

Diary of a Wimpy Kid - Rodrick Rules -



By

Jeff Kinney

A Novel Study
by Nat Reed

Diary of a Wimpy Kid

Rodrick Rules

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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Diary of a Wimpy Kid

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on a part of a chapter (Month) of *Diary of a Wimpy Kid: Rodrick Rules* and is comprised of these different activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include humor, growing up, family, making difficult choices, friendship and loyalty, peer pressure and conformity.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *foreshadowing*.
7. Use of expressions
8. Use of singular/plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identify *analogies*.

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *sequence chart* of events
2. Identify conflict in the story
3. Predict upcoming events
4. Complete a *5 W's Chart*
5. Identify the climax of the novel.
6. Create a synopsis

Character Activities

1. Determine character traits
2. Relating personal experiences

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write a description of personal feelings
7. Write a book review

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

Greg Heffley is trying desperately to make his mark at school and cope with the perils of living in the highly demanding and competitive world of Middle School. *Diary of a Wimpy Kid: Rodrick Rules*, continues the misadventures of Greg as he copes with swimming lessons; spending the weekend with his grandfather; covering up for his brother, Rodrick; and tolerating the peculiar tastes of his best friend, Rowley.

Diary of a Wimpy Kid: Rodrick Rules continues the humorous and engaging story of an imaginative con-artist, and some of the hard-won lessons he learns as he charts a troubled course through middle school.

A summary can be found on the website www.bookrags.com/notes/a/w/SUM.html

Author Biography

Jeff Kinney

Jeffrey Patrick Kinney was born in College Park, Maryland in 1971. Jeff Kinney is a full-time online game designer, as well as the author of the immensely popular *Wimpy Kid* books. Jeff also developed the *Poptropica* website for kids. (<http://www.poptropica.com/>)



Jeff Kinney attended the University of Maryland at College Park in the early 1990s. It was here that he developed the comic strip *Igdoof* for the college newspaper. Although he was unsuccessful in getting his comic strip syndicated, his writing career got off to a tremendous start with the publication of *Diary of a Wimpy Kid* in 2007. Since then he has had three additional novels in the series published as well as a do-it-yourself book.

In 2009 Kinney was named one of *Time* magazine's 100 "Most Influential People".

Diary of a Wimpy Kid

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By Jeff Kinney

Name: _____

Diary of a Wimpy Kid

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September - Part I

(To 2nd Tuesday - p.33)



Before you read the chapter:

How might it be a disadvantage to be a wimp in elementary or middle school.



Vocabulary:

Choose a word from the list to complete each sentence.

disaster	destined	potential	concept	quality
skimpy	hypothermia	civil	decoy	critical

1. When Sara fell through the ice on the river she almost perished from _____.
2. It is _____ that everyone on board the ship has a life jacket handy.
3. The collapse of the tower was the worse _____ the townspeople ever experienced.
4. The two duck hunters placed a life-like _____ out on the pond.
5. I did not expect the meal to be so _____, considering the price I paid.
6. My grandmother predicted that I was _____ for greatness.
7. The scouts agreed that Tommy had the most _____ of all the players.
8. If you can't be _____ to your brother, Ramona, then please remain quiet.
9. The _____ that all men are created equal is important to consider.
10. The company based its success on manufacturing products of high _____.

Questions



1. Describe the reaction of Greg's brother, Rodrick, to Greg writing in a journal.

2. What is the **setting** for much of what happens on the opening day (Monday) of Greg's diary?

3. How did Greg get off to a rather rocky start at his first swimming meet?

4. Greg ended up winning the _____ award at the banquet because there was a _____ minute difference between his _____ race and _____ one.

5. How did the Water Jazz class make things difficult for the swim team?

6. Why did Greg walk home from swimming instead of taking a ride home with Rodrick?

7. How was Greg affected by the Cheese Touch and what did he do about it.

8. What was Greg's philosophy about how kids became the smartest in the class. Give your reaction to this theory.

9. During the month of September the author introduces a number of characters. In the chart below give one important piece of information about each person.

Greg	
Rodrick	
Mr. Huff	
Manny	
Greg's Mom	
Rowley	

10. What made Greg think that he could get a seventeen-year-old girl for his pen-pal?

11. How had Greg's dad accidentally embarrassed Rodrick when he was a sophomore?

12. Describe how each boy got into the *bad books* of their friend's father:

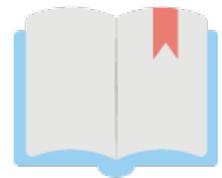
Greg	
Rowley	

Language Activities



A. Choose ten words from this section with two or more **syllables**. Indicate the syllables by drawing a line between each syllable. **Example:** some / time.

