

Talk about it

SECTION

5

Points of view

Objective: To create roles showing how behaviour can be interpreted from different viewpoints.

What you need: Copies of *Diary of a Wimpy Kid* and photocopiable page 22.

Cross-curricular links: PSHE, drama.

What to do

- With the class, read the first Tuesday's entry for November. (The Guided reading section provides help with specific vocabulary.)
- Greg is motivated to do something positive by the introduction of wrestling at school. His parents are pleased, but want to help him in different ways, neither of which appeal to Greg.
- Discuss with the children how each of the characters has a different perspective on the situation. Ask: *Is it possible to say if any one of the three is right?* Discuss their responses and reasons.

- Hand out photocopiable page 22 for the children to complete the speech bubbles in pairs. Once completed, they should join another pair and discuss their answers.

- Bring the class together and choose a few children to read out their speech captions. Encourage the rest of the class to work out whether the speaker is Mom, Dad or Greg, explaining their reasoning.

Differentiation

For older/more confident learners: Encourage the children to develop a monologue in role as one of the three characters, stating their point of view, with explanations about their opinions.

For younger/less confident learners: Allow the children to concentrate on writing two of the speech bubbles, providing sentence starters to help guide them.

Who would say that?

Objective: To use some drama strategies to explore stories or issues.

What you need: A copy of Extract 1 (from page 8) and photocopiable page 23.

Cross-curricular links: Drama, PSHE.

What to do

- Display and read Extract 1, about Greg trying out for the school play. In groups, ask the children to freeze-frame paragraphs 1, 3 and 6, selecting individuals to speak the thoughts of the characters they are portraying in each scenario.
- Talk about the language Greg might use in trying to persuade his parents to take his viewpoint. Might he choose different approaches depending on which parent he is speaking to? What might he say to each of them?

- Hand out photocopiable page 23, inviting the children to independently match the speech bubbles to the characters and examine the persuasive language.

- In pairs, the children should then compare their answers, and practise reading the comments in an appropriate tone of voice.

- As a class, share results and choose a few children to read out the various dialogues from the sheet.

Differentiation

For older/more confident learners: In groups of three, ask the children to act out the whole scene, using appropriate dialogue and intonation.

For younger/less confident learners: Allow the children to focus on matching half of the speech bubbles to the characters.