

# Diary of a Wimpy Kid

## IN THE CLASSROOM

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

Dear Teachers,

Have you ever sat in your school library and watched your students scramble over the latest **Diary of a Wimpy Kid** book, wishing they'd keep the noise down a little? Have you felt the frustration of not being able to magic a million more copies of Jeff Kinney's laugh-out-loud cartoon books into your classroom - just to calm them all down? Fear no more. 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, we hope that this pack gives 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

**Books featured in this pack** - (yes, all NINE of them!):

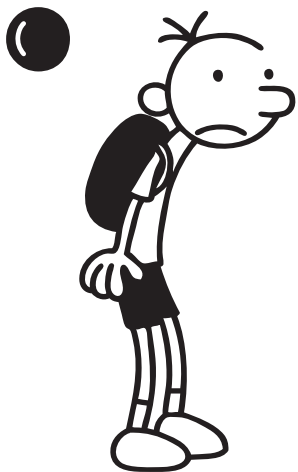


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### **Objectives covered in the pack:**

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

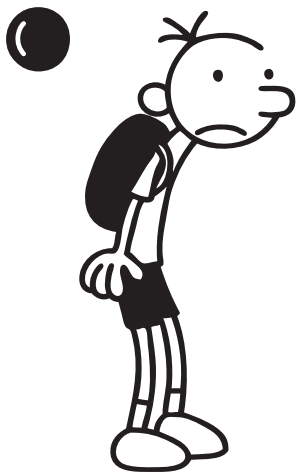
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To create sketch books to record their observations and use them to review and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

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### WIMPY KID: INTRODUCTORY ACTIVITIES

#### 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 his 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

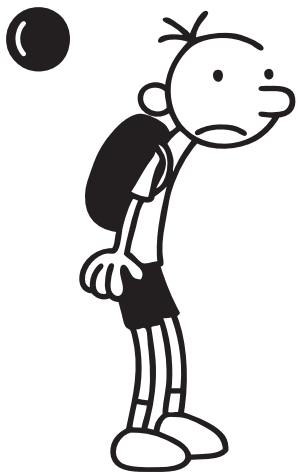


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### ACTIVITY 1: GETTING TO GRIPS WITH GREG

**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

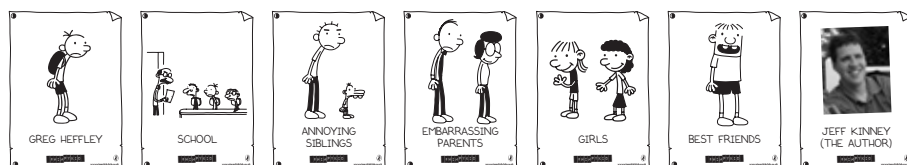
BODY LANGUAGE

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:



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 following 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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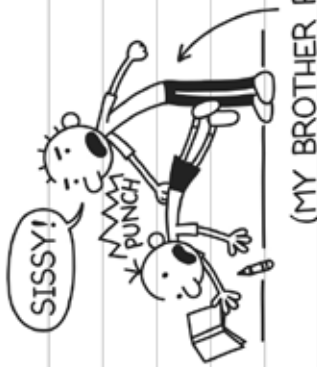
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## SEPTEMBER

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.



1

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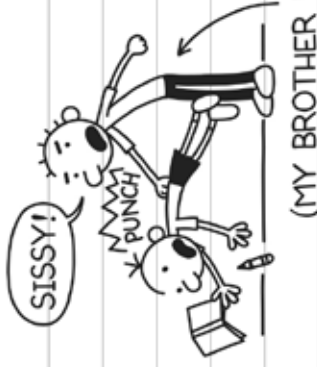
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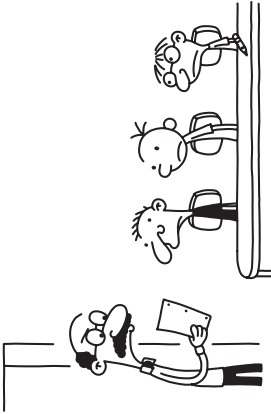
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GREG HEFFLEY

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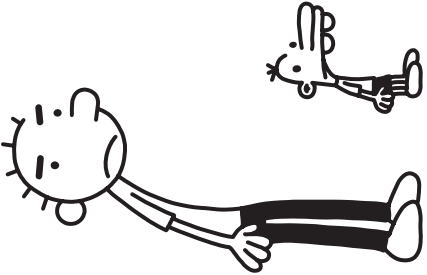
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SCHOOL

