

LESSON 5 (1 - 3)

Lesson 5: Get in touch with your Wimpy Side

PRIMARY Worksheet Instructions:

From the word bank below, choose the most appropriate personality traits that you think fit the personality of each character from Diary of A Wimpy Kid. Write each personality trait in the column below each character.

<u>Word Bank</u>				
Polite Helpful Responsible Honest Nice Caring				
Strong Hard Working Brave Happy Loving				
Rude Harmful Irresponsible Dishonest Mean Weak				
Lazy Scared Sad Hateful				

Fantastic Mr. Fox Characters				
GREG HEFFLEY	FRANK HEFFLY	ROWLEY JEFFERSON	RODRICK HEFFLEY	FREGLEY

Lesson 5: Get in touch with your Wimpy Side
Junior Worksheet Instructions:

From the word bank below, choose the most appropriate personality traits that you think fit the personality of each character from the *Diary of A Wimpy Kid*. Write each personality trait in the column below each character.

<p><u>Word Bank</u></p> <p>Respectful, Co-operative, Responsible, Team Player, Honest, Kind, Caring, Empathetic, Honourable, Fair, Persistent, Courageous and Optimistic</p> <p>Disrespectful, Rebellious, Irresponsible, Unreliable, Dishonest, Cruel, Unfriendly, Hateful, Conceited, Dishonourable, Unfair, Lazy, and Pessimistic.</p>
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Wimpy Kid Characters				
GREG HEFFLEY	FRANK HEFFLY	ROWLEY JEFFERSON	RODRICK HEFFLEY	FREGLEY



WHAT YOU NEED TO KNOW BEFORE WE ARRIVE:

Comic Relief: (GRADE 4 - 6)

Overview: In groups of 4-5, each group of students will collaboratively create an interactive graphic novel based on **DIARY OF A WIMPY KID**. Throughout the 5 hour workshop, each group will learn how to take digital pictures from different comic angles, import pictures into the computer, edit them using various software and then add speech bubbles and a comic book layout. Their final product will be composed of edited digital / comicified photographs in a comic book format, a soundtrack, recorded voices, sound and visual effects that will be compiled on an interactive DVD. The chaptered DVD will be delivered to the school a few days after the completion of the workshop.

Please make sure you visit <http://www.thedirectorscut.ca/teachers/video-tutorial/> Click on Comic Relief and watch the 2 minute video on what to expect when we arrive.

IMPORTANT: IN ORDER TO MAKE THE WORKSHOP RUN AS SMOOTHLY AS POSSIBLE, THE STUDENTS SHOULD BE PUT INTO NO MORE THAN 6 DIFFERENT GROUPS OF NO MORE THAN 4 - 5 IN EACH GROUP. BEFORE WE ARRIVE. EACH GROUP SHOULD ALREADY HAVE A STORYBOARD, STORY IDEA AND PROPS / COSTUMES READY UPON OUR ARRIVAL.

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

DIARY OF A WIMPY KID

GRADE 3 - 6 CURRICULUM PACKAGE

A complete curriculum, assessment and evaluation package for educators in Ontario and Alberta based on the Diary of A Wimpy Kid novel by Jeff Kinney and the film adaptation by Twentieth Century Fox.

Produced free of charge and royalty.

Created by Bryan Goldmintz HBA, ED. The Director's Cut Workshops

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416 628 8478 for information on programming and media literacy workshops

TEACHER INFORMATION

Dear Teachers,

Thank you for choosing the Director's Cut, we are looking forward to working with you and your class and promise to work hard to make this workshop an engaging and exciting experience for you and your students.

The following curriculum package is based on Jeff Kinney's popular series, and the highly anticipated film from Thor Freudenthal, Diary of A Wimpy Kid.

The curriculum package includes four lesson plans that will accommodate both late primary and junior grade levels. Each lesson plan will provide you with an overview of the activity, step-by-step

The following curriculum package will prepare you and your class for either the More Than Words, Comic Relief or Claymation workshop(s). Each lesson will be accompanied with a list of the curriculum expectations that each lesson meets, which will be taken from both the Ontario and Alberta Curriculum for your convenience.

We have also provided directions on how to conduct the lesson, and have provided specific modifications so that you can meet various curriculum expectations for your grade level and for students with an IEP.



WHAT YOU NEED TO KNOW BEFORE WE ARRIVE:

MORE THAN WORDS: (GRADE 1-3)

Overview: In groups of 4-5, each group of students will collaboratively create an interactive story book based on **DIARY OF A WIMPY KID**. Throughout the 5 hour workshop, each group will learn how to take digital pictures from different angles, import pictures into the computer and edit them using various software. Their final product will be composed of edited digital photographs, a soundtrack, recorded voices, sound and visual effects that will be compiled on an interactive DVD. The chaptered DVD will be delivered to the school a few days after the completion of the workshop.

Please make sure you visit <http://www.thedirectorscut.ca/teachers/video-tutorial/> Click on More Than Words and watch the 2 minute video on what to expect when we arrive.

IMPORTANT: IN ORDER TO MAKE THE WORKSHOP RUN AS SMOOTHLY AS POSSIBLE, THE STUDENTS SHOULD BE PUT INTO NO MORE THAN 6 DIFFERENT GROUPS OF NO MORE THAN 4 - 5 IN EACH GROUP. BEFORE WE ARRIVE. EACH GROUP SHOULD ALREADY HAVE A STORYBOARD, STORY IDEA, COSTUMES AND PROPS READY UPON OUR ARRIVAL.



