

PUFFIN SCHOOLS

**Ages
8-12**

INSPIRATION PACK FOR ...

THE DIARY OF A WIMPY KID SERIES



Suitable for reluctant readers, special educational needs and dyslexic learners



Includes

Extracts, audio, video, activity ideas, writing tips and templates!

Diary of a Wimpy Kid

- ✓ Improve reading comprehension, inference and predictive skills
- ✓ Develop children's creative thinking and problem-solving
- ✓ Encourage reading for pleasure, creativity and imagination
- ✓ Meet RSE objectives to improve personal, social and emotional development

This resource pack can be used with all children in KS2, recommended ages 8-12. It is based on the much-loved **Diary of a Wimpy Kid** series by Jeff Kinney, and invites everyone in your class to get excited about books and reading.

The lessons included have been designed as sequential activities and can be taught as whole units or as individual activities to be dipped in and out of. Each lesson uses a different source of inspiration to suit all learning styles - using extracts, illustrations, video, or audio - in order to develop children's predictive, comprehension and inference skills when looking at text.

Further activities and resources are available in the corresponding **Wimpy Kid Worksheet Pack**, which is referenced throughout these notes.

The lessons here will spark discussion about the different themes in the books, from friendship and family to fun and humour, and will provide lots of opportunity for creativity and imagination - not to mention laughing your socks off together . . .

We hope you enjoy them!

Made by Dyslexia

Made by Dyslexia has created a literacy module to help teachers, educators and parents understand dyslexia and gain essential knowledge in how to recognize and support it.

You can watch the training here https://www.youtube.com/watch?v=JJ-T_yPfo5Q

You can find out more about Made by Dyslexia on their website **madebydyslexia.org**

Diary of a Wimpy Kid

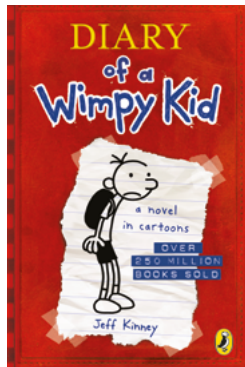
Contents and objectives

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Objectives: look more closely at the most recent **Diary of a Wimpy Kid** books; make inferences by analysing both text and illustration.
 - Book 13: **The Meltdown** **18**
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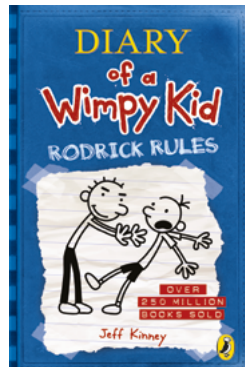
Diary of a Wimpy Kid

1. Wimpy book cover challenge design & illustration

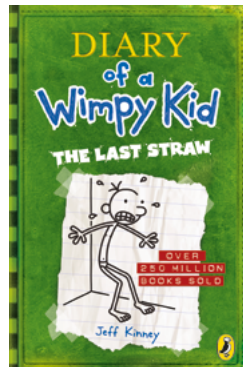
OBJECTIVES: analyse book covers; improve inference skills; encourage reading for pleasure; create new book covers.



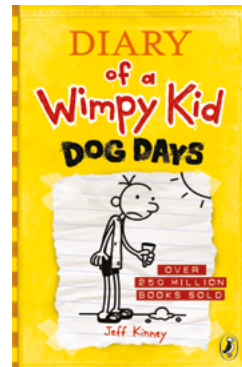
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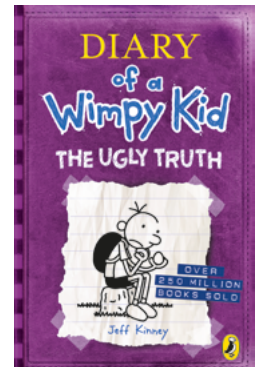
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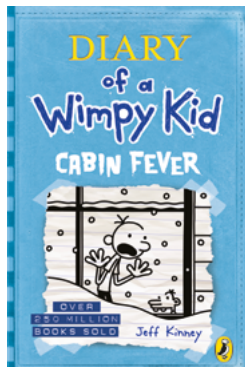
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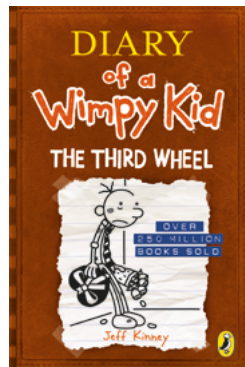
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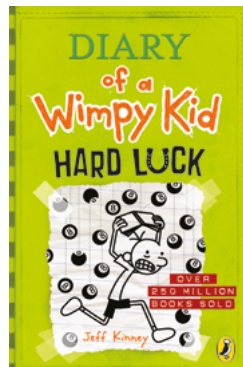
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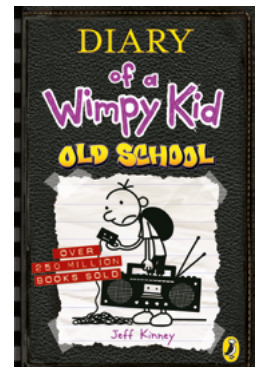
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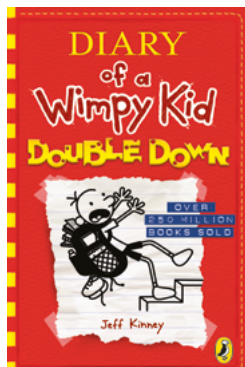
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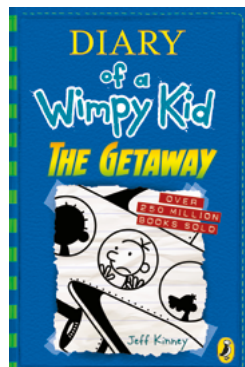
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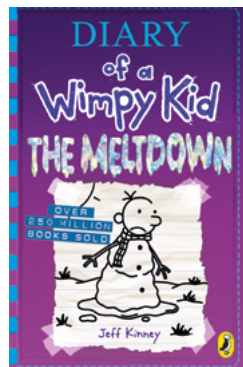
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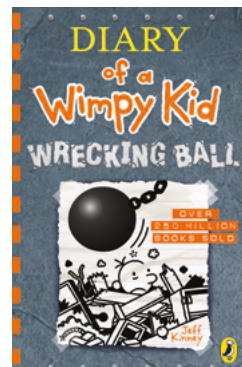
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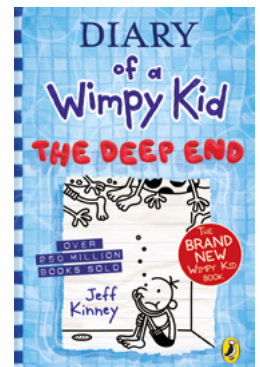
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13



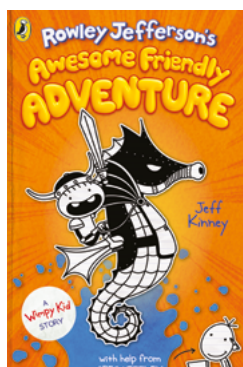
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15



16



17



Diary of a Wimpy Kid

About the covers starter sentences . . .