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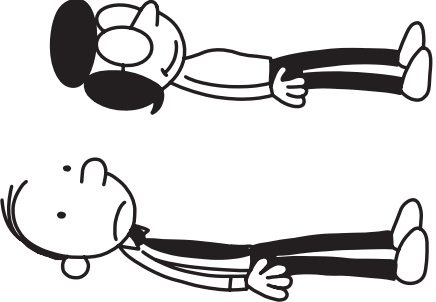
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EMBARRASSING PARENTS

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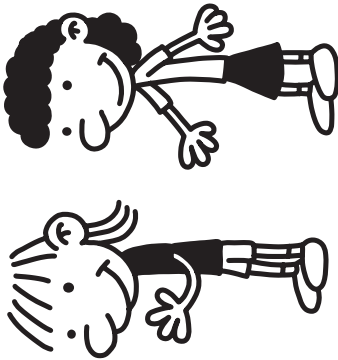
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JEFF KINNEY  
(THE AUTHOR)

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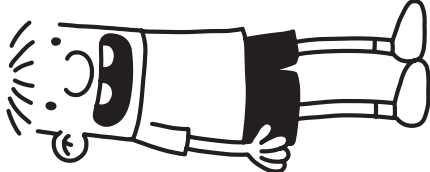
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GIRLS

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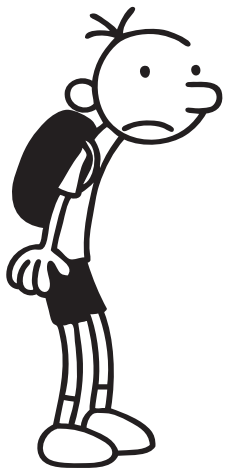
BEST FRIENDS

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# DIARY of a Wimpy Kid

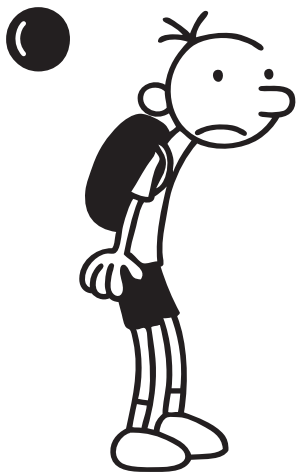
## FACT FINDING INFORMATION SHEET

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



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### ACTIVITY 2: DIARY WRITING

**'just don't expect me to be all "Dear Diary" this and "Dear Diary" that.'**

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".

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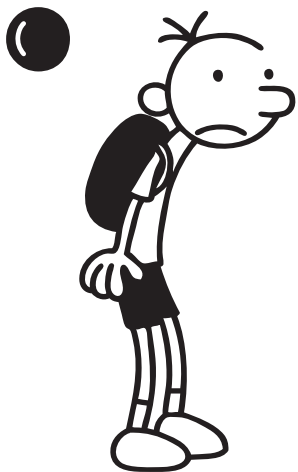


7.00AM	
10.00AM	
2.00PM	
5.30PM	
9.00PM (BEDTIME)	



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### 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/DiaryWimpyKid](https://twitter.com/DiaryWimpyKid)



[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

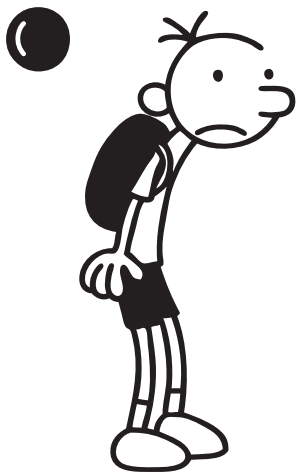


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### ACTIVITY 3: RESEARCHING THE AUTHOR, JEFF KINNEY

#### 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 make notes under each of the headings (above) 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!

