or to the IT room and suggest the following websites for research:



[www.wimpykidclub.co.uk](http://www.wimpykidclub.co.uk)



[www.wimpykid.com](http://www.wimpykid.com)



[twitter.com/wimpykid](https://twitter.com/wimpykid)



[www.facebook.com/  
wimpykidbooksUK](https://www.facebook.com/wimpykidbooksUK)

Give each group a different subject to research:

JEFF KINNEY'S LIFE

JEFF KINNEY'S BOOKS

JEFF KINNEY'S WIMPY KID FILMS

JEFF KINNEY'S AWARDS



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# Diary of a Wimpy Kid

## IN THE CLASSROOM

TEACHERS' STARTER KIT RESOURCE PACK  
FOR THE BESTSELLING SERIES BY JEFF KINNEY

### ACTIVITY 3: RESEARCHING THE AUTHOR, JEFF KINNEY

#### Task 2:

Students must organise a presentation based on their findings. They need to present facts and information about Jeff Kinney to their classmates.

**Task 3:** Encourage students to listen to their classmates and makes notes under each of the headings from Task 1 so that they can create an “author profile”:

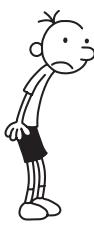
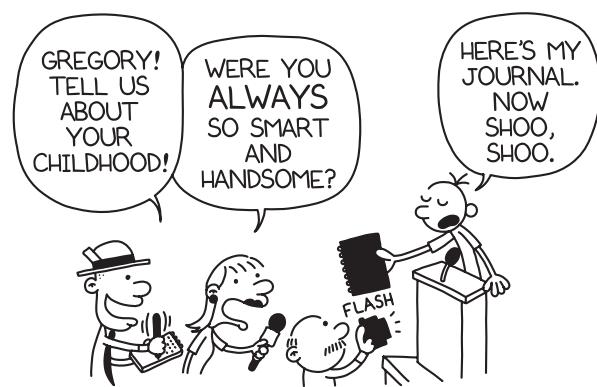
#### Task 4:

Students should reflect on what they've learned and think of any questions that they'd like to ask Jeff Kinney.

**\*Extension activity:** As an idea for a whole additional lesson, students could use the questions they have formulated to create and conduct author-interview role-plays. Split the class into groups and ask one student to play the role of Jeff Kinney while the others take turns to interview. Students should consider how they think Jeff Kinney would behave/respond in an interview situation based on what they've learned. Encourage the best group to demonstrate in front of the class!



Photocopyable sheet available on p. 22 of this pack.



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# DIARY of a Wimpy Kid

## AUTHOR PROFILE: JEFF KINNEY



AGE: .....

PLACE OF BIRTH: .....

FAMILY: .....

INTERESTS: .....

BOOKS: .....

.....

.....

.....

.....

AWARDS: .....

.....

.....

.....

.....

FILMS: .....

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# Diary of a Wimpy Kid

## IN THE CLASSROOM

TEACHERS' STARTER-KIT RESOURCE PACK  
FOR THE BESTSELLING SERIES BY JEFF KINNEY

### ACTIVITY 2: FRONT COVER FUN!

**Objective:** To analyse and create book covers

**Outcomes:** Book covers created by each student in the class – perfect for next term's display!

**Lead-in question:**

Ask the children which is your favourite Wimpy Kid cover and why?

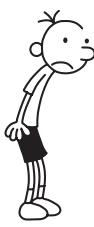


#### Task 1:

Ask students to look at all eleven Wimpy Kid covers to date and fill in the following table:

Diary of a Wimpy Kid FRONT COVER FUN				
BOOK	COLOUR	TITLE	CARTOON	SPECIAL FEATURES
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

Photocopyable sheet available on p. 13 of this pack.