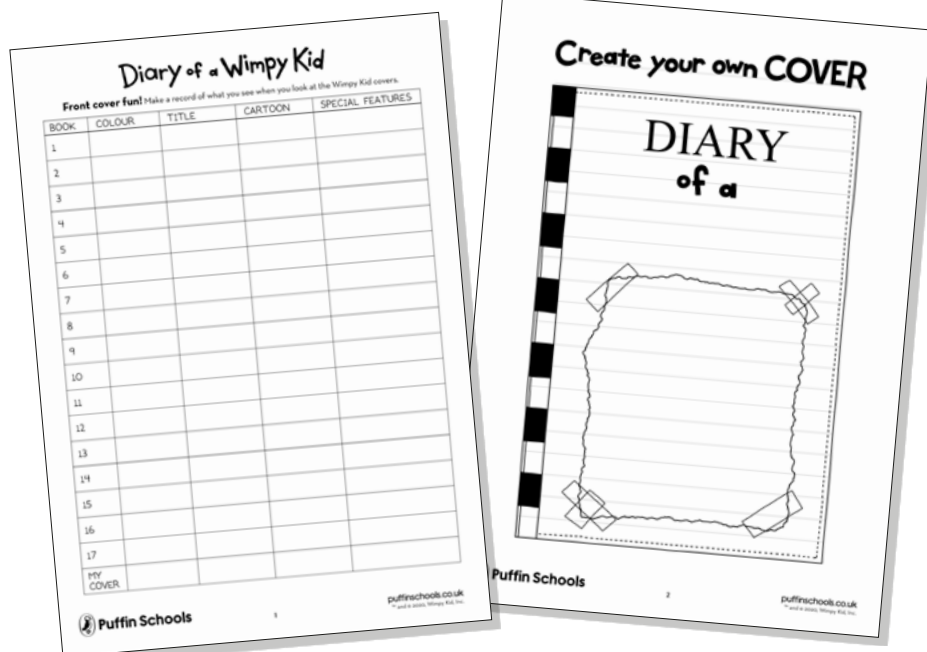
Use the sentences below to help the children to think more deeply about the Wimpy Kid book covers, to make inferences about the books and to explore how covers are designed to entice readers. They can complete these sentence starters or use them to structure a conversation with a partner:

1. My favourite cover is
2. I think the main character is because
3. I predict that the most important ideas and themes in the books are
4. These covers catch the reader's eye because

To develop the lesson . . .

For more book cover activities, complete the first two activities in the **Wimpy Kid Worksheet Pack** 1 & 2:

- **Front cover fun!** Ask children to **record** what they see when they analyse the Wimpy Kid covers.
- **Create your own COVER** Use the ready-made cover templates to create a **brand-new** Wimpy Kid cover.



Diary of a Wimpy Kid

2. Themes: watch the trailer video

OBJECTIVES: use the film trailer to predict important themes; analyse important themes; identify personal, social and emotional themes.

Did you know that the Wimpy Kid books were also made into a series of films? This trailer is **1 minute and 37 seconds long** and is a perfect introduction to some of the main characters and themes in the Wimpy Kid series.



Diary of a Wimpy Kid movie trailer

<https://www.youtube.com/watch?v=maHOZFcfMek>

Word bank

Ask the children to discuss the possible themes of the **Diary of a Wimpy Kid** books with a partner. Use the word bank below:

SCHOOL

EMBARRASSMENT

PARENTS

FAMILY

LOVE

SURVIVAL

FRIENDSHIP

DIFFERENCE

INDIVIDUALITY

COMEDY

ORDINARY

STRANGE

BOREDOM

NORMALITY

RELATIONSHIPS

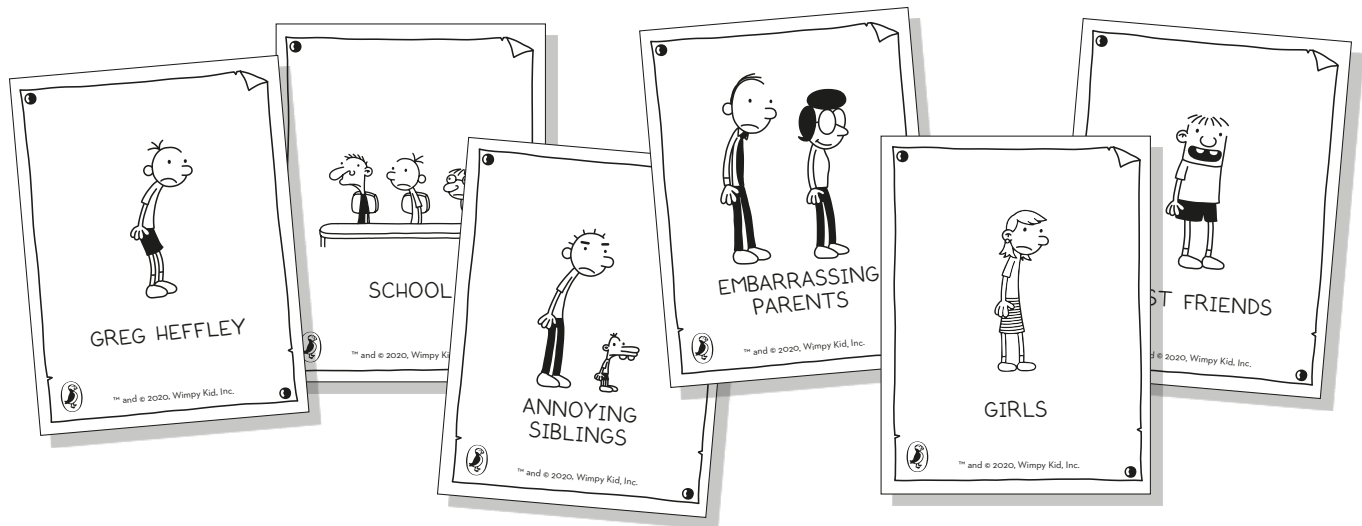
IDENTITY



Diary of a Wimpy Kid

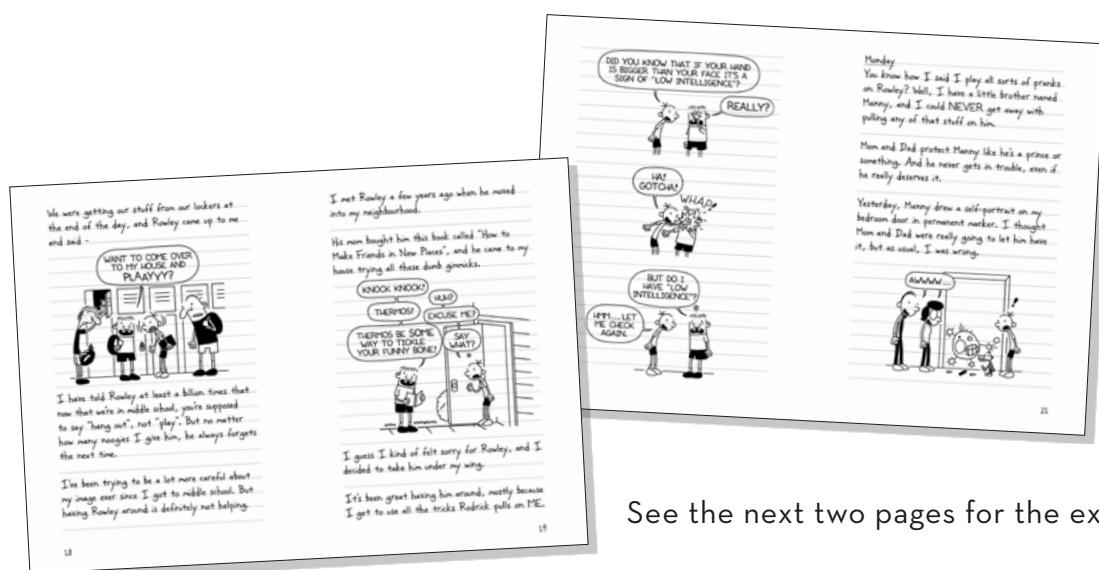
To develop the lesson . . .

Use the theme cards in the **Wimpy Kid Worksheet Pack** ³ to think more in depth about the different ideas that Jeff Kinney explores in the series.



Put students into pairs or groups and give them one of the theme cards. First of all, ask them what they know already about the theme they have been given. In some cases, they can discuss the relevance of the theme in their own lives.

Then ask children to read the extract supplied from pages 18–21 of **Diary of a Wimpy Kid**. Can they find examples of where their theme is mentioned? Share ideas about all the themes in some whole-class feedback.



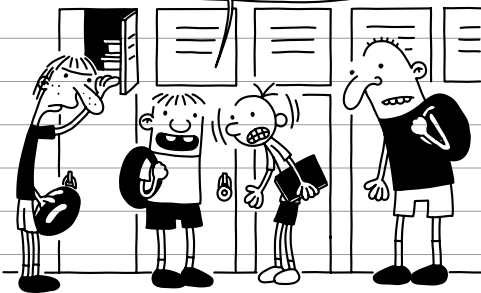
See the next two pages for the extract.

Diary of a Wimpy Kid

Extract from Diary of a Wimpy Kid

We were getting our stuff from our lockers at the end of the day, and Rowley came up to me and said -

WANT TO COME OVER
TO MY HOUSE AND
PLAAYYY?



I have told Rowley at least a billion times that now that we're in middle school, you're supposed to say "hang out", not "play". But no matter how many noogies I give him, he always forgets the next time.

I've been trying to be a lot more careful about my image ever since I got to middle school. But having Rowley around is definitely not helping.

18

I met Rowley a few years ago when he moved into my neighbourhood.

His mom bought him this book called "How to Make Friends in New Places", and he came to my house trying all these dumb gimmicks.

KNOCK KNOCK!

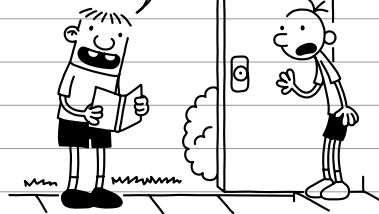
HUH?

THERMOS!

EXCUSE ME?

THERMOS BE SOME
WAY TO TICKLE
YOUR FUNNY BONE!

SAY
WHAT?



I guess I kind of felt sorry for Rowley, and I decided to take him under my wing.

It's been great having him around, mostly because I get to use all the tricks Rodrick pulls on ME.

19

Diary of a Wimpy Kid

Extract from Diary of a Wimpy Kid

DID YOU KNOW THAT IF YOUR HAND IS BIGGER THAN YOUR FACE IT'S A SIGN OF "LOW INTELLIGENCE"?

REALLY?

HA!
GOTCHA!

WHAP!

BUT DO I
HAVE "LOW
INTELLIGENCE"?

HMM... LET
ME CHECK
AGAIN.

20

Monday

You know how I said I play all sorts of pranks on Rowley? Well, I have a little brother named Manny, and I could NEVER get away with pulling any of that stuff on him.

Mom and Dad protect Manny like he's a prince or something. And he never gets in trouble, even if he really deserves it.

Yesterday, Manny drew a self-portrait on my bedroom door in permanent marker. I thought Mom and Dad were really going to let him have it, but as usual, I was wrong.

AWWWW...

21

Diary of a Wimpy Kid

If you want more help completing these activities, find the following in the **Wimpy Kid Worksheet Pack**:

- **Wimpy Kid Theme cards** ³ Identify important themes in the Wimpy Kid series and explore them in more detail.
- **Diary of a Wimpy Kid Theme sheet** ⁴ Use this sheet to record ideas about the themes in the books.
- **TIP: find out more about Jeff Kinney** by watching the **Meet Jeff Kinney Playlist** below!
- **Author Profile: Jeff Kinney** ⁵ The students record what they find out about author Jeff Kinney!



Meet Jeff Kinney

<https://www.youtube.com/playlist?list=PLEicdUVvzmGSnPkD54gf492Gyc4dgbVG->

Diary of a Wimpy Kid

3. Getting to grips with Greg extract and audio

OBJECTIVES: develop comprehension and inference skills; find out more about characters and relationships; draw a new character.



See the next two pages for the extract.



Play audio clip

<https://soundcloud.com/puffin-books-uk/diary-of-a-wimpy-kid-by-jeff-kinney-read-by-dan-russell/s-KeEvFfP25cs>

About the extract: starter questions . . .

1. What is Greg's style of writing? What does this say about him?
2. What is Greg 'having a seriously hard time getting used to'?
3. What do you think Greg's relationship with Rodrick is? What makes you think this?
4. What other relationships can you see in this extract? Why do you think they are important?

Find examples in the extract that Greg is:

FUNNY

TRUSTING

NAÏVE

Diary of a Wimpy Kid

Extract from Diary of a Wimpy Kid

But it's not that easy remembering to keep your fingers crossed every moment of the day. I ended up taping mine together so they'd stay crossed all the time. I got a D in handwriting, but it was totally worth it.

This one kid named Abe Hall got the Cheese Touch in April, and nobody would even come near him for the rest of the year. This summer Abe moved away to California and took the Cheese Touch with him.

I just hope someone doesn't start the Cheese Touch up again, because I don't need that kind of stress in my life any more.