DIARY of a Wimpy Kid AUTHOR PROFILE: JEFF KINNEY	
AGE:	BOOKS:
PLACE OF BIRTH:	
COUNTRY:	
INTERESTS:	
AWARDS:	FILMS:

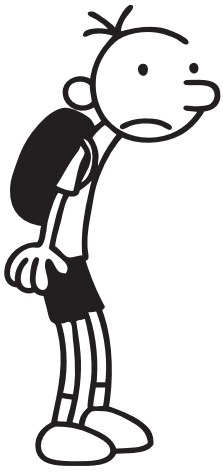


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# DIARY of a Wimpy Kid

AUTHOR PROFILE:  
JEFF KINNEY



AGE:

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PLACE OF BIRTH:

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FAMILY:

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INTERESTS:

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BOOKS:

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AWARDS:

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FILMS:

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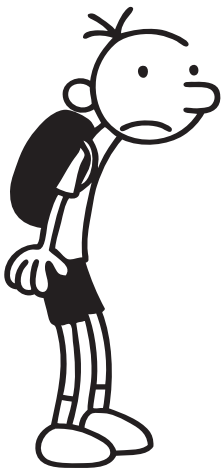
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### ACTIVITY 4: FRONT COVER FUN!

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:

What is your favourite Wimpy Kid cover and why?



#### Task 1:

Ask students to look at all 9 Wimpy Kid covers to date and fill in the following table:

BOOK	COLOR	TITLE	CARTOON	SPECIAL FEATURES
1				
2				
3				
4				
5				
6				
7				
8				
9				

DIARY of a Wimpy Kid  
WIMPY KID COVERS

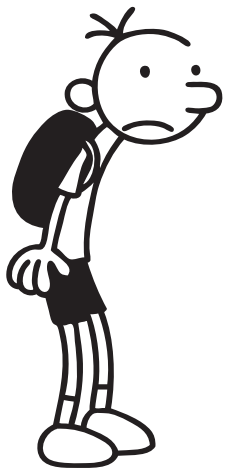
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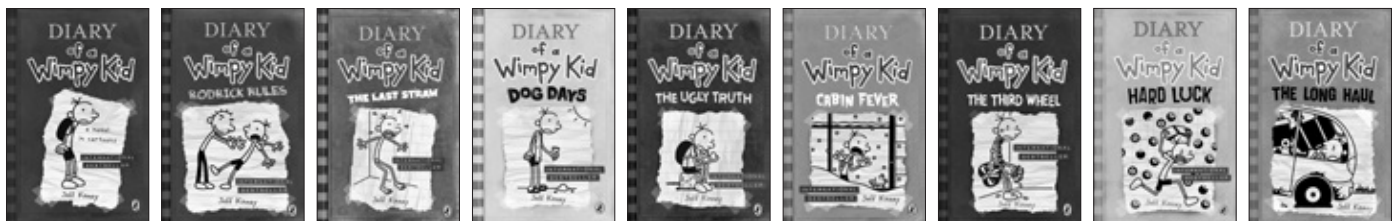
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## WIMPY KID COVERS

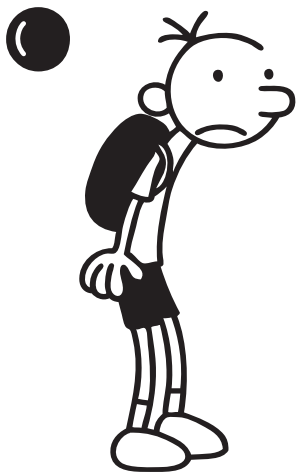
BOOK	COLOUR	TITLE	CARTOON	SPECIAL FEATURES
1				
2				
3				
4				
5				
6				
7				
8				
9				



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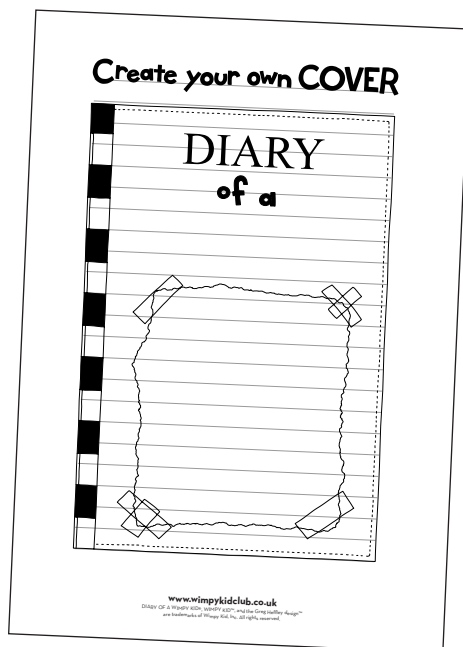
### ACTIVITY 4: FRONT COVER FUN!