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# Diary of a Wimpy Kid

## FRONT COVER FUN!

BOOK	COLOUR	TITLE	CARTOON	SPECIAL FEATURES
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
MY COVER				



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# Diary of a Wimpy Kid

## IN THE CLASSROOM

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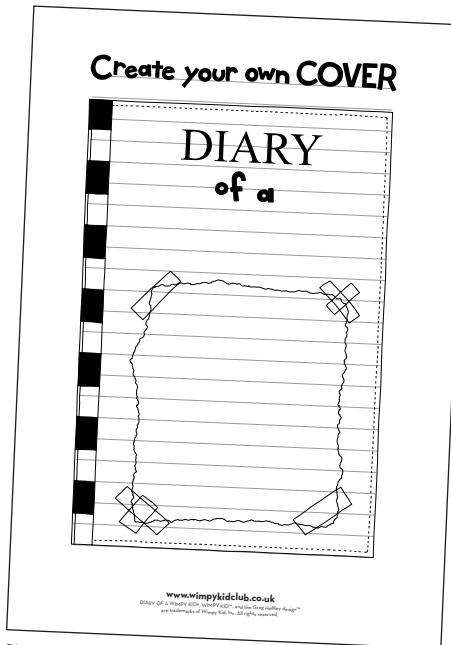
### ACTIVITY 4: FRONT COVER FUN!

#### Task 2:

Students should imagine that they've been asked to design a brand-new Wimpy Kid cover. They need to brainstorm their ideas - What colour? What title? What cartoon? Any special features? They should complete an additional row in the table before drawing their covers.

#### Task 3:

Students should now use the template below (taken from the Wimpy Kid DIY book) to create what they think the cover for the next Wimpy Kid book would look like.



Photocopiable sheet available on p. 26 of this pack.