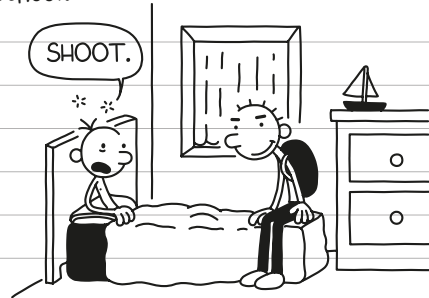
Thursday

I'm having a seriously hard time getting used to the fact that summer is over and I have to get out of bed every morning to go to school.

My summer did not exactly get off to a great start, thanks to my older brother Rodrick.

10

A couple of days into summer vacation, Rodrick woke me up in the middle of the night. He told me I slept through the whole summer, but that luckily I woke up just in time for the first day of school.



You might think I was pretty dumb for falling for that one, but Rodrick was dressed up in his school clothes and he'd set my alarm clock ahead to make it look like it was the morning. Plus, he closed my curtains so I couldn't see that it was still dark out.

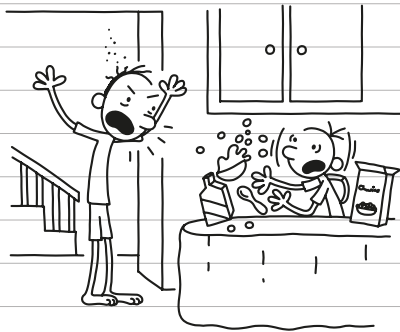
After Rodrick woke me up, I just got dressed and went downstairs to make myself some breakfast, like I do every morning on a school day.

11

Diary of a Wimpy Kid

Extract from **Diary of a Wimpy Kid**

But I guess I must have made a pretty big racket because the next thing I knew, Dad was downstairs, yelling at me for eating Cheerios at 3:00 in the morning.



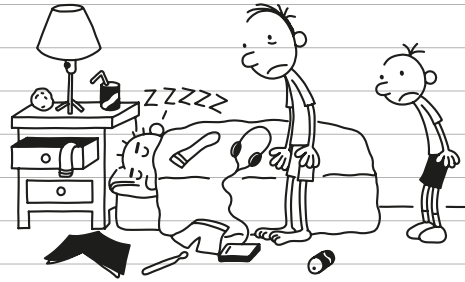
It took me a minute to figure out what the heck was going on.

After I did, I told Dad that Rodrick had played a trick on me, and HE was the one that should be getting yelled at.

Dad walked down to the basement to chew Rodrick out, and I tagged along. I couldn't wait to see Rodrick get what was coming to him.

12

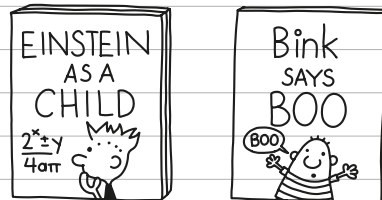
But Rodrick covered up his tracks pretty good. And to this day, I'm sure Dad thinks I've got a screw loose or something.



Friday

Today at school we got assigned to reading groups.

They don't come right out and tell you if you're in the Gifted group or the Easy group, but you can figure it out right away by looking at the covers of the books they hand out.



13

Diary of a Wimpy Kid

To develop the lesson . . .

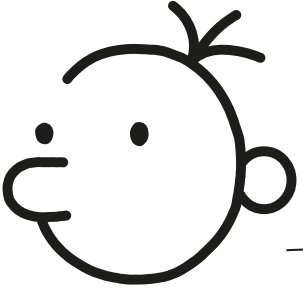
Did you know that author Jeff Kinney has made a video playlist of Cartooning Tips? This one is **3 minutes and 32 seconds long** and will help children to draw different facial expressions for Greg to show how he is feeling.



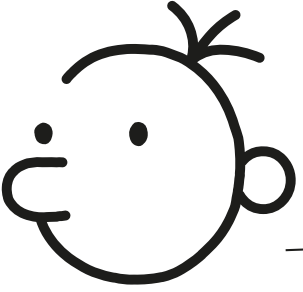
Draw Diary of a Wimpy Kid with Jeff Kinney

<https://www.youtube.com/watch?v=vN3HS-YjXao>

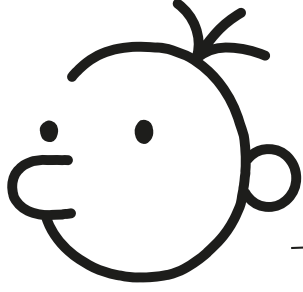
On the templates below, encourage students to recreate the facial expressions that Jeff draws for Greg. Can they add something that they think he might be saying?



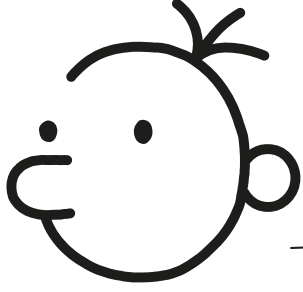
GREG 1 : MIGHT
BE SAYING . . .
"



GREG 3 : MIGHT
BE SAYING . . .
"



GREG 2 : MIGHT
BE SAYING . . .
"

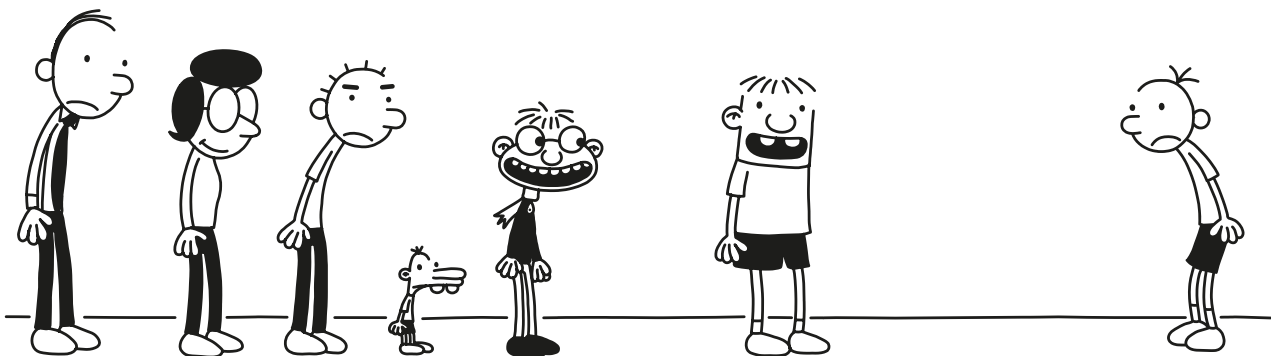
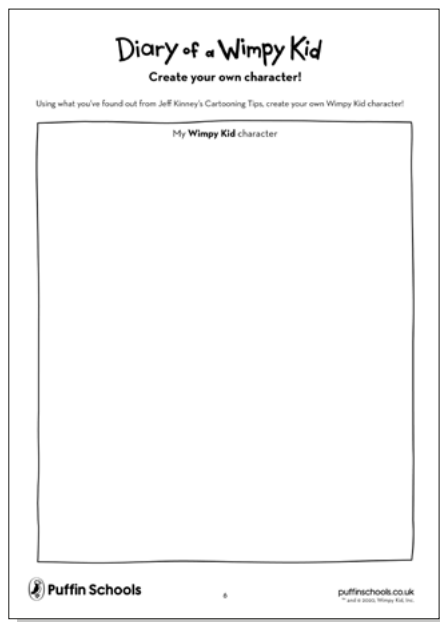


GREG 4 : MIGHT
BE SAYING . . .
"

Diary of a Wimpy Kid

To create their own Wimpy Kid character, find the following in the **Wimpy Kid Worksheet Pack**:

- **Create Your Own Character** 6 Using what they've found out from Jeff Kinney's Cartooning Tips, ask the children to create their own Wimpy Kid character!