#### 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.



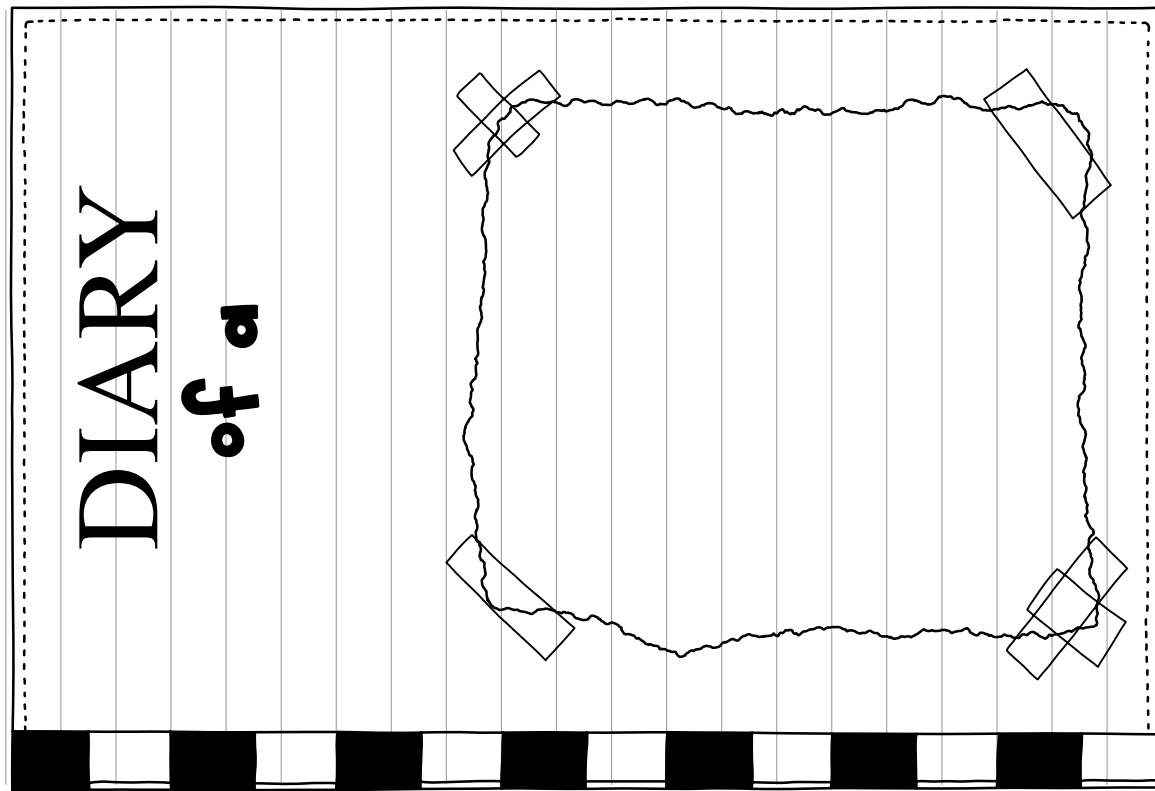
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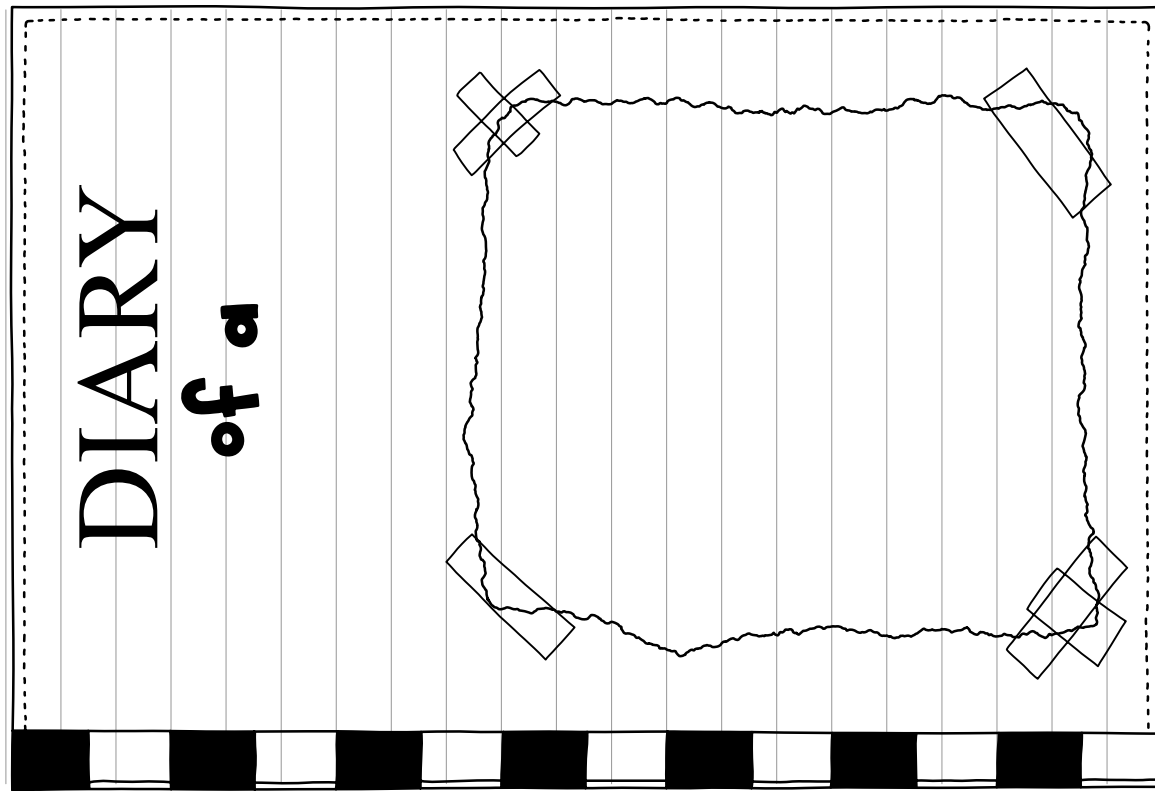
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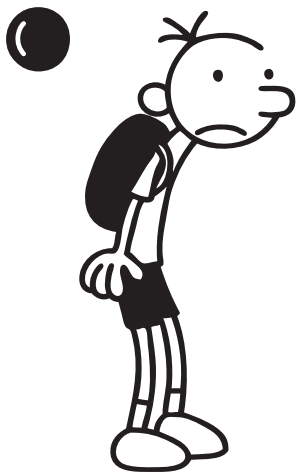
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# Create your own COVER