CLAYMATION: (GRADE 4-6) / TOYING AROUND (GRADES 4 - 6)

In film crews of 4-5, (no more than 6 groups / class) each crew of students will collaboratively construct their own characters (using clay), and create their own background scene(s) for their animation film based on Diary of A Wimpy Kid. When we arrive, the students will learn how to manipulate these prepared materials in order to animate and create their films using our stop motion and editing technology. Film crews will also work together to add special effects, sound effects, music and titles.

I IMPORTANT: IN ORDER TO MAKE THE WORKSHOP RUN AS SMOOTHLY AS POSSIBLE, THE STUDENTS SHOULD BE PUT INTO NO MORE THAN 6 DIFFERENT GROUPS OF NO MORE THAN 4 - 5 IN EACH GROUP. BEFORE WE ARRIVE. EACH GROUP SHOULD ALREADY HAVE A STORYBOARD AND STORY IDEA READY UPON OUR ARRIVAL.

Please make sure you visit <http://www.thedirectorscut.ca/teachers/video-tutorial/> Click on CLAYMATION and watch the 2 minute video on what to expect when we arrive.

***NOTE: CLAY WILL BE DELIVERED TO THE SCHOOL BEFORE THE WORKSHOP. CLAY CHARACTERS SHOULD BE NO MORE THAN 4 INCHES TALL AND BE ABLE TO STAND ON THEIR OWN. BACKGROUNDS SHOULD BE NO LARGER THAN 11 X 17. AND NOT SMALLER THAN 8X10.**

ONLINE IN 48 HOURS

48 hours after the in-class workshop is complete, your student's work will be posted on our website www.thedirectorscut.ca/screeningroom under the title of their work. From our website, your students will be able to tag their work and upload it to various social networking websites, such as Facebook, YouTube and Twitter.

You can also access the Screening Room directly from our website.

www.thedirectorscut.ca/SCREENING-ROOM

DIARY OF A WIMPY KID

Lesson 1: Novel in an Hour

Curriculum Expectations: Grade 3-6 (Ontario and Alberta)

See pages (p.7-17) for a complete list of curriculum expectations that this lesson meets.
(Organized by grade and subject)

Lesson Modifications:

Note: The “Novel in an Hour” Activity is appropriate for grades 3-6. Students from grade 3-6 will be able to read the chapters by themselves..

Required Resources

Materials:

- One copy of Diary of A Wimpy Kid / Diary of A Wimpy Kid Last Straw , or Diary of A Wimpy Kid Days. 6 photocopies of each group`s assigned chapters (E.g. Chapter 1, 2, 3 should be photocopied for group 1, chapter 4,5,6 should be photocopied for group 2 and so on). (*Only for Junior grades)
- Chapter summaries for primary grades (completed as a class after the read aloud)
- Chart paper
- Large blank paper, and markers, crayons or pencil crayons (For primary grades to draw a picture that summarizes each chapter)

- BLM

Overview:

Lesson Overview and Teaching Instructions

In this activity the entire class will work together to read and present Jeff Kinney's novel *Diary of A Wimpy Kid* in just one hour. The students will work co operatively in small groups to retell the story of *Diary of A Wimpy Kid* by using drama or visual arts. This lesson encourages students to practice their listening and storytelling skills, while learning how to respect others while working in a group both collaboratively and creatively.

Story Synopsis:

It's a new school year, and Greg Heffley finds himself thrust into middle school, where undersized weaklings share the hallways with kids who are taller, meaner, and already shaving. The hazards of growing up before you're ready are uniquely revealed through words and drawings as Greg records them in his diary.

In book one of this debut series, Greg is happy to have Rowley, his sidekick, along for the ride. But when Rowley's star starts to rise, Greg tries to use his best friend's newfound popularity to his own advantage, kicking off a chain of events that will test their friendship in hilarious fashion.

Author/illustrator Jeff Kinney recalls the growing pains of school life and introduces a new kind of hero who epitomizes the challenges of being a kid. As Greg says in his diary, "Just don't expect me to be all 'Dear Diary' this and 'Dear Diary' that." Luckily for us, what Greg Heffley says he won't do and what he actually does are two very different things. (Wimpykid.com)

Step-by-step Instructions:

Junior: (Grade 4-6)

1) Divide the chapters of *Diary of A Wimpy Kid* into 6 groups of 3. (E.g. Chapter 1, 2, 3 will be assigned to one group of students).

2) Divide the class into 6 groups.

3) Describe the structure and process of Novel in an Hour to the class:

- That the novel has been divided into sections. Each group will be in charge of reading, summarizing and presenting their chapters to the rest of the class.
- Each group will act out their chapters in sequence, so that the rest of the class can watch what happens before or after their own chapters.
- Once all groups have presented their chapters, the whole story of *Diary of A Wimpy Kid* will be known by all students in just one hour!

4) Hand out the photocopied chapters to the appropriate group.

5) Give the students an appropriate amount of time to read aloud each chapter in their groups, and summarize each chapter. (Use your discretion).

6) Once they have summarized each chapter, give them time to plan how they are going to act out, and present their chapters to the class.

7) When each group is done, start the presentations!

Primary: (Grade 3)

1) Show the book and discuss the title, author and the front cover. Invite the students to predict what they think the story is about and what they think will happen in the story.

2) Read aloud Jeff Kinney's novel *Diary of A Wimpy Kid*

3) As a group, summarize what happens in each chapter and write the students responses on a piece of chart paper. (To make this less time consuming you may want to summarize the chapters in groups. (E.g. Ask the students what happened in chapter 1, 2, 3 then 4, 5, 6, then, 7, 8, 9, etc.) This will make it easier for the students to draw a visual summary of each of their chapter's assigned chapter when they are divided into their groups).