Diary of a Wimpy Kid

4. Diaries and comic books writing tips and templates

OBJECTIVES: write in the style of Jeff Kinney's **Diary of a Wimpy Kid**; use the conventions of diary and comic strip writing.

Jeff Kinney has created a series of Boomwriting Tips; each one is around **one minute long** and there are seven in total, which means it takes only 7 minutes to watch them all! They include tips on finding inspiration, writing characters based on people you know and creating brilliant openings – it's the perfect resource for budding young writers!



Wimpy Kid Boomwriting Tips from Jeff Kinney

https://www.youtube.com/watch?v=ztSkvNXhvw4&list=PLeicdUVvzmGSzo_rAijj7LKTOYxIFEpjGB&index=1

Using the Boomwriter Tips . . . take up the challenge

Give children time to watch and learn from these tips, and to make a note of all seven. They might even discuss with a partner which tip they want to try out first.

To get started, begin with Tip 1: to collect ideas and stories from 'ordinary life experience.' Challenge children to collect everything that happens to them in one day using a sketchbook or scrapbook. They might record pieces of dialogue, they might draw funny events throughout the day, or they might write a description of what they do at break time. All of it is useful when it comes to writing stories!

As Jeff says: 'keep your EARS and EYES open for funny and interesting things that happen; these are the things that make a story great.'

Diary of a Wimpy Kid

To develop the lesson . . .

As a class, think about Jeff Kinney's style of writing and try to use it to **CREATE** your own Diary of a Classroom, all together! Prompt the children to think about the sorts of things they've done today. Remember, they can be normal, everyday things from 'ordinary life.'

Focus on trying to create Greg Heffley's **voice** and **style** when writing together. For example, how will they make it funny? What tone will they take? What sort of opinions would Greg have, and how would he express them?

The image shows a 'Diary of a Wimpy Kid' diary template. It has a title 'Diary of a Wimpy Kid' and a subtitle 'Diary template'. Below the title, it says 'Use the template below either to write a diary entry as a whole class or to create your own diary entry for the day! Try to write in Greg's voice and style.' The template is a vertical rectangle with a dashed border. On the left side, there is a vertical strip with a black and white checkered pattern. To the right of this strip, there are five horizontal lines, each preceded by a time label: '7.00 A.M.', '10.00 A.M.', '2.00 P.M.', '5.30 P.M.', and '9.00 P.M. (BEDTIME)'. At the bottom left, there is a Puffin Schools logo. At the bottom right, there is a small URL 'puffinschools.co.uk' and a copyright notice '© 2020, Wimpy Kid, Inc.'.

If your students want to **write** more in the style of **Diary of a Wimpy Kid**, find the following in the **Wimpy Kid Worksheet Pack**:

- **Diary template** **7** Write a diary entry as a whole class or create their own diary entry for the day in Greg's voice and style.
- **Comic book panel planner** **8** Use the sheet to plan and draft what might happen in their own comic strip.
- **Make your OWN Comics** **9** Use the template to help them create their own comic strip with pictures and words.

The image shows three worksheets from the 'Diary of a Wimpy Kid' worksheet pack. The first worksheet on the left is the 'Diary template' (page 7), which is a vertical rectangle with a dashed border. It has a title 'Diary of a Wimpy Kid' and a subtitle 'Diary template'. Below the title, it says 'Use the template below either to write a diary entry as a whole class or to create your own diary entry for the day! Try to write in Greg's voice and style.' The template is a vertical rectangle with a dashed border. On the left side, there is a vertical strip with a black and white checkered pattern. To the right of this strip, there are five horizontal lines, each preceded by a time label: '7.00 A.M.', '10.00 A.M.', '2.00 P.M.', '5.30 P.M.', and '9.00 P.M. (BEDTIME)'. At the bottom left, there is a Puffin Schools logo. At the bottom right, there is a small URL 'puffinschools.co.uk' and a copyright notice '© 2020, Wimpy Kid, Inc.'.

The middle worksheet is the 'Comic book panel planner' (page 8). It has a title 'Diary of a Wimpy Kid' and a subtitle 'Comic book panel planner'. Below the title, it says 'Plan and draft what might happen in your own comic strip!'. The planner is a grid of seven panels, labeled 'PANEL 1:' through 'PANEL 7:'. Each panel has a 'SETTING' section, a 'CHARACTERS PRESENT:' section, and a 'THOUGHT/SPEECH BUBBLES' section. At the bottom left, there is a Puffin Schools logo. At the bottom right, there is a small URL 'puffinschools.co.uk' and a copyright notice '© 2020, Wimpy Kid, Inc.'.

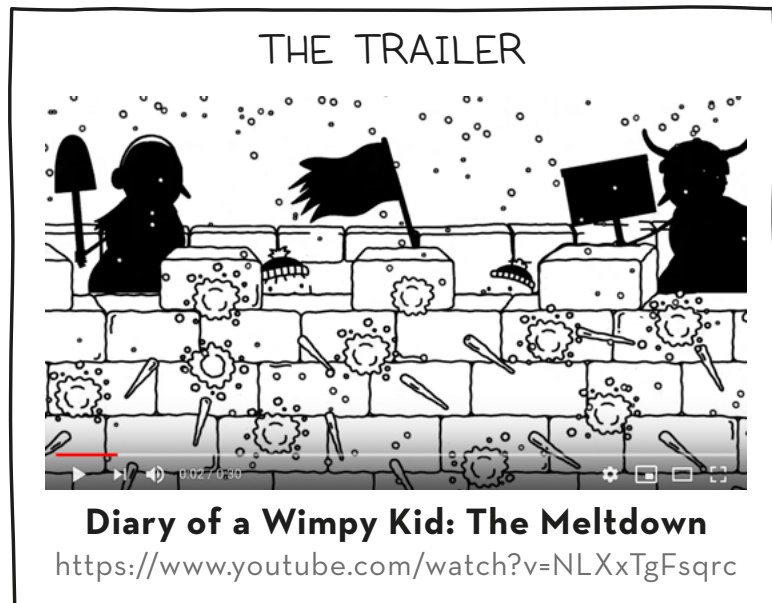
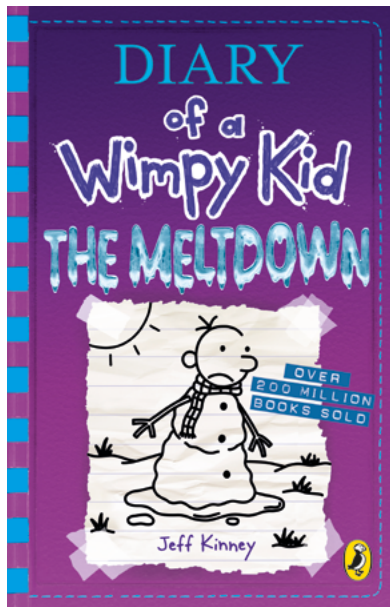
The third worksheet on the right is 'Make your OWN comics' (page 9). It has a title 'Make your OWN comics' and a subtitle 'Use the template to help you create your own comic strip with pictures and words.' The template is a grid of seven panels, labeled 'PANEL 1:' through 'PANEL 7:'. Each panel has a large empty space for a drawing and a smaller space for text. At the bottom left, there is a Puffin Schools logo. At the bottom right, there is a small URL 'puffinschools.co.uk' and a copyright notice '© 2020, Wimpy Kid, Inc.'.