# Create your own COVER





# Diary of a Wimpy Kid

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### ACTIVITY 5: COMIC BOOK MAYHEM!

Objective: To create a comic strip consisting of 8 panels, in groups

Outcomes: An 8-panelled comic strip

 **Make your OWN comics** 

  
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#### Lead-in task:

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

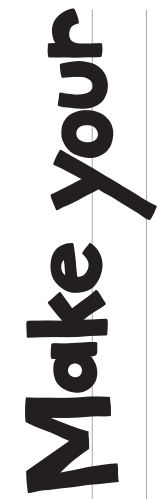
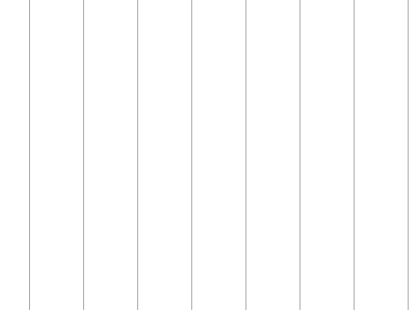
A TRIP TO THE SEASIDE  
A SCHOOL ASSEMBLY  
SPORTS DAY

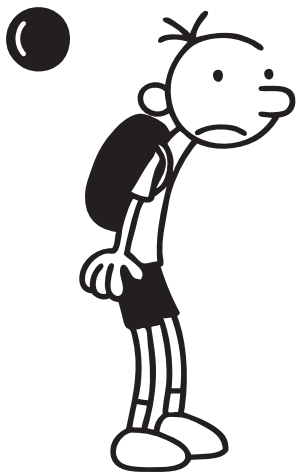
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### ACTIVITY 5: COMIC BOOK MAYHEM!