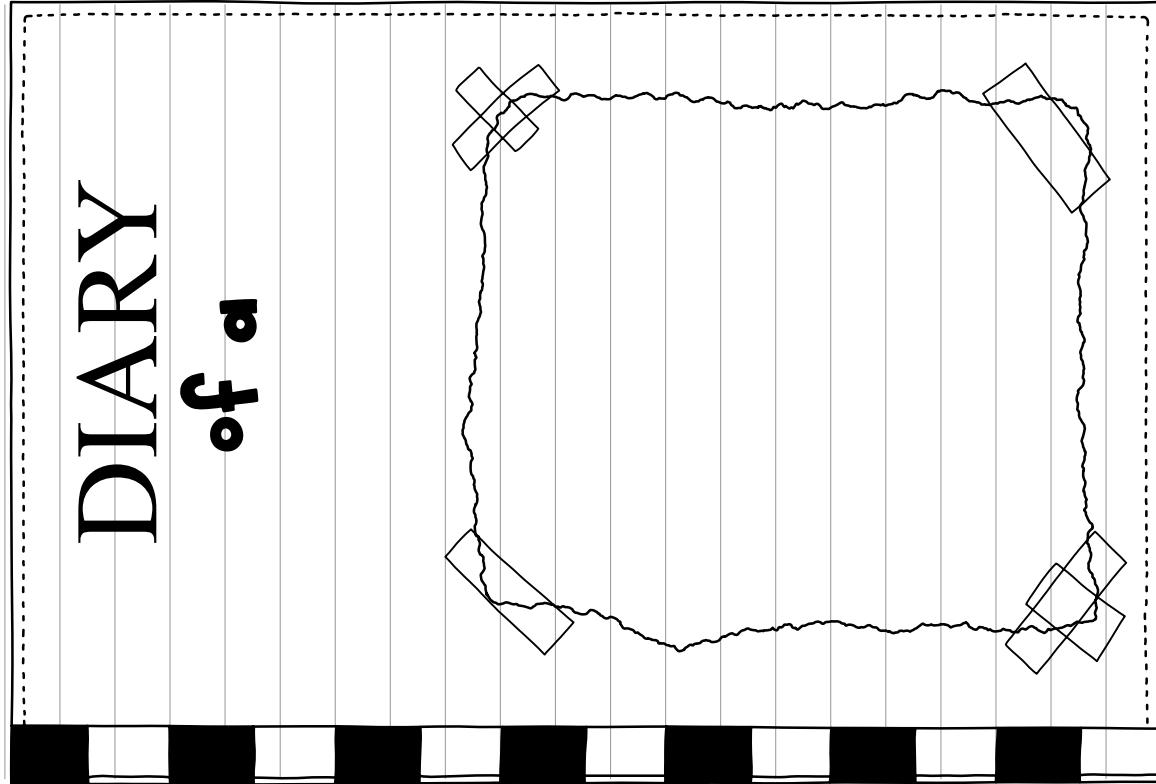


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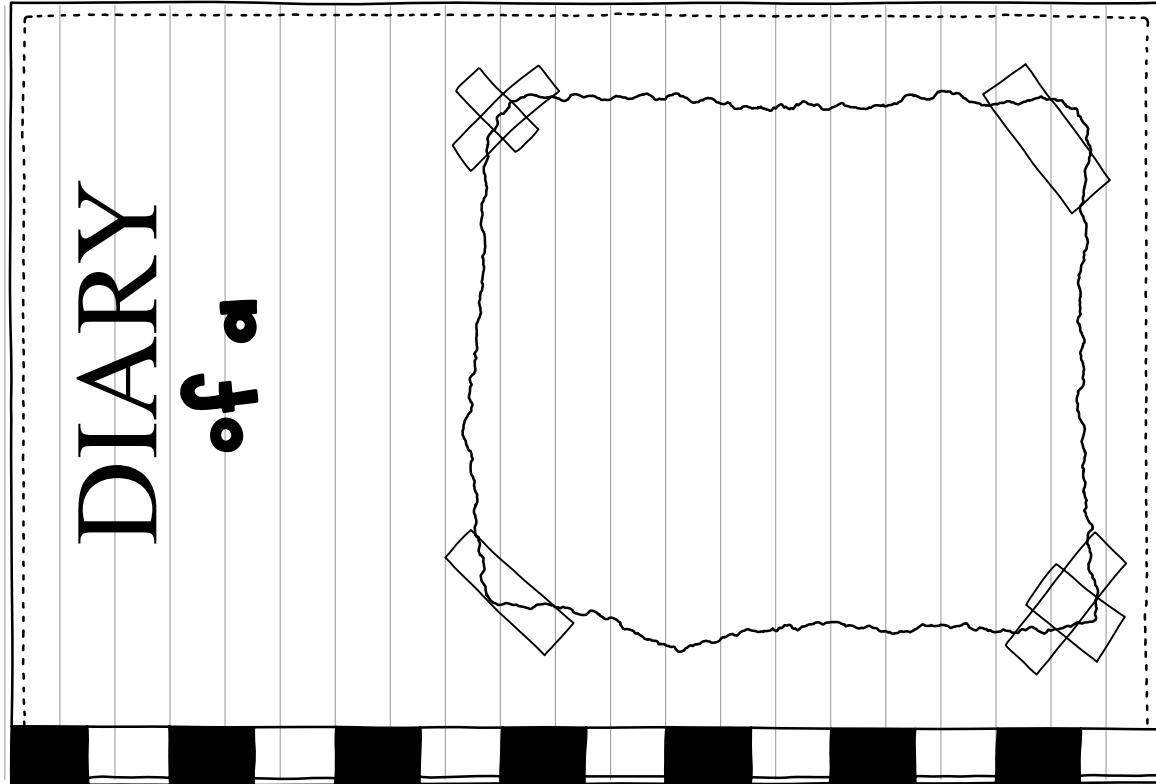
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**Create your own COVER**