4) Divide the students into 6 groups. Assign 3 chapters per group. (i.e. Group 1 will visually summary chapters 1, 2, 3, etc)

5) Hand out a large piece of blank paper, and art supplies to each group so they can draw their interpretation of their chapters.(Encourage them to draw a story map if they can)

6) Once all groups have completed their drawings, get them to present their chapters to the rest of the class.

Curriculum Expectations and Lesson Modification

Grade Three:

Language Arts:

Ontario:

Oral Communication

- 1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details.
- 1.5 Distinguish between stated and implied ideas in oral texts.

Reading

- 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

Writing

- 1.2 Generate ideas about a potential topic, using a variety of strategies and resources.
- 1.5 Identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers.

Media Literacy

- 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.

- 1.3 Express personal thoughts and feelings about some simple media works and explain their responses.

Alberta:

- 2.2 Summarize the main idea of individual oral, print and other media texts

Visual Arts:

Ontario:

Overall Expectations

- Produce two- and three dimensional works of art that communicate ideas for specific purposes.
- Describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied, and how the artists have used at least one of the elements of design.

Specific Expectations:

- Use art tools, materials, and techniques correctly to create different effects.
- Make artistic choices in their work, using at least two of the elements of design specified for this grade for a specific purpose.
- Produce two- and three dimensional works of art (i.e. works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes.
- Identify and explain the specific choices they made in planning, producing, and displaying their own art work.

Alberta:

Expression:

PURPOSE 2: Students will illustrate or tell a story.

Concepts

- A narrative can be retold or interpreted visually.
- B. An original story can be created visually.
- C. Material from any subject discipline can be illustrated visually.

Drama:

Ontario:

- Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama techniques.

Alberta:

See Storytelling or Story Theatre expectations

Grade 4:

Language Arts:

Ontario:

Oral Communication

- 1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details.
- 1.5 Make inferences using stated and implied ideas in oral texts.

Reading

- 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Writing

- 1.2 Generate ideas about a potential topic, using a variety of strategies and resources.
- 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers.

Media Literacy

- 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.
- 1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

Alberta:

- 2.2 explain how language and visuals work together to communicate meaning and enhance effect
- 2.3 identify various ways that information can be recorded and presented visually

Visual Arts:

Ontario:

Overall Expectations

- Produce two- and three dimensional works of art that communicate ideas for specific purposes.

Specific Expectations:

- Produce two- and three dimensional works of art (i.e. works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences.

Alberta:

Expression:

PURPOSE 2: Students will illustrate or tell a story.

Concepts

- A narrative can be retold or interpreted visually.
- B. An original story can be created visually.
- C. Material from any subject discipline can be illustrated visually.
-

Drama:

Ontario:

- Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama techniques.

Alberta:

See Storytelling or Story Theatre expectations

Grade 5:

Language Arts:

Ontario:

Oral Communication

- 1.4 Demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details.
- 1.5 Make inferences about oral texts using stated and implied ideas in the texts as evidence.

Reading

- 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Writing

- 1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.
- 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies.

Media Literacy

- 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.
- 1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

Alberta:

- 2.2 Write or represent the meaning of texts in different forms
- 2.4 use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts

Visual Arts:

Ontario:

Overall Expectations

- Produce two- and three dimensional works of art that communicate a range of ideas for specific purposes.

Specific Expectations:

- Produce two- and three dimensional works of art (i.e. works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences.

Alberta:

PURPOSE 2: Students will illustrate or tell a story.

Concepts

- A narrative can be retold or interpreted visually.
- B. An original story can be created visually.
- C. Material from any subject discipline can be illustrated visually.
- D. Slogans, causes and promotions can be told visually.

Drama:

Ontario:

- Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama techniques.

Alberta:

See Storytelling or Story Theatre expectations

Grade 6:

Language Arts:

Ontario:

Oral Communication

- 1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.
- 1.5 Interpret oral texts by using stated and implied ideas from the texts.

Reading

- 1.6 Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Writing

- 1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraphed piece of writing, using a variety of strategies.

Media Literacy

- 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.

Alberta:

- 2.2 Write or represent the meaning of texts in different forms
- 2.4 use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts

Visual Arts:

Ontario:

Overall Expectations

- Produce two- and three dimensional works of art that communicate a range of ideas for specific purposes.

Specific Expectations:

- Produce two- and three dimensional works of art (i.e. works involving media and techniques used in drawing, painting,

sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences.

Alberta:

PURPOSE 2: Students will illustrate or tell a story.

Concepts

- A narrative can be retold or interpreted visually.
- B. An original story can be created visually.
- C. Material from any subject discipline can be illustrated visually.
- D. Slogans, causes and promotions can be told visually.

Drama:

Ontario:

- Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama techniques.

Alberta:

See Storytelling or Story Theatre expectations

All expectations have been taken from the Ontario and Alberta Provincial Curriculum Documents

Lesson 5: GET IN TOUCH WITH YOUR WIMPY SIDE!

Curriculum Expectations and Lesson Modification

Curriculum Expectations: Grade 3-6 (Ontario and Alberta)

See pages (22-28) for a **complete** list of curriculum expectations that this lesson meets. (Organized by grade and subject)

Lesson Modifications:

The vocabulary used in this lesson has been modified for both the primary and junior divisions. Each division has their own worksheet that is appropriate for their grade level.