#### 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 6 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.

PANEL 1:	PANEL 2:	PANEL 3:	PANEL 4:	PANEL 5:	PANEL 6:	PANEL 7:
SETTING:	SETTING:	SETTING:	SETTING:	SETTING:	SETTING:	SETTING:
CHARACTERS PRESENT:	CHARACTERS PRESENT:	CHARACTERS PRESENT:	CHARACTERS PRESENT:	CHARACTERS PRESENT:	CHARACTERS PRESENT:	CHARACTERS PRESENT:
THOUGHT/SPEECH BUBBLES:	THOUGHT/SPEECH BUBBLES:	THOUGHT/SPEECH BUBBLES:	THOUGHT/SPEECH BUBBLES:	THOUGHT/SPEECH BUBBLES:	THOUGHT/SPEECH BUBBLES:	THOUGHT/SPEECH BUBBLES:
ONOMATOPOEIA:	ONOMATOPOEIA:	ONOMATOPOEIA:	ONOMATOPOEIA:	ONOMATOPOEIA:	ONOMATOPOEIA:	ONOMATOPOEIA:
UNDO RACES	UNDO RACES	UNDO RACES	UNDO RACES	UNDO RACES	UNDO RACES	UNDO RACES

#### 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, maybe two/three lessons working on the comic strip, students should present back to the class.

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

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PANEL 1:

SETTING:

.....

CHARACTERS PRESENT:

.....

THOUGHT/SPEECH BUBBLES:

.....

ONOMATOPOEIA:

.....

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PANEL 2:

SETTING:

.....

CHARACTERS PRESENT:

.....

THOUGHT/SPEECH BUBBLES:

.....

ONOMATOPOEIA:

.....

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PANEL 3:

SETTING:

.....

CHARACTERS PRESENT:

.....

THOUGHT/SPEECH BUBBLES:

.....

ONOMATOPOEIA:

.....

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PANEL 4:

SETTING:

.....

CHARACTERS PRESENT:

.....

THOUGHT/SPEECH BUBBLES:

.....

ONOMATOPOEIA:

.....

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PANEL 5:

SETTING:

.....

CHARACTERS PRESENT:

.....

THOUGHT/SPEECH BUBBLES:

.....

ONOMATOPOEIA:

.....

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PANEL 6:

SETTING:

.....

CHARACTERS PRESENT:

.....

THOUGHT/SPEECH BUBBLES:

.....

ONOMATOPOEIA:

.....

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PANEL 7:

SETTING:

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CHARACTERS PRESENT:

.....

THOUGHT/SPEECH BUBBLES:

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ONOMATOPOEIA:

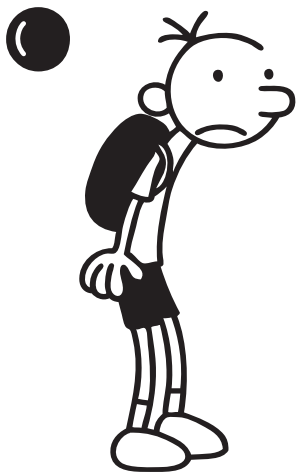
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# Diary of a Wimpy Kid

## 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 new cover 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 installment 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 ninth in the series. Ask students to complete and wear the badges provided here - just to make sure that Wimpy Kid fever keeps spreading...

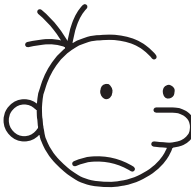
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NAME  
.....



My favourite Wimpy Kid is  
**Diary of a Wimpy Kid**

© Wimpy Kid Inc

NAME  
.....



My favourite Wimpy Kid is  
**RODRICK RULES**

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NAME  
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My favourite Wimpy Kid is  
**THE LAST STRAW**

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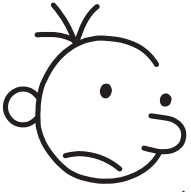
NAME  
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My favourite Wimpy Kid is  
**DOG DAYS**

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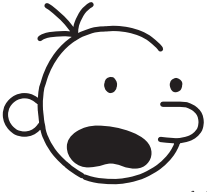
NAME  
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My favourite Wimpy Kid is  
**THE UGLY TRUTH**

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NAME  
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My favourite Wimpy Kid is  
**CABIN FEVER**

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NAME  
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My favourite Wimpy Kid is  
**THE THIRD WHEEL**

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My favourite Wimpy Kid is  
**HARD LUCK**

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NAME  
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My favourite Wimpy Kid is  
**THE LONG HAUL**

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