

Lesson plan – “*Diary of a Wimpy Kid*” by Jeff Kinney

Time: 45 min.

Level of English: A2, B1

Skills:

- speaking (picture descriptions, discussion)
- reading (extract from the graphic novel)
- writing (speech bubbles, creative writing)
- listening (group work)

Methods: discussion, silent reading, group work, creative writing, problem solving

Materials: Excerpt from the first chapter of *Diary of a Wimpy Kid*, front page of the same book, paper, pencils, recording of the first chapter

Aims: By the end of the lesson, students will be able to

- **illustrate** a picture based on the text, **organize** the text in order, **communicate with** their partners in group work, **work** with a dictionary

Introduction: 2 min.

- Introduction, aims

Warm-up: 10 min.

- **Front page discussion**
 - o Learners will discuss the front page in groups of 4 and they will write down notes from their discussion, then the group will tell the classroom what they've discussed
 - o Before that, the teacher will ask them a few questions to start the lesson:
 - Do you read cartoons? What about novels in cartoons?
 - Do you know the diary of a Wimpy Kid? What do you know about it?
 - o The learners can use a few hints or questions for the page description
 - Illustrations
 - Title
 - What does “*wimpy kid*” mean?
 - What can the story be about?

Pre-reading: 7 min.

- **Speech bubbles**
 - o Learners will look at one of the excerpts from the first chapter with missing writing in speech bubbles, their task is to read a short text and figure out what will fit into those bubbles
 - o Learners can again work in groups of 4 or they can work individually

Reading comprehension, writing, listening: 18 min.

- **Reading comprehension**
 - o This part of the lesson has multiple tasks and the learners will work in the same groups of 4
 - o First, the learners will get small parts of the first chapter and their task will be to put the parts in to their correct order to create a story
 - o Second, there is an illustration that's incomplete, the learners should think about it and draw the rest of the illustration
 - o Third, in one of the excerpts are blank spaces and they should put words into the sentences
 - o At the end, the teacher will play the recording and the learners will check their answers
 - o The learners can use dictionary throughout the whole group work

Post reading: 10 min.

- **Discussion**

- Learners will sit in a circle and they will present their group work, how they finished the illustration and speech bubbles (how similar or different from the original they were)
- At the end, we will discuss how they enjoyed the lesson, what they liked or didn't, if they liked the group work, ...

End of the lesson: 3 min.

Additional activities:

- Draw a sketch for the rest of the story.
- Write down what could have happened to Greg last year.

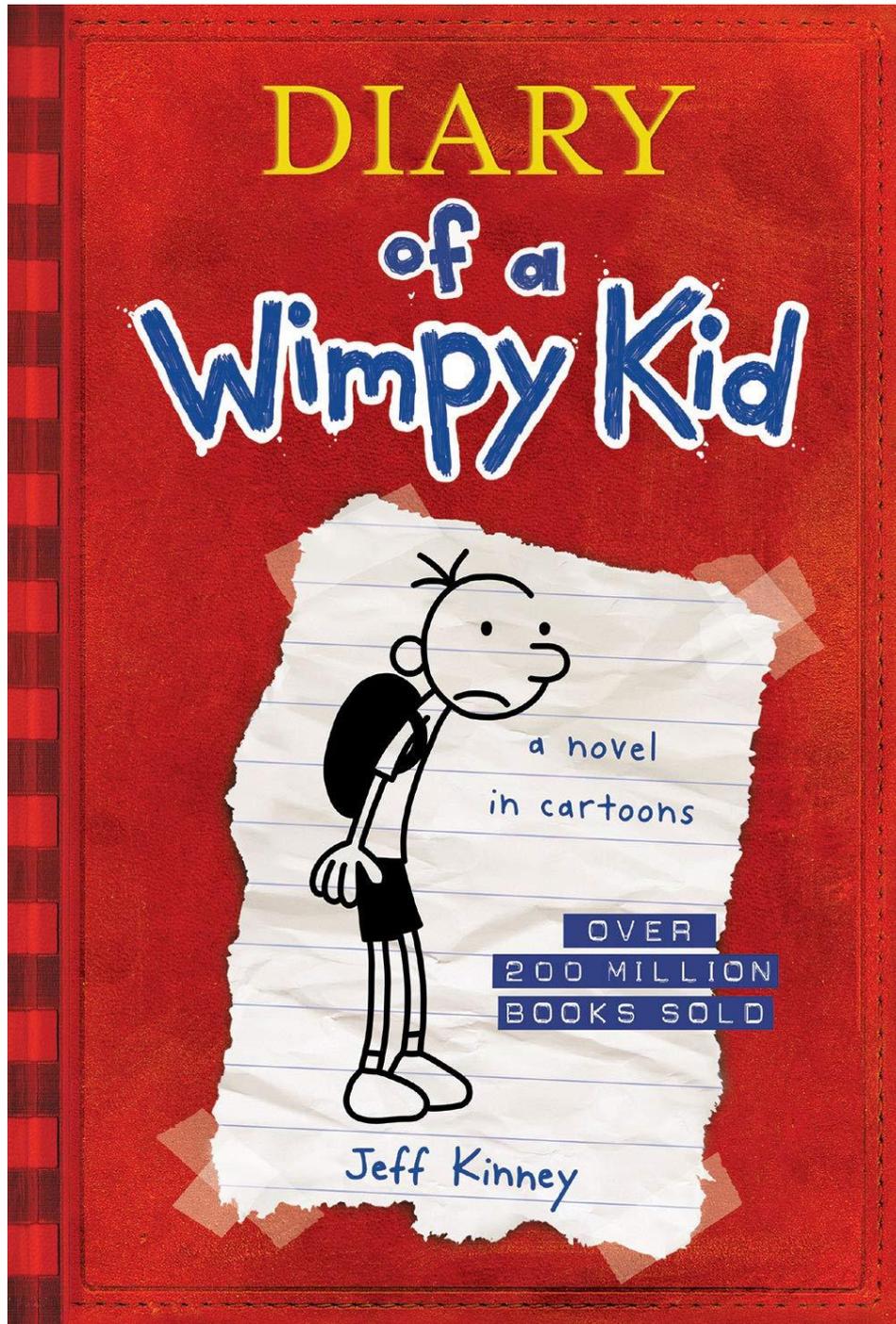
Sources:

Kinney, Jeff. *Diary of a Wimpy Kid 1*. Puffin Books, 2015, ISBN 978-0-14-132490-6.

*Cut the text on the cutting line.

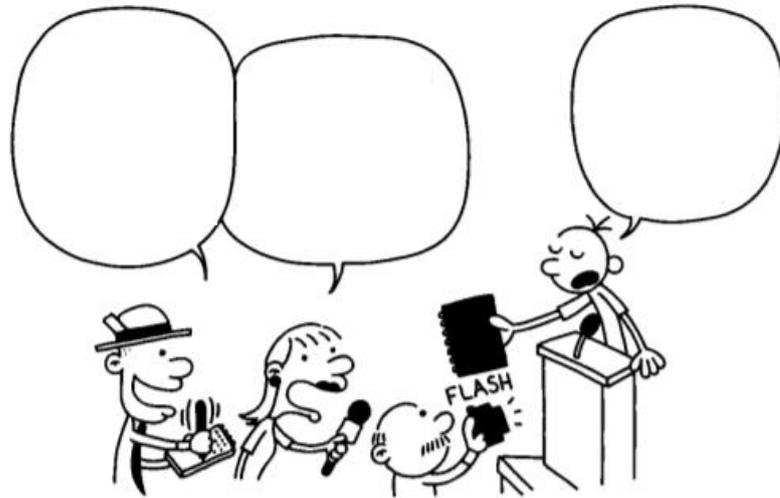
*You have to print all pages for all of the groups. You can print it on different coloured papers, in order for the pages not getting mixed up.

*If you would like to use the text multiple times, laminate it.



Pre-reading task

The only reason I agreed to do this at all is because I figure later on when I'm rich and famous, I'll have better things to do than answer people's stupid questions all day long. So this book is gonna come in handy.



Reading comprehension

SEPTEMBER

Tuesday

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.



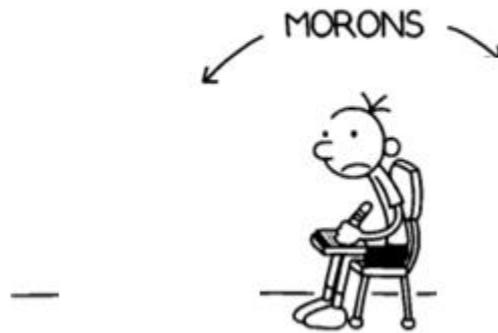
The other thing I want to clear up right away is that this was MOM'S idea, not mine.

But if she thinks I'm going to write down my "feelings" in here or whatever, she's crazy. So just don't expect me to be all "Dear Diary" this and "Dear Diary" that.

The only reason I agreed to do this at all is because I figure later on when I'm rich and famous, I'll have better things to do than answer people's stupid questions all day long. So this book is gonna come in handy.



Like I said, I'll be famous one day, but for now I'm stuck in middle school with a bunch of morons.



Let me just say for the record that I think middle school is the dumbest idea ever invented. You got kids like me who haven't hit their growth spurt yet mixed in with these gorillas who need to shave twice a day.



And then they wonder why bullying is such a big problem in middle school.

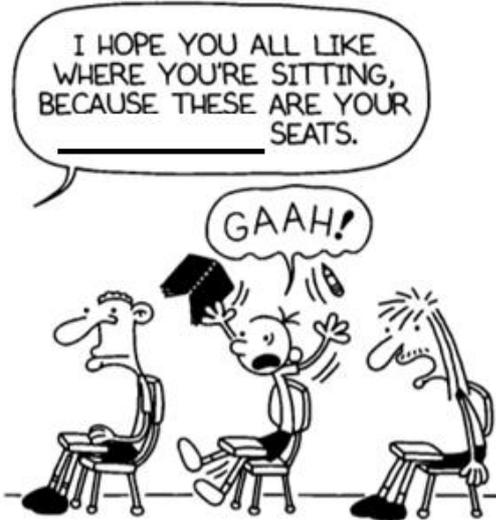
If it was up to me, grade levels would be based on height, not age. But then again, I guess that would mean kids like Chirag Gupta would still be in the first grade.



STUCK	AROUND	BOOK	OLD DESK	FIRST
CAREFUL	CHART	PERMANENT	SCHOOL	ADVICE

Today is the _____ day of school, and right now we're just waiting _____ for the teacher to hurry up and finish the seating _____. So I figured I might as well write in this _____ to pass the

By the way, let me give you some good _____. On the first day of _____, you got to be real _____ where you sit. You walk into the classroom and just plunk your stuff down on any _____ and the next thing you know the teacher is saying—



So in this class, I got _____ with Chris Hosey in front of me and Lionel James in back of me.

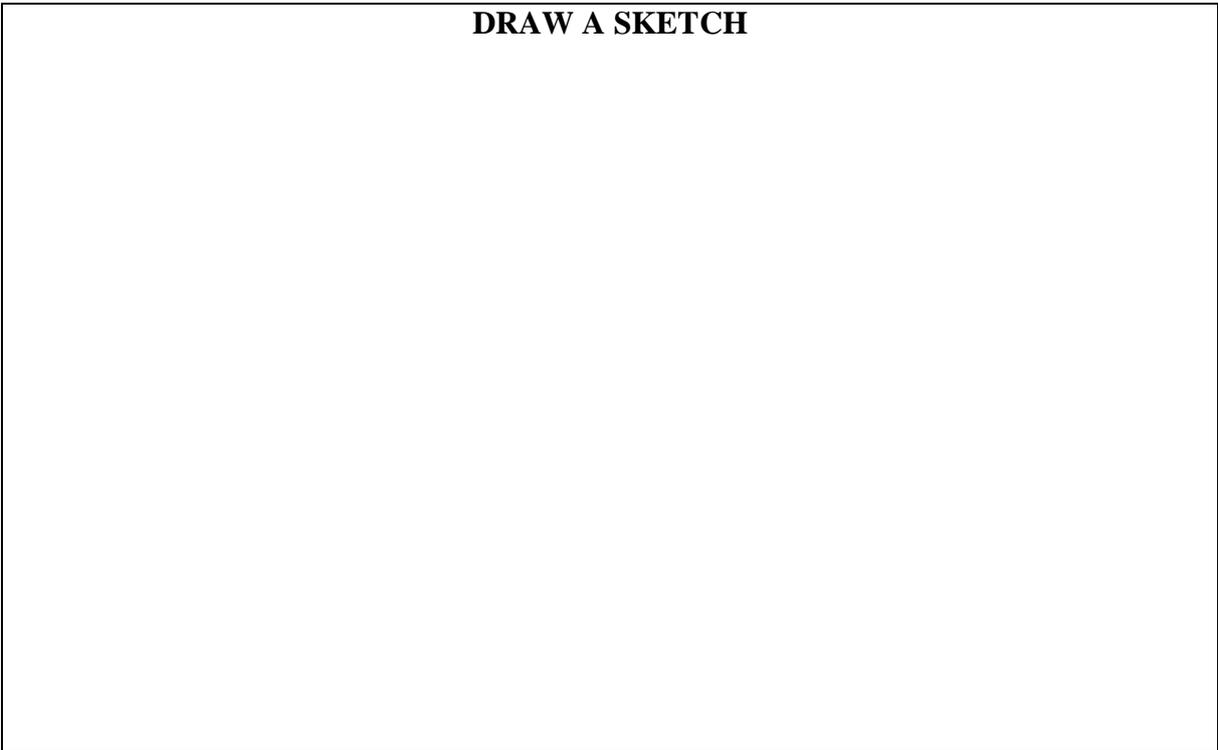
Jason Brill came in late and almost sat to my right, but luckily I stopped that from happening at the last second.



Next period, I should just sit in the middle of a bunch of hot girls as soon as I step in the room. But I guess if I do that, it just proves I didn't learn anything from last year.

Extra activities

DRAW A SKETCH



WHAT THE GIRLS DID TO GREG LAST YEAR?

WRITE IT DOWN