(See the BLM section of the curriculum package for the primary and junior BLM).

Required Resources

Materials:

- One copy of Jeff Kinney`s novel *Diary of A Wimpy Kid*
- 20th Century Fox Theatrical of *Diary Of A Wimpy Kid* (Can be accessed online at www.diaryofawimpykidmovie.com)
- Character profile BLM (Photocopy a copy for each student in the class)
- Primary BLM (p.38)
- Junior BLM (p.39)
- BLM

Lesson Overview and Teaching Instructions

Overview:

Character education and development plays an important and integral role in our student's education. This lesson will encourage students to recognize both positive and negative character attributes in the characters from both the book and the film *Diary of A Wimpy Kid*. By being able to recognize which characters have positive attributes, and which ones have negative attributes, they will be able to recognize and discuss what makes a person have "good character", and what makes a person have "bad character".

Introduction: Character Descriptions

Greg is the main character of the series who faces difficulty in middle school. He is funny and convincing. Greg is a slacker and many of his teachers dislike him. Another one of Greg's problems is that he is quite lazy, often objecting to his father's attempts to get him to exercise and participate in sports. He has often attempted to impress girls, including Holly and Heather Hills.

Rodrick is Greg's 16-year-old brother and has been known to bully him. It is unknown why Rodrick treats Greg in such a poor manner. He is a fan of heavy metal and is in a heavy metal band called Löded Diper (Loaded Diaper, because he is a terrible speller) in which he is the drummer. Rodrick tries to humiliate Greg several times. Ash: A comic book fan with a unique view of the world, Ash wants to be an athlete like his father Mr. Fox was, unfortunately he has two left feet- but this problem is nothing that a great adventure can't overcome.

Frank is Greg's father. He is very unpredictable and has a strong interest in U.S. History, especially the Civil War. He has been known to be easily bothered by the simplest things and constantly tries to get Greg to participate in sports. Frank has been known to dislike video games, heavy metal music, and teenage delinquents. He is very serious about things, such as when he threatened to send Greg to military school. He has been known to be a hard worker, and often has a poor relationship with Greg and Rodrick.

Rowley is Greg's best friend who usually helps Greg with his schemes. He has overprotective parents who dislike Greg. Rowley is silly and naive. He received the honor for being class clown.

Fregley: is a strange and widely disrespected student at Greg's school. He usually hangs out in his front yard doing various strange things like stabbing a kite with a stick or trying to talk to Greg about strange topics like,

Character Traits:

Primary:

List of positive character traits:

Polite, Helpful, Responsible, Honest, Nice, Caring, Strong, Hard Working, Brave, Happy, Loving.

List of negative character traits:

Rude, Harmful, Irresponsible, Dishonest, Mean, Weak, Lazy, Scared (Timid), Sad, Hateful.

Junior:

List of positive character traits:

Respectful, Co-operative, Responsible, Team Player, Honest, Kind, Caring, Empathetic, Honourable, Fair, Persistent, Courageous and Optimistic

List of negative character traits:

Disrespectful, Rebellious, Irresponsible, Unreliable, Dishonest, Cruel, Unfriendly, Hateful, Conceited, Dishonourable, Unfair, Lazy, and Pessimistic.

Step-by-step Instructions:

1) Watch the 20th Century Fox theatrical trailer of *Diary of A Wimpy Kid* with your students (Available at www.diaryofawimpykidmovie.com)

You may want to watch the other videos available as well so that the students get familiar with the personality of each character as much as possible

2) Review the characters with the students from both the trailer, and the book. Ask the students what characters they know or remember from the book and the trailer. Do they know anything about these characters from reading the book or watching the trailer?

3) Hand out the Character profile sheet to each student (See BLM section)

4) Read, or have the students read out each character profile from the *Fantastic Mr. Fox*.

5) Explain the instructions on the worksheet (choose the appropriate handout depending on whether you teach primary or junior).

6) Hand out one worksheet for each student.

Grade Three:

Language Arts:

Ontario:

Oral Communication

- 1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details.
- 1.5 Distinguish between stated and implied ideas in oral texts.

Reading

- 1.4 Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details.
- 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.
- 1.8 Express personal opinions about ideas presented in texts.

Writing

- 1.2 Generate ideas about a potential topic, using a variety of strategies and resources.
- 1.5 Identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers.
- 3.3 Confirm spelling and word meanings or word choice using several types of resources.

Media Literacy

- 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.

- 1.3 Express personal thoughts and feelings about some simple media works and explain their responses.

Alberta:

- 1.2 experiment with arranging and recording ideas and information in a variety of ways
- 2.2 make inferences about a character's actions or feelings

Grade 4:

Language Arts:

Ontario:

Oral Communication

- 1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details.
- 1.5 Make inferences using stated and implied ideas in oral texts.

Reading

- 1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.
- 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.
- 1.8 Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.

Writing

- 1.2 Generate ideas about a potential topic, using a variety of strategies and resources.
- 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers.

- 3.3 Confirm spelling and word meanings or word choice using different types of resources appropriate for the purpose.

Media Literacy

- 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.
- 1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

Alberta:

- 2.3 describe and compare the main characteristics of a variety of oral, print and other media texts

Grade 5:

Language Arts:

Ontario:

Oral Communication

- 1.4 Demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details.
- 1.5 Make inferences about oral texts using stated and implied ideas in the texts as evidence.

Reading

- 1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.
- 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.
- 1.8 Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.