B. The author, Jeff Kinney, enjoys using a variety of literary devices in this novel. One such device is **onomatopoeia**. An example is “GAAAH!” - the sound Greg makes when sliding around in the back of Rodrick's van. Define **onomatopoeia**, and think of one more example of this device.



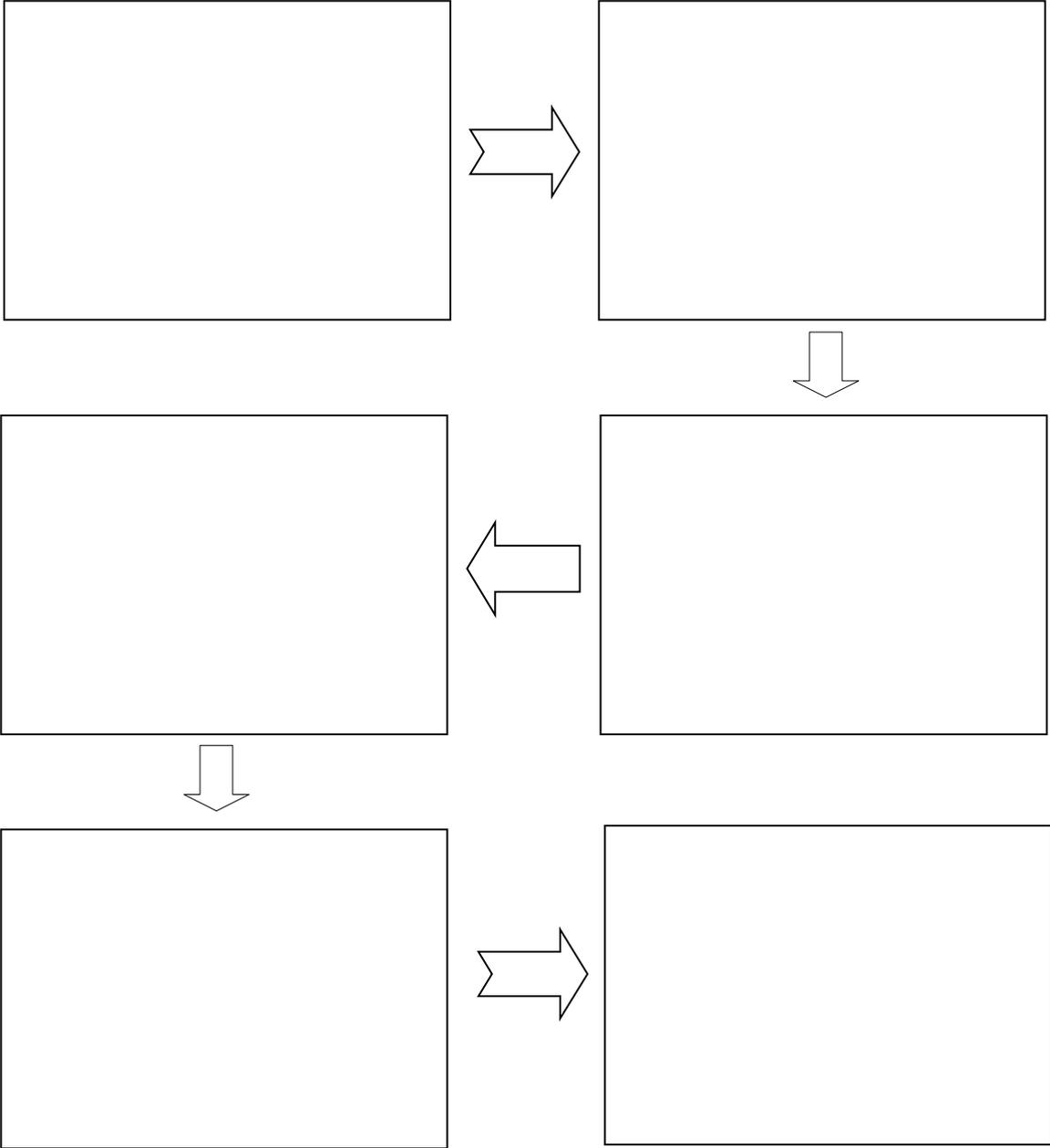
<p>Bonus: Find two more examples of onomatopoeia from this section.</p> <p>-----</p>

C. Place the following words from this chapter in **alphabetical order**.

last	1.
locked	2.
land	3.
lanes	4.
live	5.
late	6.
locker	7.
life	8.
like	9.
letters	10.