**Create your own COVER**



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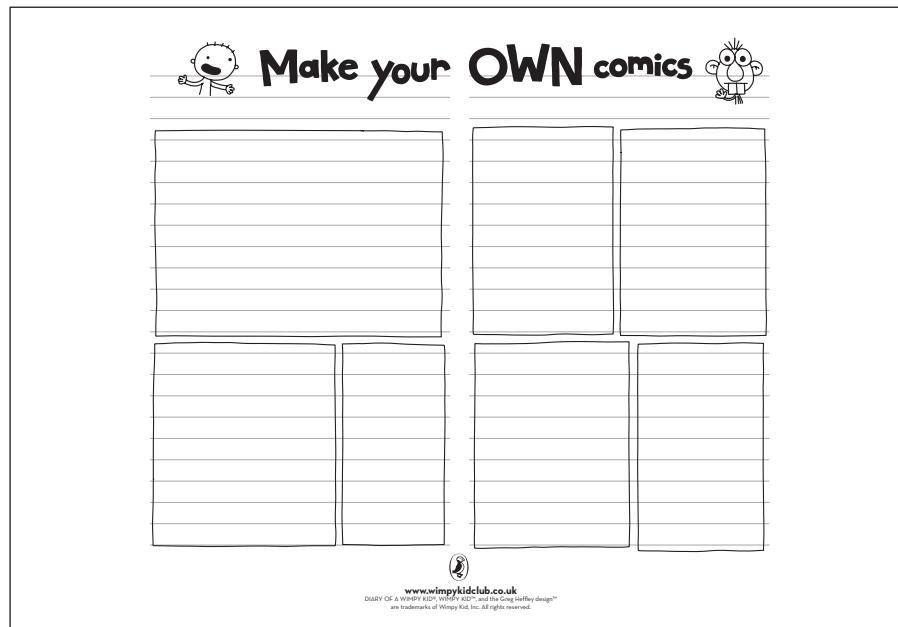
# Diary of a Wimpy Kid

## IN THE CLASSROOM

TEACHERS' STARTER KIT RESOURCE PACK  
FOR THE BESTSELLING SERIES BY JEFF KINNEY

### ACTIVITY 5: COMIC-BOOK MAYHEM!

Objective: To create a comic strip consisting of eight panels, in groups  
Outcomes: An eight-panelled comic strip

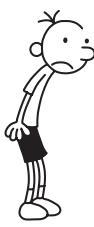


Photocopyable sheet available on p. 28 of this pack.

#### Lead-in task:

In your groups, choose one of the following events and brainstorm how it could be exaggerated for comic effect:

- A TRIP TO THE SEASIDE
- A SCHOOL ASSEMBLY
- SPORTS DAY



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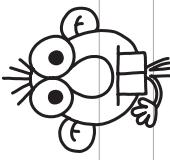
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# Make your



# OWN comics





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# Diary of a Wimpy Kid

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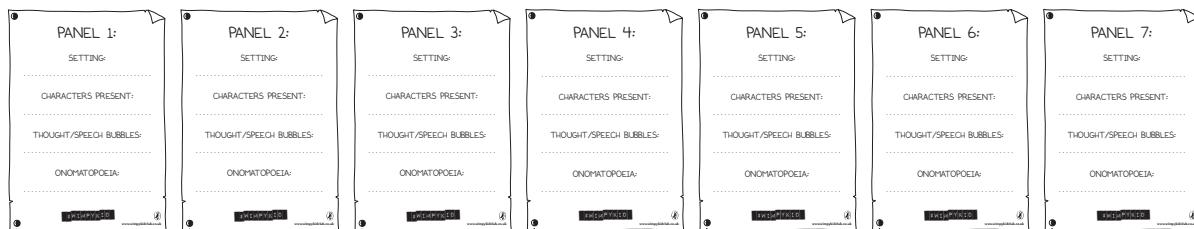
### ACTIVITY 5: COMIC-BOOK MAYHEM!

#### Task 1:

Now you need to decide on characters. Give students the choice to use Greg and friends, if easier, or to use the characters based on people they know. A mixture of both would be fun!

Ask students to choose six characters for their comic book and one MAIN character.

Ask students to create a panel-by-panel outline of what will happen in their comic strip.



Photocopyable sheet available on p30 of this pack

#### Task 2:

Ask students in groups to complete one panel each.

The group needs to work together to create the comic strip.

#### Task 3:

After one to three lessons (depending on how long the class needs) working on the comic strip, students should present back to the class.