Writing

- 1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.
- 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies.
- 3.3 Confirm spelling and word meanings or word choice using a variety of resources appropriate for the purpose.

Media Literacy

- 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.
- 1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

Alberta:

- 2.2 describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts
- 4.1 extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus

Grade 6:

Language Arts:

Ontario:

Oral Communication

- 1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.
- 1.5 Interpret oral texts by using stated and implied ideas from the texts.

Reading

- 1.6 Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

- 1.8 Make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views.

Writing

- 1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraphed piece of writing, using a variety of strategies.
- 3.3 Confirm spelling and word meanings or word choice using a variety of resources appropriate for the purpose.

Media Literacy

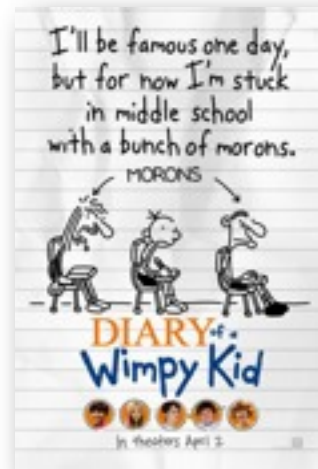
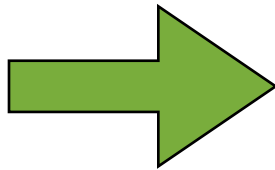
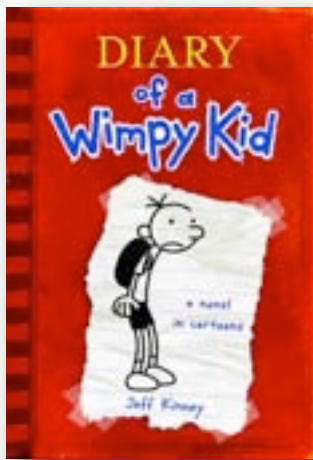
- 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts

Alberta:

- 2.2 describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts
- 4.1 extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus

All expectations have been taken from the Ontario and Alberta Provincial Curriculum Documents

Lesson 3: From the Page to the Silverscreen



Curriculum Expectations and Lesson Modification

Curriculum Expectations: Grade 3-6 (Ontario and Alberta)

See pages (22-28) for a complete list of curriculum expectations that this lesson meets. (Organized by grade and subject)

Lesson Modifications:

This lesson is more geared at the junior divisions in terms of content regarding “film adaptation”, but can still be taught to the primary grades at your discretion. The primary grades do not have to focus on ‘film adaptation’ but can still complete the activity of sorting events and characters of *Diary of A Wimpy Kid* by whether they appear in the film, the book or in both.

Required Resources

Materials:

- One copy of Diary of A Wimpy Kid
- 20th Century Fox Theatrical of *Diary of A Wimpy Kid* (Can be accessed online at <http://www.diaryofawimpykidmovie.com/>)
- Post-It notes
- Chart paper
- Each student will need a pen or paper

- BLM

Lesson Overview and Teaching Instructions

Overview:

The following lesson will explore to the topic of film adaptation, and why film director`s adapt books to make them more ‘film worthy’. As there are various possible answers to that question, it will be up to the students to discuss and determine why an event or character may be present in a book, but not in the film adaptation; or why an event or character is in the film, even though they were not they do not appear in the book.

In this lesson, students will be asked to recall events or characters that they remember from both the book and the theatrical trailer of, *Diary of A Wimpy Kid*. They will have to categorize their recollection in order to determine if they remember it from the book, the trailer or both.

Step-by-step Instructions:

1) Before the lesson begins prepare a piece of chart paper, with the following headings:

In the Book	In Both	In the Film

2) If needed, re-watch the 20th Century Fox theatrical trailer of *Diary of A Wimpy Kid* with your students (Available at <http://www.diaryofawimpykidmovie.com/> under ‘Video’).

3) Ask your students

- What they think a ‘Film Adaptation’ is? (Use words like adapt, adjustment, alteration, transform, ect to probe their responses).

Define ‘Film Adaptation’ as: the transfer of a written work to a feature film.

- Some examples of film adaptations are: Harry Potter, Cloudy with a Chance of Meatballs, Where the Wild Things Are, Coralline, The Cat in the Hat, Charlie and the Chocolate Factory, The Chronicles of Narnia, The Grinch Who Stole Christmas, Twilight, etc.

Don` t give all these example away- just give a few and see if the students can come up with some on their own

- Why do they think film adaptations are created or made?

Some possible responses could be:

- Because the book was very popular, and there would be a lot of people who would go and see the movie.
- Because some people would rather go see a movie, than read a book.
- Because the story is loved or favoured by the director, and it was a dream of his/hers to turn it into a movie.

4) In order to exemplify to the students how film adaptations are similar, but yet different from the books they were derived from, get them to complete the following activity:

- Hand out a post-it note to each student
- Ask them to remember any detail, event, or character from the STORY *Diary of A Wimpy Kid* (do not ask them to pick a detail from just the movie, or just the book, get them to focus on the story, whether it be from either the film or the book).
- Get them to write their response on their post-it note.
- Explain that each person will be able to share their response and place it in one of the categories on the chart paper.

