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**
  + 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
  + 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?
  + 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**
  + 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
  + Learners can again work in groups of 4 or they can work individually

**Reading comprehension, writing, listening**: 18 min.

* **Reading comprehension**
  + This part of the lesson has multiple tasks and the learners will work in the same groups of 4
  + 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
  + Second, there is an illustration that’s incomplete, the learners should think about it and draw the rest of the illustration
  + Third, in one of the excerpts are blank spaces and they should put words into the sentences
  + At the end, the teacher will play the recording and the learners will check their answers
  + 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**:

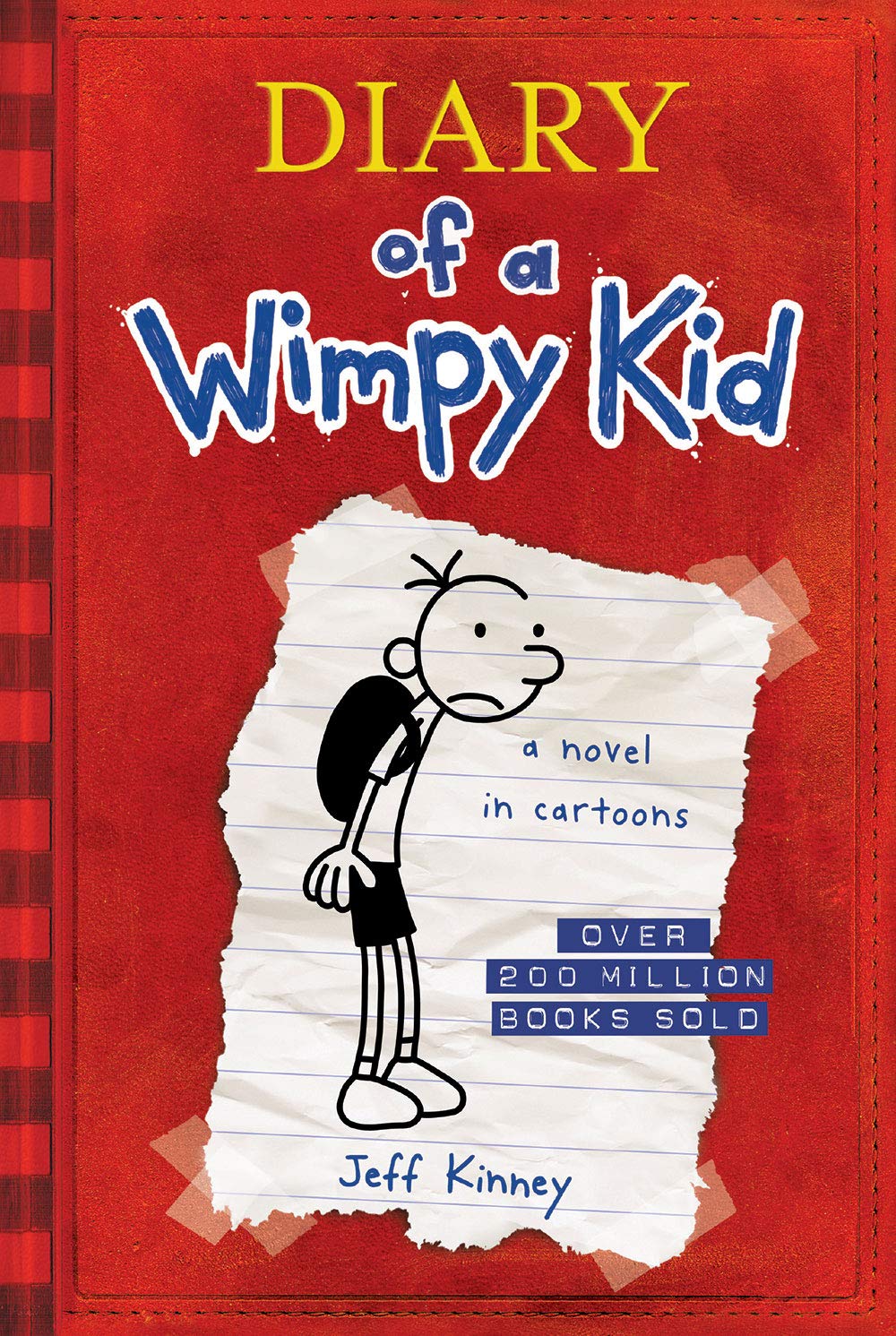
Kinney, Jeff. *Diary of a Wimpy Kid 1*. Puffin Books, 2015, ISBN 978-0-14-132490-6.

\*Cut the text on the cutting line.