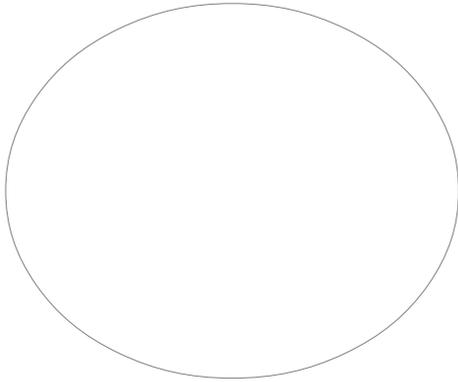
E. Sequence Chart

Choose what you consider to be the six most important events in this section. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.

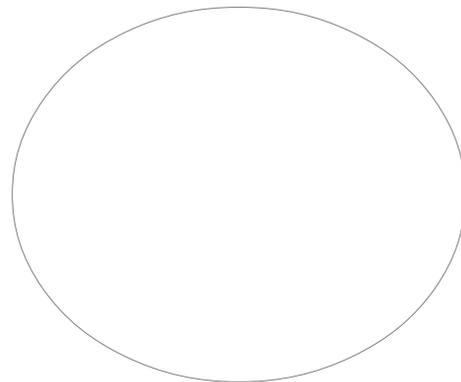


F. 5 Ws and an H.

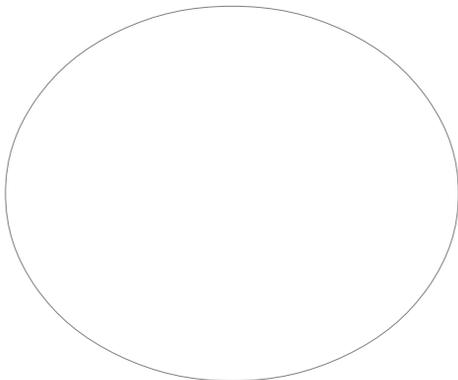
Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



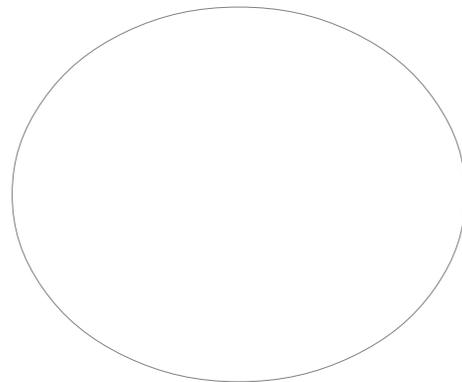
WHO?



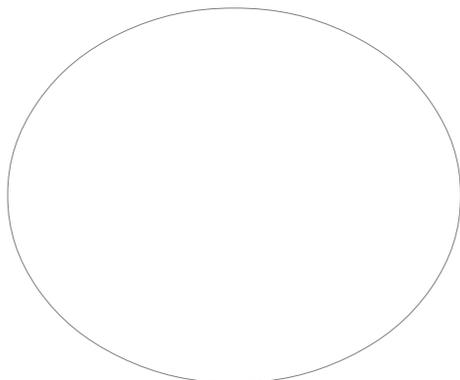
WHAT?



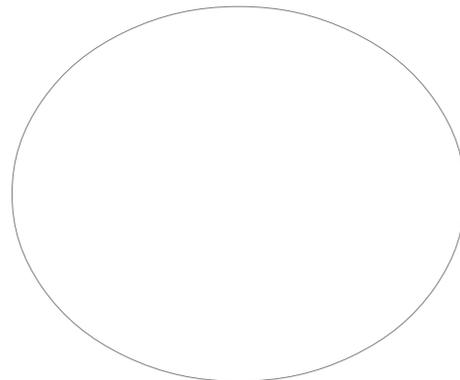
WHEN?



WHERE?



WHY?



HOW?

Extension Activity



A Picture's Worth a Thousand Words



Use the three boxes to describe and illustrate the beginning, middle and conclusion of this section.

Beginning Picture:	Beginning:
Middle Picture:	Middle:
Concluding Picture:	Concluding: