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GET WRITING

1. Halloween plans

Objective

To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

What you need

Copies of *Diary of a Wimpy Kid*, plain paper and pencils.

Cross-curricular link

Art and design

What to do

- Examine with the class the haunted house plans (detailed in the first Saturday's entry for October). Ask the children what they notice about how the plan is organised (such as arrows guiding the way through, illustrations are briefly annotated, the exit is marked, writing is in clear block capitals).
- Discuss the ideas Greg and Rowley have for their haunted house, and where these ideas might have come from (prior knowledge of Halloween, their reading/viewing, their imagination). Can the children suggest any other ideas that could have been included?
- Invite the children to design their own haunted house in a similar diagrammatic form. Encourage them to devise their own ideas and allow time for partners to discuss what to include and for initial plans to be created, before making their final plan.

Differentiation

Support: Let the children concentrate on two items for their haunted house and draw detailed diagrams, perhaps with further explanatory annotations.

Extension: Ask the children to explain the difficulties of actually making some of the scenes in their own or Greg's plan.

2. Build your body!

Objective

To use simple organisational devices in non-narrative material.

What you need

Copies of *Diary of a Wimpy Kid*, interactive activity 'Bodybuilding', photocopiable page 41 'Build your body!', plain A4 paper.

Cross-curricular links

PE, PSHE, computing

What to do

- Remind the children about how Greg is keen to gain strength and skill in order to do well in the school wrestling unit (see November entries). Ask: *What is involved in Greg's plan to achieve his goal?* Make a list on the board of the children's suggestions.
- Talk about how effective Greg's ideas might have been if he had done them well. Ask for any other suggestions the children might be able to offer.
- Explain that they are going to make a leaflet on a folded sheet of A4 paper, which will outline ideas for what Greg and his classmates could do to build their bodies in preparation for the wrestling unit.
- To stimulate their thinking, work through interactive activity 'Bodybuilding' with the class.
- Hand out photocopiable page 41 'Build your body!' on which the children should record their research (you may wish to source some suitable internet sites for them beforehand). They should then use their notes to help create their leaflets. Tell them that they can use ideas from the story or their own ideas.

Differentiation

Support: Ask the children to focus on researching three areas from the photocopiable sheet. Let them work on their leaflets in pairs.

Extension: Encourage the children to use a computer to make their leaflets, including images to enhance the text.

Build your body!

- Research how to build your body and improve fitness levels. Use the table below to make notes and use this information to create a leaflet that Greg might have found useful when training for the school wrestling unit.

Exercise:	Equipment:
Diet:	Training programmes:
Keeping a record:	Working with a partner:

- Here is a list of possible search words to use during your research.

Word bank

getting fit	building muscles	fitness regime
body-building	weight training	diet for health
gym workouts	keep-fit exercises	

