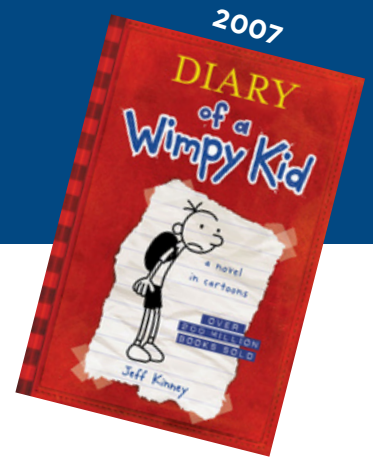




Diary of a Wimpy Kid

Discussion Guide

GRADES 3 - 8

Before Reading: to activate schema, build background knowledge, and set a purpose.

- This is a novel written as a journal, with cartoons on almost every page. The drawings aren't decoration; they carry jokes and information, so students read the words and the pictures together. Entries are dated by day and run across a full school year, starting in September.
- Frontload vocabulary with the [Vocabulary Guide](#).
- This entire book is Greg's private journal, so keep students focused on point of view. How Greg's first-person telling shapes what we're shown, what he brags about, and what he conveniently leaves out.

During Reading: to engage students, check for understanding, and make connections.

Section 1 (Pages 1-30)

- Greg calls middle school "the dumbest idea ever invented." What reasons does he give, and what do those reasons tell you about how Greg sees himself?
- How does Greg describe the school's popularity system? What does caring so much about his ranking reveal about him?
- Look at how Greg talks about and treats Rowley when they first appear together. Does he treat Rowley like an equal? Cite text evidence in your response.

Section 2 (Pages 31-70)

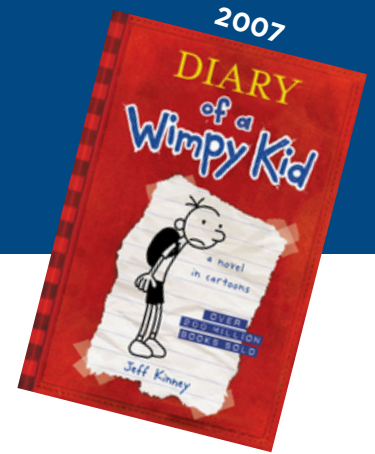
- When the "Cheese" and the "Cheese Touch" are introduced, how do the students react? Why does Greg care so much about it?
- Find a moment where Greg blames someone else when things go wrong. Do you fully trust his version of what happened? Why or why not?
- Point to one place where the drawings add a joke or a fact the words alone don't tell you.

Section 3 (Pages 56-108)

- Greg wants to be a tree in the school play mostly so he can throw apples at Rodrick. What does that choice show about him?
- Compare what Greg plans to do with what actually happens. Where's the gap between his intentions and the results?
- Find a moment where Greg treats Rowley unfairly. How does Greg explain it so he still looks good to us?

Section 4 (Pages 121-170)

- After Rowley hurts his hand, how does Greg use the situation to his own advantage? What does that reveal about their friendship?
- During Safety Patrol duty, Greg scares the younger students while wearing Rowley's uniform. When trouble comes, who ends up taking the blame?
- How does Greg describe the Safety Patrol mess so that he comes out looking better than he behaved?



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During Reading Cont: to engage students, check for understanding, and make connections.
Section 5 (Pages 171-217)

- Rowley's "Zoo-Wee Mama" comic becomes a hit after Greg dismissed it. How does Greg react to his friend's success, and what does that show?
- At the end, Greg tells everyone that he got rid of the Cheese so Rowley won't be blamed, even though it makes the other students avoid him. Why does he do it?
- Throughout the whole novel, Greg presents himself as the hero. Do his actions match that? Support your answer with evidence.

After Reading: to summarize, question, and reflect.

- Summarize Greg's school year: did he actually become more popular, or a better friend? What changed, and what stayed exactly the same?
- The book is Greg's private journal. Now that you've finished, do you think he told the whole truth? Why might a narrator leave certain things out?
- What does the ending suggest about friendship and doing the right thing, even when it costs you?

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.