Diary of a Wimpy Kid

5. Delving further into the books

OBJECTIVES: look more closely at the most recent **Diary of a Wimpy Kid** books;
make inferences by looking at both text and illustration.

13 The Meltdown



The Meltdown: cover clues

Starter sentences ...

1. I can see the following different elements
2. They tell me that
3. I think Greg might be/feel
4. I can tell this because
5. I predict that the book is set in because

Diary of a Wimpy Kid

Activity: **snow soundscape**

Ask pupils to imagine they have just woken up on a snow day and looked out of the window to discover a snow-covered landscape. You might want to use the image below to help them visualize the scene.



What do they hear on the streets or in the distance? Using their hands and voices, they need to create the sounds they would hear on a snowy morning. For example, it could be the scrapping of a shovel against the path or the creeping of the cars along the road.

Then ask them to imagine a busy snow day, filled with snow activities and games. Encourage them to create the sounds that they would hear now: for example, children laughing, the thud of snowballs and the crunch of sledges down the hill. They could use their hands to control the volume of the two soundscapes. Then ask them to think of onomatopoeic words to describe both scenes.

Diary of a Wimpy Kid

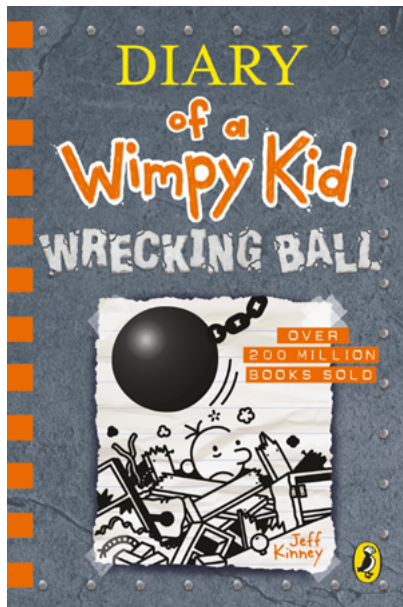
To develop the lesson . . .

Learn more about the latest book in the **Diary of a Wimpy Kid** series: 13 *The Meltdown*.

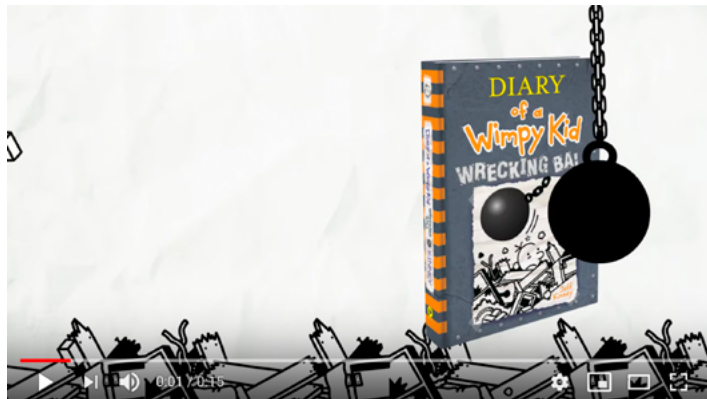
- **Funny freeze frame** Ask pupils to imagine and then act out an action that they might do on a snow day. For example, building a snowman, sticking out their tongue to catch snow or creating a snow angel. Then choose a freeze frame to demonstrate it and ask them to think of another action that could make the frame funny, such as getting your tongue stuck on a lamp post or jumping into a pile of hard snow. Pupils need to demonstrate the funny freeze frame when you call 'MELTDOWN!'
- **Snow how you feel** Gather together a selection of snow-related objects and clothing items, such as a scarf, bobble hat, carrot, mittens and sledge, and display them around the room. Ask pupils to choose an object that evokes the most emotion from them and sit in a circle around it. Then they need to take turns to hold the object, close their eyes and think of an emotion attached to that object. Pupils should write this emotion on a Post-It note and place it in the middle of the circle.

Diary of a Wimpy Kid

14: Wrecking Ball



THE TRAILER



Diary of a Wimpy Kid: Wrecking Ball

https://www.youtube.com/watch?v=GGPoY6z_wiM

Wrecking Ball: cover clues

Starter sentences . . .

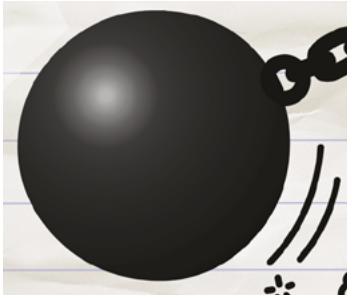
1. I can see the following different elements
2. They tell me that
3. I think Greg might be/feel
4. I can tell this because
5. I predict that the most important **ideas** and **themes** in the book are

Diary of a Wimpy Kid

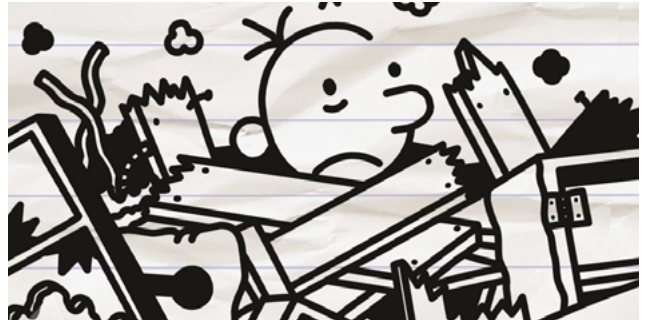
Cover clues!

What can your class tell about the themes in the new Wimpy Kid book from each element?

1.



3.



2.



4.



