

Student Packet

Grades 5–6

Diary of a Wimpy Kid

Jeff Kinney

NOVEL UNITS[™]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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DIARY OF A WIMPY KID

by
Jeff Kinney

Student Packet

Written by
Linda Herman

Contains masters for:

- 2 Prereading Activities
- 7 Vocabulary Activities
- 1 Study Guide
- 2 Character Analysis Activities
- 4 Critical Thinking Activities
- 2 Literary Analysis Activities
- 1 Comprehension Activity
- 1 Writing Activity
- 2 Quizzes
- 1 Novel Test

PLUS

- Detailed Answer Key
and Scoring Rubric

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Note

The 2007 Amulet Books hardback edition of the novel, © 2007 by Wimpy Kid, Inc., was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-8109-9313-6

Please note: Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

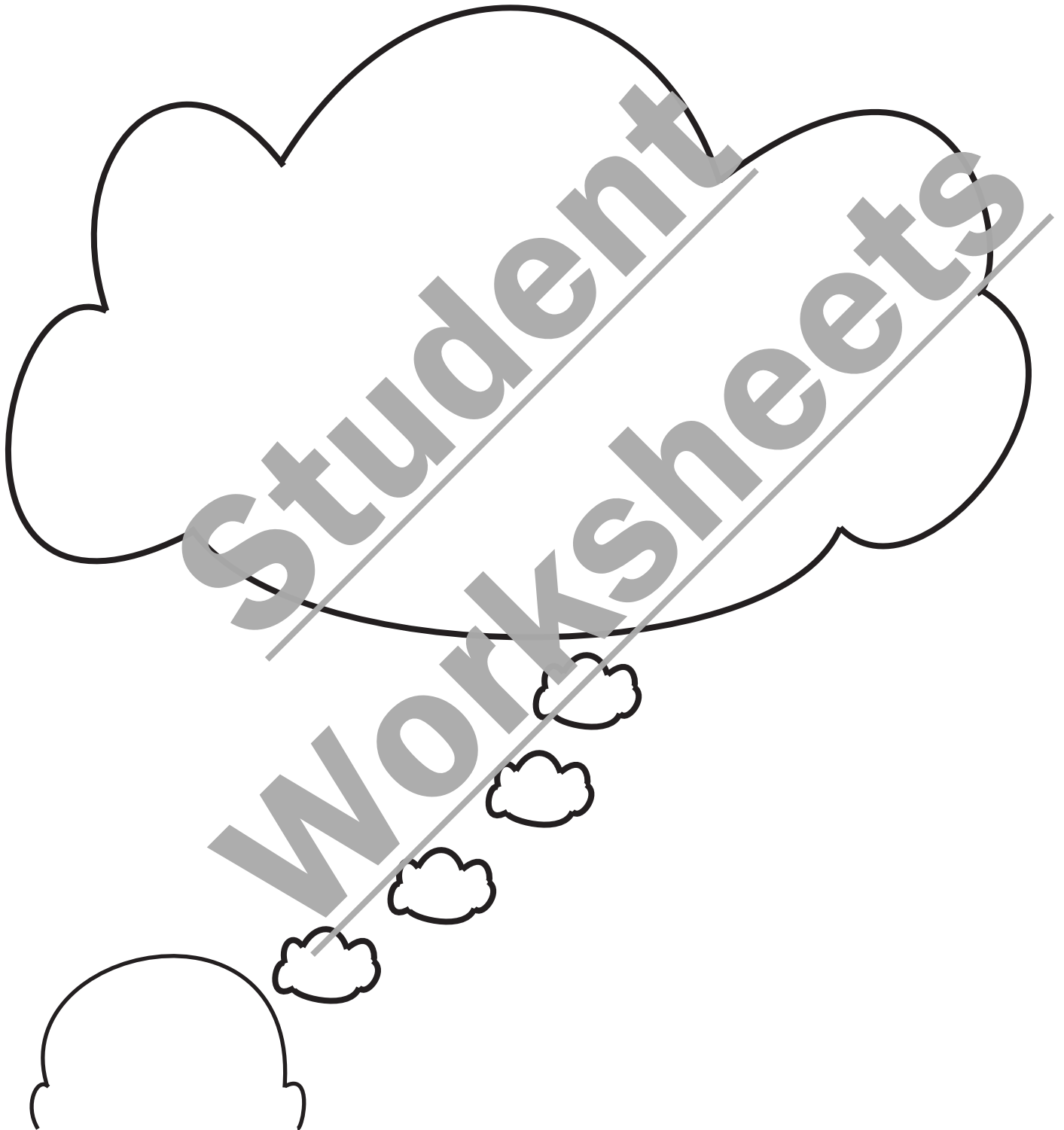
3. What events lead to Greg being relieved of his Safety Patrols duties?
- *4. Do you agree with Greg that Rowley backstabbed him?
5. Why does Greg spend the night at Fregley's house?
- *6. What does Fregley's note tell you about him?
7. Who foils Greg's plans to be voted Class Clown?
8. How does Rowley get the fame that Greg thinks should be his?
9. What do the teenagers from Halloween night make Rowley do? How does Greg avoid this fate?
- *10. How does Greg protect Rowley? Do you think Rowley appreciates Greg's action?
11. Why does Greg throw away his yearbook?
12. What will Greg do if Rowley "gets too big for his britches" (p. 217)?

Student
Worksheets

Name _____

Thought Bubble

Directions: Think about Rowley and what he experiences when the teenagers force him to eat the Cheese. In the graphic below, write what Rowley may have been thinking when Greg told classmates that he threw the Cheese away. Write from Rowley's point of view.



Name _____

Story Map

Directions: Complete the story map below.

Characters	Setting	Conflict(s)
	Date: _____ Place: _____ Other: _____	
main _____ main _____ main _____ minor _____ minor _____ minor _____	Novel Title	
Possible Themes (general statements the book makes about life)	Point of View	Author's Style and Tone
	Genre	

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