5) After each student has presented their response and placed it under a category on the chart paper, discuss the results as a class:

Some questions you may want to ask are:

- Is the film similar to the book? If the film different from the book?
- Did the director (Thor Freudenthal) stay true to Jeff Kinney's novel *Diary of a Wimpy Kid*?
- Did the director leave out any important information from the book, in the movie?
- Did the director add anything to the movie that wasn't in the book?
- Why do you think the director added/removed some details, events or characters when making the movie?
- Are the characters depicted in the movie as you expected? Would you have had another actor play the roles?
- Do you think the director of *Diary of A Wimpy Kid* should have changed Jeff Kinney's story? Do you think this is right?

***See lesson two for curriculum expectations- same expectations apply**

Lesson 4: Storyboarding

Curriculum Expectations and Lesson Modification

Curriculum Expectations: Grade 3-6 (Ontario and Alberta)

See pages (35-36) for a complete list of curriculum expectations that this lesson meets.
(Organized by grade and subject)

Required Resources

Materials:

- One copy of Jeff Kinney's novel *Diary of a Wimpy Kid*
- 20th Century Fox Theatrical of *Diary of A Wimp Kid* (Can be accessed online at <http://www.diaryofawimpykidmovie.com/>)

The book and trailer can be used as a reference for students, if they need to use them for guidance when creating their own stories based on Diary of A Wimpy Kid

- Storyboarding worksheet (p.40)

Lesson Overview and Teaching Instructions

Overview:

Now that students are familiar with the story of *Diary of A Wimpy Kid*, they are now ready to start planning their story adaptations for their claymation film, digital storybook, or comic book.

This lesson will ask students to work in groups (4-5 students) to plan a story, that they will star in (based on *Diary of A Wimpy Kid*) using the provided story boarding tool. By completing this storyboard they will be prepared for when we come in to conduct the workshop you class is participating in.

Instructions:

- 1) First, photocopy the BLM storyboard for each group (x2 so there are 6 frames in total). The storyboards should be photocopied onto 11 x 17 paper for primary students.
- 2) Review story writing concepts such as, brainstorming, setting, character development, and plot in order to remind students what their story should incorporate.

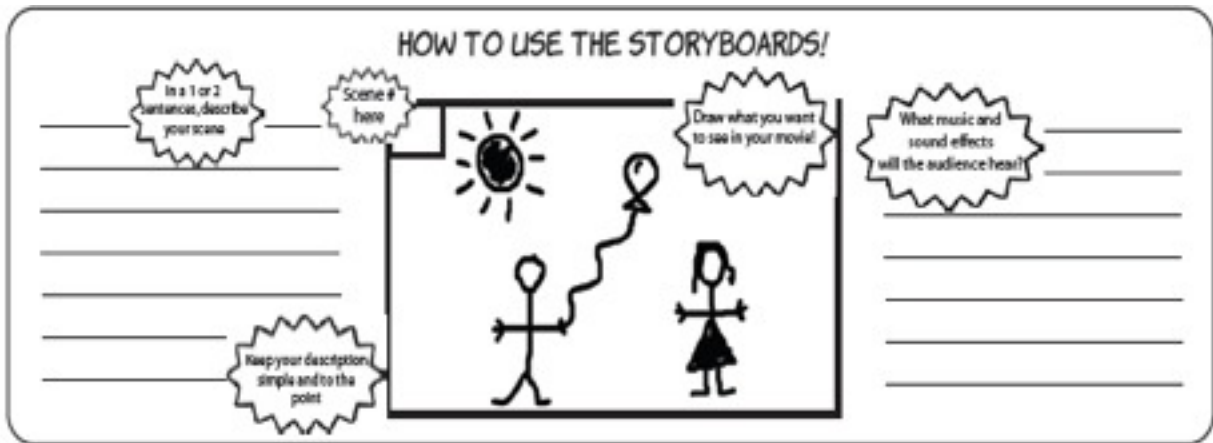
Suggested Story Idea:

The culminating activity is the creation of a either an interactive story book, claymation film, or comic book. Participants will need to choose a specific event to re create. Suggested ideas include; The Cheese Touch, Halloween, Learning How to Wrestle, The play the Wizard of Oz.

3) **Story Boarding:**

- 4) Should be completed by all students, for both the Claymation, Comic Relief and More than Words Workshop.

Hand out two storyboards to each group. When explaining the storyboard, encourage the students to draw simple pictures of the scenes they want to recreate (I.e. Stick figures). Each scene counts as 1 picture. Also, encourage the students to develop simple story lines. This will allow for greater creativity and imagination when using the digital camera.



5) **More Than Words / Comic Relief Workshop(Primary / Junior):**

After the student have completed their storyboards, ask the students to brainstorm possible costumes or props that they could each bring in from home on the day of the workshop. (Not mandatory, but highly suggested).

Claymation (Junior):

After the students have completed their storyboards, as the students to create their clay characters, and draw or create their backgrounds for their films.

Reminder: Clay character should be no more than 4 inches tall, and backgrounds should be at least 11 x 15.

Curriculum Expectations and Lesson Modification

Grade Three:

Language Arts:

Ontario:

Media Literacy

- 3.1 Identify the topic, purpose, and audience for media texts they plan to create.
- 3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

Grade 4:

Language Arts:

Ontario:

Media Literacy

- 3.1 Identify the topic, purpose, and audience for media texts they plan to create.
- 3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

Grade 5:

Language Arts:

Ontario:

Media Literacy

- 3.1 Describe in detail the topic, purpose and audience for media texts they plan to create.
- 3.4 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions and techniques.

Grade 6:

Language Arts:

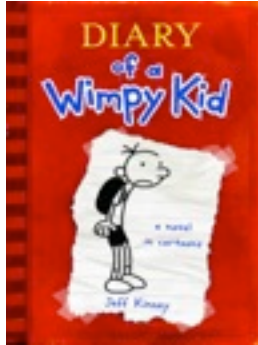
Ontario:

Media Literacy

- 3.1 Describe in detail the topic, purpose and audience for media texts they plan to create.
- 3.4 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions and techniques.

***All expectations have been taken from the Ontario and Alberta Provincial Curriculum Documents.**

Lesson: Wimpy Cartoonist Wanted!



Grades: 3-6

Topic: Diary of a Wimpy Kid (Novel by Jeff Kinney)

Diary of a Wimpy Kid (Theatrical Trailer by 20th Century Fox)

Curriculum Expectations and Lesson Modification

Curriculum Expectations: Grade 3-6 (Ontario and Alberta)

Required Resources

Materials:

- One copy of Jeff Kinney's book *Diary of a Wimpy Kid*.
- Theatrical trailer of *Diary of a Wimpy Kid* (<http://www.diaryofawimpykidmovie.com>)
- Class set of the Comic Starter Idea handout (See BLMs)
- Class set (x2) of the Comic Strip worksheet (See BLMs)

(One copy for a rough draft, one copy to use as a good copy)

*we recommend you to print them out on 12 by 14, or 12 by 17 paper

- BLM

Overview:

In this activity the students will independently create their own comic strip based on the theatrical trailer and book *Diary of a Wimpy Kid*. The students will use the Comic Starter Idea page (see BLM) to choose the beginning of their comic, which takes place in both the book and the trailer. The students will illustrate what they think will happen next using the Comic Strip worksheet (see BLM).

*Note: Encourage the students to use their imagination to illustrate an alternate ending, even if they are familiar with the story of *Diary of a Wimpy Kid*, and know how the scene ends*

Introduction:

Story Synopsis:

“Being a kid can really stink. And no one knows this better than Greg Heffley, who finds himself thrust into middle school, where undersized weaklings share the hallways with kids who are taller, meaner, and already shaving.” (Kinney, 2007)

Step-by-step Instructions:

1) Show the students the *Diary of a Wimpy Kid* trailer by 20th Century Fox (<http://www.diaryofawimpykidmovie.com>).

2) Read the students the following pages from Jeff Kinney’s *Diary of a Wimpy Kid*:

- Page 8-9 (Wednesday- “Today we had Phys-Ed...Then one day, the kid named Darren Walsh touched the cheese with his finger”) (Kinney, 2007)
- Page 28 (Wednesday- It’s getting really annoying...Wanna see my “secret freckle?”) (Kinney, 2007)
- Page 80 (Thursday-“Well, I found out today...Mr.Underwood singled me out, probably because I`m the lightest kid in the class...”

3) Explain the activity to the students. (Read the instructions outlined on the handout) Then hand out a copy of both the Comic Starter Idea handout and the Comic Strip worksheet (for rough copy). *When the students are finished the rough copy, give them another Comic Strip sheet for their good copy*

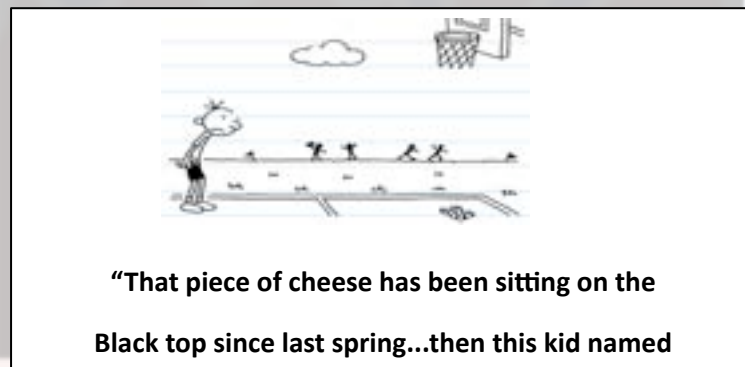
4) Provide the students with the appropriate materials to illustrate their comics. (E.g. pencils, erasers, pencil crayons, markers, fine black markers, etc).

Comic Starter Ideas

Instructions:

Choose one of the comic starters below, and illustrate what **YOU** think will happen to the Wimpy character(s) next! Use the Comic Strip worksheet to create both a rough copy and good copy of your Wimpy comic!

1)

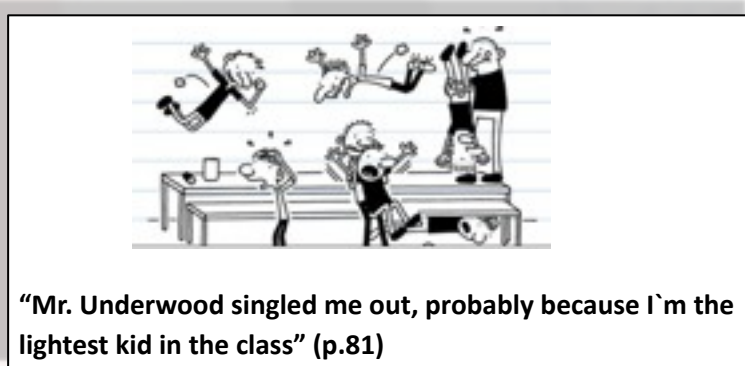


What will happen to Darren? Be Creative!

2)



What does Fregley's freckle look like? Does it have any weird abilities? What shape is it?






Who will Greg have to wrestle? Who wins? Why was he singled out?

Jeff Kinney

Name: _____

Date: _____



	<p>MORONS</p>	
		

Name: _____

Date: _____

Lesson: Dear Diary...I mean Journal

Grades: 3-6

Topic: Diary of a Wimpy Kid (Novel by Jeff Kinney)

Diary of a Wimpy Kid (Theatrical Trailer by 20th Century Fox)

Curriculum Expectations: Grade 3-6 (Ontario and Alberta)

Curriculum Expectations and Lesson Modification

Required Resources

Materials:

- One copy of Jeff Kinney`s book *Diary of a Wimpy Kid*.
- Theatrical trailer of *Diary of a Wimpy Kid* (<http://www.diaryofawimpykidmovie.com>)
- Class set of the Dear Journal Activity handout (BLM)
- Class set of Dear Journal worksheets (BLM) *Double Side*

- BLM

Overview:

For this activity each student will write a journal entry based on one event from both the book and trailer *Diary of a Wimpy Kid*. Each student will have to write their journal from the perspective of one of the Wimpy characters. The students can choose a suggested event to write about, or choose their own if they are familiar with the novel.

Introduction:

Story Synopsis:

“Being a kid can really stink. And no one knows this better than Greg Heffley, who finds himself thrust into middle school, where undersized weaklings share the hallways with kids who are taller, meaner, and already shaving.” (Kinney, 2007)

Step-by-step Instrctions:

1) Show the students the *Diary of a Wimpy Kid* trailer by 20th Century Fox (<http://www.diaryofawimpykidmovie.com>).

2) Read aloud Jeff Kinney’s novel *Diary of a Wimpy Kid* to the student so they become familiar with various events from the story.

Note: If you do not have time to read the whole novel, just read the following chunks of the novel for the students to choose from

Some suggested events to read: (These will be the events the students will write about their characters journal)

- The Cheese (p.8-10)
- Greg and Rowley’s Haunted House (p.54-59)
- The Wrestling Unit (p.76-83)
- The Wizard of Oz School Play (p.96-113)
- Running for Student Council Treasurer (p.44-48)
- Applying for the School Newspaper Cartoonist (p.164-175)

Encourage the students to pick their own event from the novel to read and write about, if they are familiar with story or series

3) Explain the activity to the students. Ask the student to read the instructions outlined on the handout. The students are to choose a character from the Dear Journal Activity handout. Then they will use that character’s profile to understand what kind of personality their character has in order to write from the perspective of THAT CHARACTER! (They are not to write in their own voice). Then they are to use the Dear Journal worksheet to write their character’s journal entry.

4) Hand out a copy of both the Dear Journal Activity handout and the Dear Journal worksheet

Dear Journal Activity

Instructions:

- 1) Choose an event to write about from the list below. (Or you may choose your own event from *Diary of a Wimpy Kid*).
 - The Cheese (p.8-10)
 - Greg and Rowley's Haunted House (p.54-59)
 - The Wrestling Unit (p.76-83)
 - The Wizard of Oz School Play (p.96-113)
 - Running for Student Council Treasurer (p.44-48)
 - Applying for the School Newspaper Cartoonist (p.164-175)

- 2) Choose a character from the profiles below. Read your chosen character's profile. Ask yourself, what kind of personality do they have? Are they funny, serious, weird, silly? What attitudes or opinions may they have if they saw your event happening. (Imagine they are watching the event happen from an outside perspective, or imagine that it is happening to them instead of the character in the novel).

- 3) Use the Dear Journal worksheet to write your character's journal entry about your chosen event.

Character Profiles:

Greg Heffley: Greg is the main character of the series who faces difficulty in middle school. He is best friends with Rowley Jefferson, although Greg often considers how the two can possibly be friends. Greg is a slacker and many of his teachers dislike him because they had Rodrick as a student when he was in middle school. Rowley's father, Robert Jefferson, also sees Greg as a bad influence. Another one of Greg's problems is that he has is quite lazy, often objecting to his father's attempts to get him to exercise and participate in sports.

Rowley Jefferson: Rowley is Greg's best friend who usually helps Greg with his schemes. He has overprotective parents who dislike Greg. Rowley is foolish and naive as he usually listens to Greg while he is concocting a scheme. Rowley also had the short stint of being the cartoonist of the school newspaper comic, "Zoo-Wee Mama!" Rowley also received the honor for being class clown. He had also eaten a piece of moldy cheese after being forced by some teenagers.

Fregley: Fregley is a repulsive and widely disrespected student at Greg's school. He usually hangs out in his front yard doing various strange things like stabbing a kite with a stick or trying to talk to Greg about strange topics like, 'Does this scab smell funny to you?'. In *Diary of a Wimpy Kid*, it is shown that he's not supposed to eat any sugary foods because if he does he'll go on extreme sugar hype. Greg does not enjoy spending time with him.

Patty Farrell: Patty is a girl in Greg's grade who has a "nerd" look and always is a major tattletale to Greg. In the first book, Greg finds a way to cheat on his USA state capitals test by sitting near to the USA map, but Patty ruins it by telling the teacher to cover the USA map and causes Greg to fail the test. She plays Dorothy in the school musical *The Wizard of Oz* and apples get thrown at her by the trees (including Greg).

Susan Heffley: Susan is Greg's mother. She tries to be a good mother and wife, but she constantly embarrasses Greg. Susan knows very little about children and teenager of the 21st century and often humiliates Greg and Rodrick. She constantly tries to get Greg to enjoy reading and to spend more time with his father and Rodrick. She and Frank have been known to pay more attention to Manny than their other two sons. She often gets Greg into conflicts, resulting in much chaos and embarrassment.