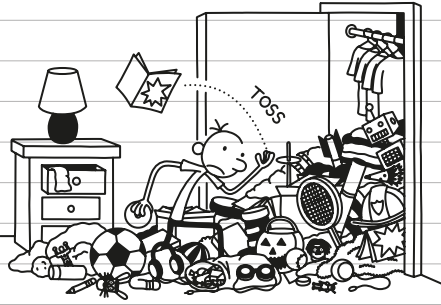
PROMPT QUESTIONS

1. What is Greg doing? How would you describe his facial expressions? What do they suggest about him?
2. Where is Greg? What lies around him? What might this suggest?
3. What is a wrecking ball? What sort of feelings do you think the wrecking ball give Greg?
4. Consider the text included on the cover. How does it make you want to open the book and read on?

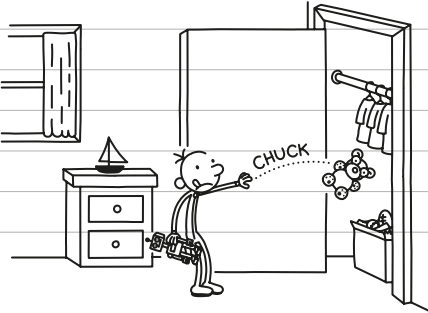
Diary of a Wimpy Kid

Extract: text and comprehension

Mom's having me do some spring cleaning to get rid of things I don't NEED. Well, that seemed like a good idea until I realized just how much stuff I've actually GOT.



I spent the whole morning going through my closet, and it's crazy how much was packed in there. And it's not like it was ORGANIZED or anything. I've basically been throwing things in my closet since we first moved in.

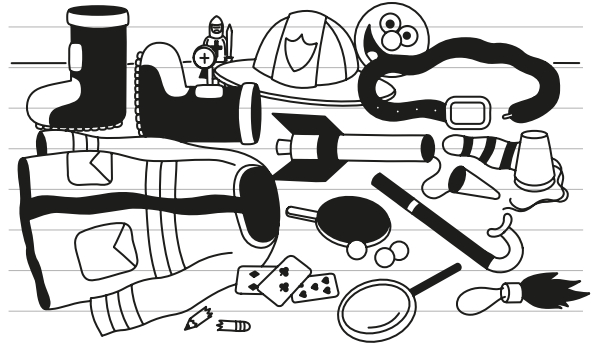


2

Digging through my closet was like going through my CHILDHOOD. And the further back I went, the further back in TIME it took me.

The stuff near the front of the closet was all junk I tossed in there over the past year, like homework and comic books. But after I got those things out of the way I started finding stuff I'D FORGOTTEN about.

I found a model rocket I got for my tenth birthday and a costume I wore for Halloween a few years ago. And there was a bunch of other things I didn't even know I still had.



3

BE A TEXT DETECTIVE!

- What is Mom making Greg do?
- What does Greg find out about how much stuff he's 'actually GOT'?
- Why do you think Jeff Kinney uses capitalized words in the text?
- What objects does Greg find as he searches through his closet?

Diary of a Wimpy Kid

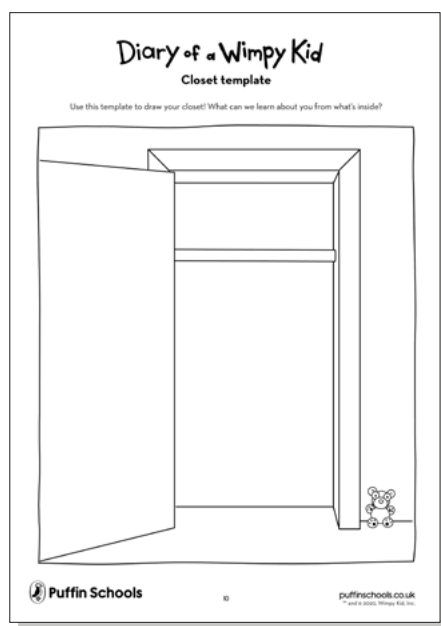
Activity: what's in Greg's closet?

Ask pupils to make a note of what they can see in Greg's closet. What do the contents of Greg's closet tell them about him? Use the sentence starter to write about or discuss Greg's closet:

From looking inside Greg's closet, we can tell that

Then ask children to use the closet template in the **Wimpy Kid Worksheet Pack** 10 to draw what they would discover in their closet. How many items of clothing would they find? How many objects? Would it be organized or disorganized? What might we be able to guess about them from their closets?

Encourage children to swap closets and make inferences about each other's **different personalities, unique identities** and **tastes!**

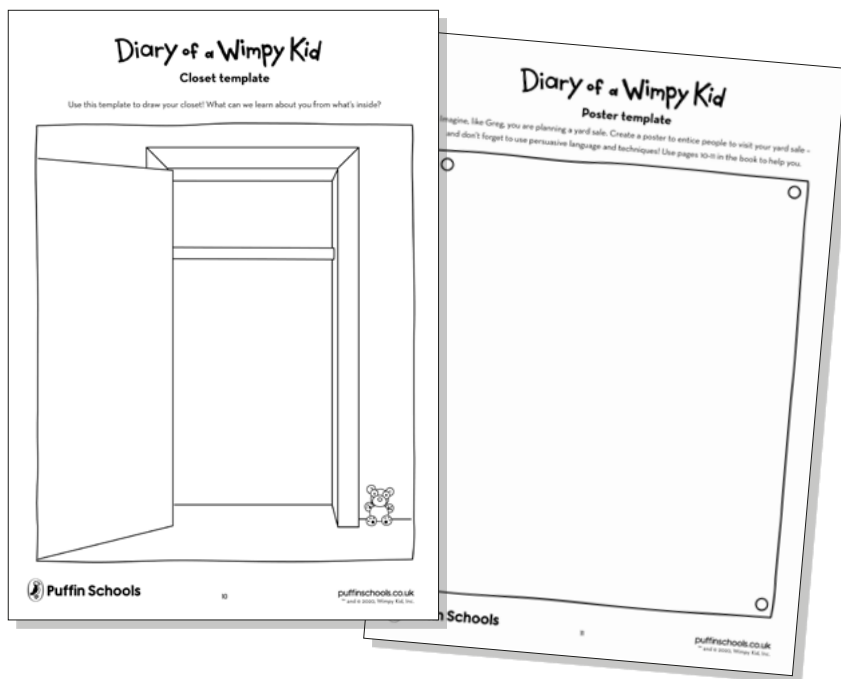


Diary of a Wimpy Kid

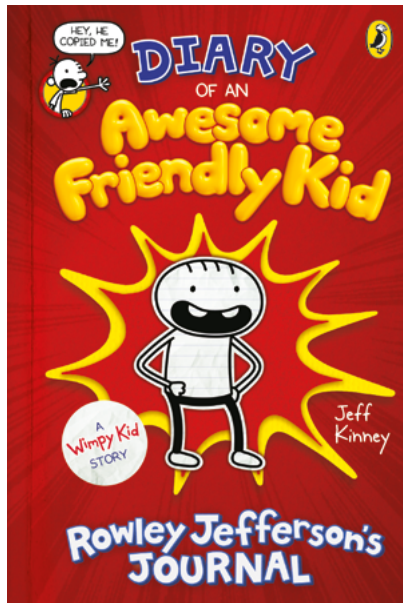
To develop the lesson . . .

Learn more about the latest book in the **Diary of a Wimpy Kid** series: 14 *Wrecking Ball*.

- **Wrecking Ball Closet Template** ¹⁰ What can we learn about people from the state of their closet? Use this template to encourage children to draw what's inside their own closets.
- **Wrecking Ball Yard Sale Poster Template** ¹¹ Ask children to imagine, like Greg, they are hosting a yard sale. They need to create a poster to entice people to visit. They should try to use **persuasive language** as well as pages 10–11 in the book to help them.



DIARY OF AN Awesome Friendly Kid



THE TRAILER



Diary of an Awesome Friendly Kid
<https://www.youtube.com/watch?v=31g-eROxKso>

Diary of an Awesome Friendly Kid: cover clues

Starter sentences . . .

1. I can see the following different elements
2. They tell me that
3. I think the main character might be
4. I predict that Greg feels because

DIARY OF AN Awesome Friendly Kid

Cover clues!

What can you tell about the themes in *Diary of an Awesome Friendly Kid* from each element?

1.



3.



2.



4.



PROMPT QUESTIONS

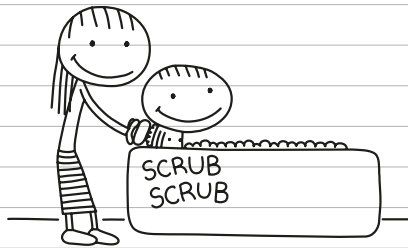
1. How is this book different from others in the series?
2. Who is the main character? What do you know about him?
3. How does Greg feel about the book? Why do you think this is?
4. How do you predict this book might explore relationships and perspectives?
5. Who is the 'Awesome Friendly Kid'?

Extract: text and comprehension

Right now you're probably thinking "Hey Rowley I thought this book was supposed to be about YOU." Well you're right so from now on I promise there's gonna be a lot more Rowley in here.

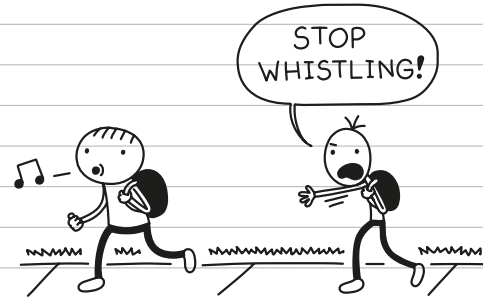
The first thing you need to know about me is that I live with my mom and dad in a house at the top of Surrey Street, which is the same street my best friend Greg lives on.

I already talked about my dad but my mom is pretty great too because she feeds me healthy food and helps me keep my body clean.



4

Every morning I walk to school with my friend Greg. We usually have a total blast when we're together but sometimes I do things that annoy him.



But what REALLY gets on Greg's nerves is when I copy him. So I'm probably not gonna let him know about this journal because it's just gonna make him mad.

Anyway writing in this book is a lot of work so that's all I'm gonna do for today. But tomorrow I'll put a little more Greg in here because like I said we're best friends.

5

BE A TEXT DETECTIVE!

- Where does Rowley live? Who does he live with?
- Who is Rowley's best friend?
- What does Rowley do that annoys Greg? List two things.
- Why isn't Rowley going to tell Greg about his journal?

Activity: writing from different perspectives

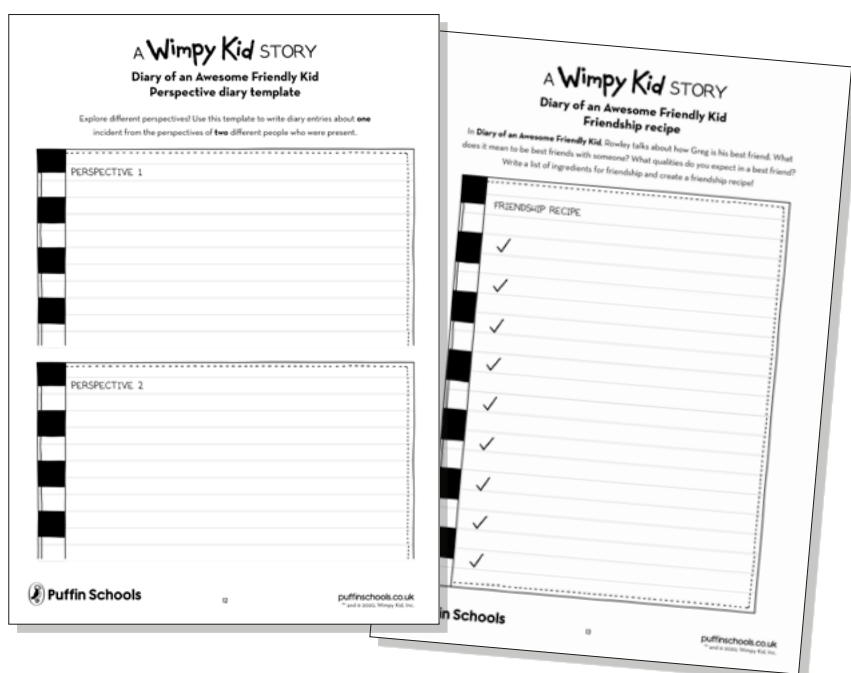
Diary of an Awesome Friendly Kid is the first book in the Wimpy Kid series that is **not** written from Greg's perspective, but from his best friend Rowley's! Ask pupils to explore the importance of **perspective** by thinking of something that has happened recently between them and a friend or sibling – perhaps a disagreement or an argument.

Then ask them to write two diary entries using the perspective diary templates in the **Wimpy Kid Worksheet Pack**. One should be written in-role as themselves, and one as the other person involved in the incident. How are the entries different? Why is this?

To develop the lesson . . .

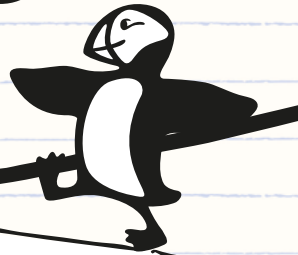
Learn more about *Diary of an Awesome Friendly Kid*.

- **Perspective diary templates** ¹² Ask children to explore different perspectives! They should use this template to write diary entries about one incident from the perspectives of **two** different people who were present.
- **Friendship recipes** ¹³ In *Diary of an Awesome Friendly Kid*, Rowley talks about how Greg is his best friend. Ask children to think about what it means to be best friends with someone. What qualities do they expect in a best friend? They should write a list of ingredients for friendship and create a Friendship Recipe!





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