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## PANEL 1:

CHARACTERS PRESENT:  
SETTING:

THOUGHT/SPEECH BUBBLES:

ONOMATOPOEIA:

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## PANEL 2:

CHARACTERS PRESENT:  
SETTING:

THOUGHT/SPEECH BUBBLES:

ONOMATOPOEIA:

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## PANEL 3:

CHARACTERS PRESENT:  
SETTING:

THOUGHT/SPEECH BUBBLES:

ONOMATOPOEIA:

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## PANEL 4:

CHARACTERS PRESENT:  
SETTING:

THOUGHT/SPEECH BUBBLES:

ONOMATOPOEIA:

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## PANEL 5:

CHARACTERS PRESENT:  
SETTING:

THOUGHT/SPEECH BUBBLES:

ONOMATOPOEIA:

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## PANEL 6:

CHARACTERS PRESENT:  
SETTING:

THOUGHT/SPEECH BUBBLES:

ONOMATOPOEIA:

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## PANEL 7:

CHARACTERS PRESENT:  
SETTING:

THOUGHT/SPEECH BUBBLES:

ONOMATOPOEIA:

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# Diary of a Wimpy Kid

## IN THE CLASSROOM

TEACHERS' STARTER KIT RESOURCE PACK  
FOR THE BESTSELLING SERIES BY JEFF KINNEY

### QUESTIONS AND SUGGESTIONS FOR FURTHER ACTIVITIES

You've completed the introductory exercises, but the fun doesn't have to end here! There are lots of ways to keep that Wimpy Kid feeling alive in the classroom and to keep students talking about books and reading. First off, let's start by asking students to reflect on what they've learned.

#### QUESTIONS:

1. What have you learned about Jeff Kinney, the author of the Wimpy Kid series?
2. What have you learned about comic writing? Can you list some devices that make the Wimpy Kid books so funny?
3. What sort of character is Greg Heffley? What are his personality traits?
4. Why do you think Greg writes a diary? How do you think his diary writing helps him?
5. If Greg shared some of his thoughts on Facebook or Twitter, what would be the reaction?
6. What sort of problems would you write about in your own diary?
7. How do you think Greg would react if he were to look back at his writings as an adult?
8. Can you list some of the themes of the Wimpy Kid books?
9. How is the cover of the latest book different from the old ones? What makes it an effective cover?
10. How is the series similar or different to other books that you have read about young people of the same age?

#### SUGGESTIONS FOR FURTHER ACTIVITIES:

1. Now that your students have created so many comic strips, cover designs, diary entries and author profiles, why not get them busy organising a classroom display?
2. If you're stuck for creative writing exercises, get students to predict the next instalment of Greg's adventures (refer them back to the front covers that they created in Activity 4). Can they predict/write the first chapter of Greg's latest journal? Better still, could they create a short Wimpy Kid drama in groups?
3. For more ideas, visit the "Downloads" section on [www.wimpykidclub.co.uk](http://www.wimpykidclub.co.uk) and check out our Wimpy Kid Election Kit.
4. Begin a Wimpy Kid reading campaign to get other students across your school involved. Put photos up in the school library, or snap students and teachers reading different Wimpy Kid books.
5. To kick-start the campaign, ask your students to decide which Wimpy Kid book is their favourite, whether it's the very first or the eleventh in the series. Ask students to complete and wear the badges provided here - just to make sure that Wimpy Kid fever keeps spreading...



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# Diary of a Wimpy Kid

MY NOTES:



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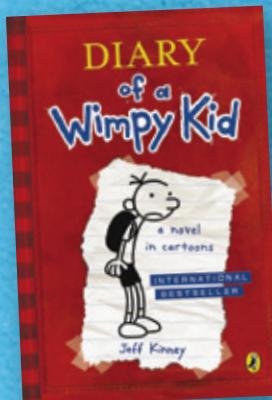
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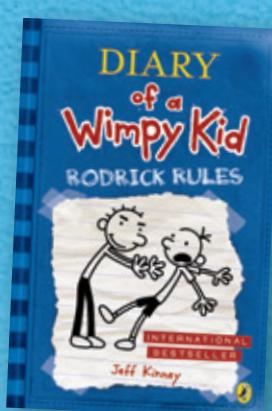


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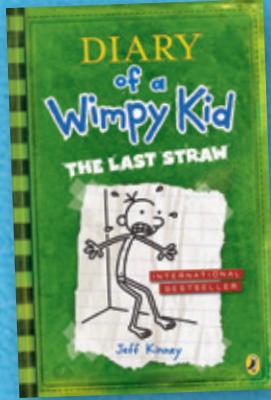
The funniest books you'll  
**EVER** read.



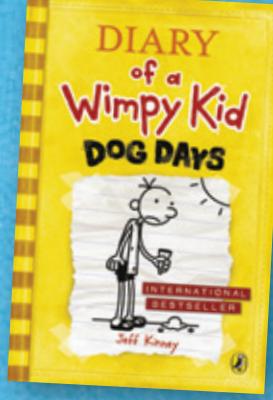
THE ONE WHERE IT ALL BEGINS



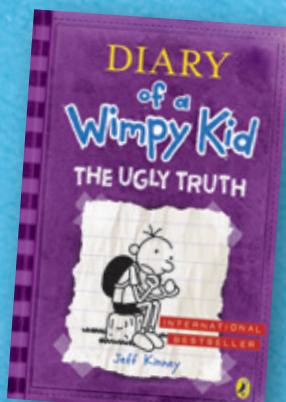
THE ONE WITH THE EVIL BIG BROTHER



THE ONE WHERE GREG SHAPES UP



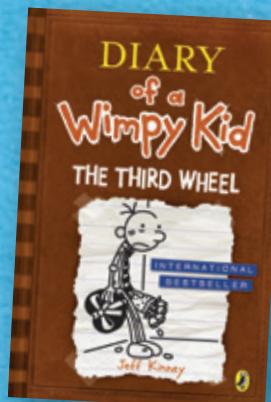
THE ONE WITH THE WORST SUMMER EVER



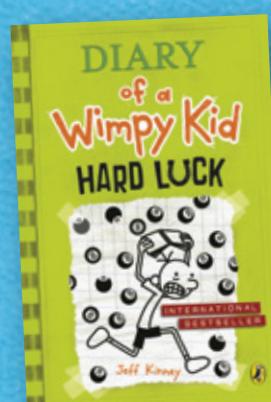
THE ONE WHERE GREG GETS 'THE TALK'



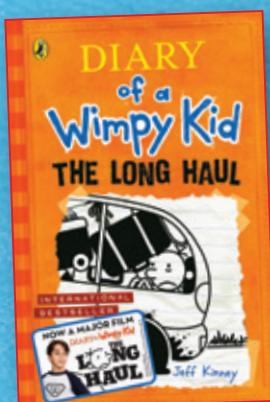
THE ONE WITH THE CRAZY SNOW STORM



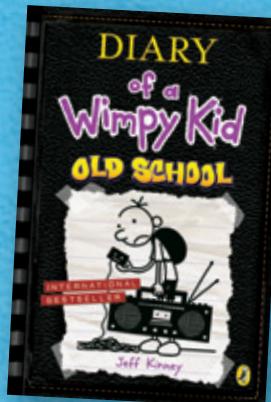
THE ONE WITH THE VALENTINE'S DANCE



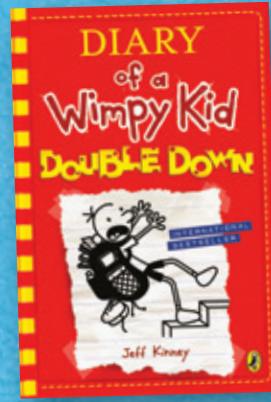
THE ONE WHERE GREG NEEDS A NEW FRIEND



THE ONE WITH THE FAMILY ROAD TRIP



THE ONE WITH THE SCARY SCHOOL TRIP



THE ONE WHERE GREG AND ROWLEY MAKE A HORROR FILM



THE ONE WITH THE CHRISTMAS GETAWAY!



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