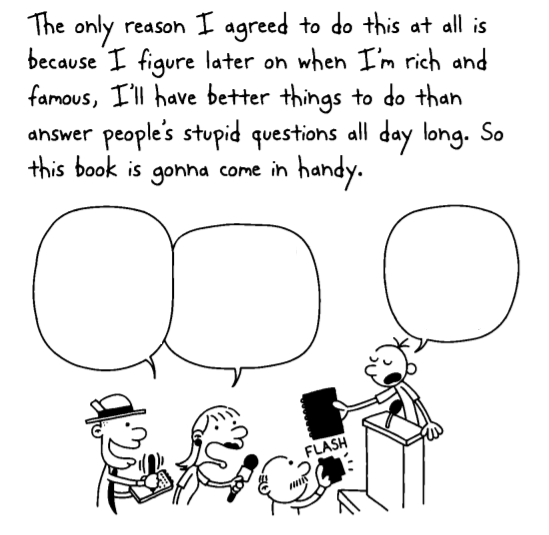
\*You have to print all pages for all of the groups. You can print it on different coloured papers, in order for the pages not getting mixed up.

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

**Front page**



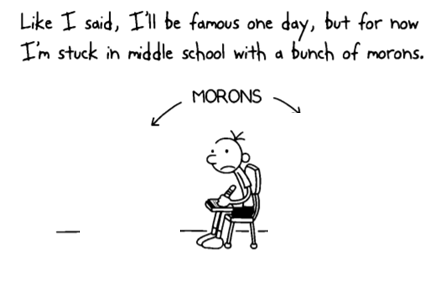
**Pre-reading task**

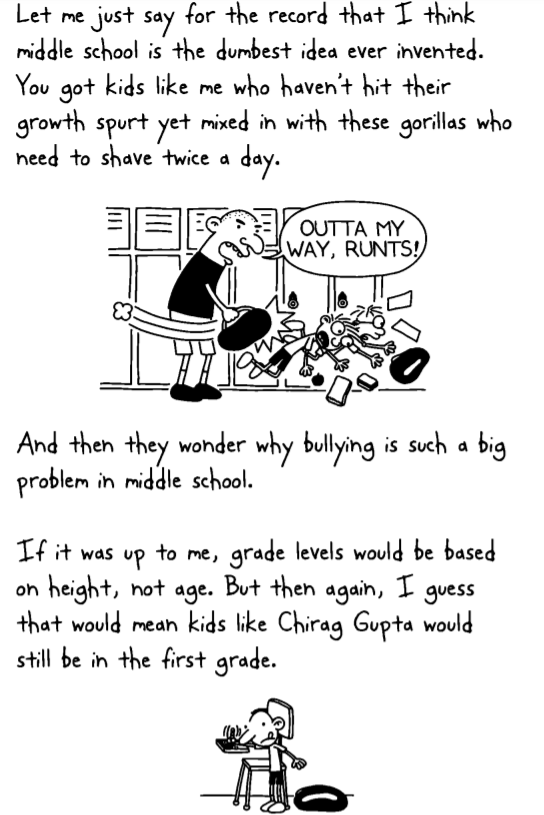


**Reading comprehension**

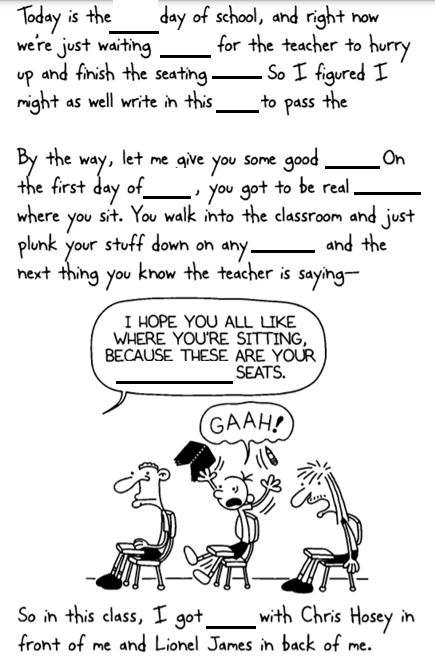


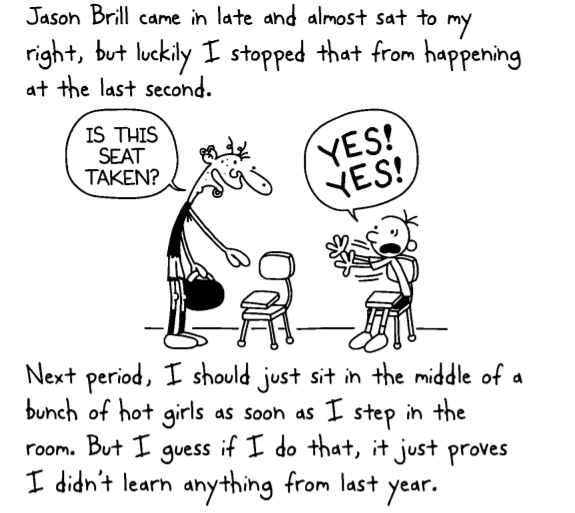






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| STUCK AROUND BOOK OLD DESK FIRST  CAREFUL CHART PERMANENT SCHOOL ADVICE |





**Extra activities**

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| **DRAW A SKETCH** |

**WHAT THE GIRLS DID TO GREG LAST YEAR?**

**WRITE IT DOWN**