



**ORLANDO
FAMILY
STAGE**

IN PARTNERSHIP WITH UCF

Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members



DIARY of a Wimpy Kid

THE MUSICAL

March 10 - April 20

MUSIC AND LYRICS BY **Michael Mahler** AND **Alan Schmuckler**

BOOK BY **Kevin Del Aguila**

Based on The Diary of a Wimpy Kid book series by
Jeff Kinney and 20th Century Studios

Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *Diary of a Wimpy Kid The Musical*.

In this guide, you will find >>

Synopsis

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Florida State Standards

Big Themes

- Friendship
- Loyalty
- Bullying
- Self-Esteem

Short Show Description

The story follows Greg Heffley’s quest for popularity in his first year of middle school. Greg is trying hard to be liked and make new friends in an attempt to be voted a Class Favorite. Throughout the musical, we see Greg try—and fail—to make a good impression on his classmates and climb the popularity chart. Unfortunately, his attempts at popularity cause trouble in his friendships, and Greg is faced with choosing between what is right and what is easy.

Full Synopsis

First Day of Middle School

Greg introduces us to his journal. It is NOT a diary. He plans to write down all his adventures as he heads off to his first day of middle school. Greg fantasizes about being famous. (“The Middle of It All”)

In Greg’s first class, he hopes to finally get to sit with the cool kids in the back, but his teacher remembers his troublesome, punk-rock older brother Rodrick, and Greg is forced to sit in the front between two kids who are anything but cool. Fortunately, in his next class, he sees that the seating chart is alphabetical and he gets to sit next to his friend Chirag Gupta. He and Chirag are always playing pranks on each other. (“Middle of It All Pt 2”)

At lunch, Greg discovers that everything has changed since elementary school: some of the nerdiest kids are now the most popular. Greg wonders where he is in the new popularity contest. Greg discovers a disgusting piece of cheese that has been forgotten on the basketball courts and learns about the Cheese Touch. If you get the cheese touch you will never be popular again! (“Cheese Touch”) After school, Greg’s best friend Rowley, who is far behind in the popularity contest, enthusiastically asks Greg to come over to his house to play. Greg is embarrassed by the word “play” and agrees to go over to Rowley’s house after school to hang out. (“Middle of it All Pt 3”)

The Plan

At Rowley’s house, Rowley tells Greg all about his new obsession with a pop singer, Joshie, who Greg thinks is for six-year-olds. Greg creates a plan to become the coolest kid at school by ending up in the yearbook’s Class Favorites section. (“Joshie Says”)

Politics

The following day, Greg fails to win the Best Hair or Best Smile categories. At the end of class, the vice principal makes an announcement that student government elections are taking place. Greg decides to run for treasurer as it is a guaranteed way to get featured in the yearbook, but he is stunned to find out that Patty Farrell is running against him. Patty claims to be so much better than Greg since she gets straight “A”s and bakes cupcakes for everyone. She performs a full song and dance with her friends. Greg gets kicked out of the running when he gets caught spreading nasty rumors about Patty. (“Better Than You”)

Best Friends?

Greg and Rowley are at Chirag's house playing board games. Greg discovers that all the money in the board game is Mom Bucks: the money his mom gives him for doing chores. ("All About the Mom Bucks") In his excitement over becoming independently wealthy, Greg lets it slip that Rowley is his best friend. Rowley is elated and Greg can already feel his popularity going down the drain. Greg begins to have nightmares about Joshie, Rowley, and his parents performing a big pop number announcing they are best friends. ("Animal Heart")

Second Semester

In the second semester, Greg has renewed hope that he will win a Class Favorite category in the yearbook after he uses his Mom Bucks to buy a trendy jacket he found online. Unfortunately, his chances are ruined when he sees Rowley wearing the exact same jacket.

The vice principal announces that the school paper is looking for a new cartoonist. Greg and Rowley get together after school to brainstorm some comic strip ideas. Greg comes up with an idea about a kid getting into unfortunate circumstances with the punchline always being the kid crying out "Zoo-wee mama!" Greg creates a new idea about a character who is not the brightest: "Creighton the Cretin". Rowley hopes to keep working together but Greg snaps at him and says that he is no longer Rowley's bestie. Hurt by what Greg said, Rowley leaves.

I Miss My Friend

The next day, Greg submits his comic and he becomes the new cartoonist! Greg imagines everyone celebrating him as he goes to get a copy of the newspaper. ("He Made It") Tragedy strikes when Greg discovers his comic has been changed to "Creighton the Curious Student", a comic about a smart kid who encourages the readers to do better in school.

After school, he finds out that Rowley did not invite him over for a sleepover like he always does, and invited Chirag over instead. ("Middle of It All Reprise") Greg decides he is going to prove he does not need Rowley by having a sleepover with Fregley. His sleepover turns into a big nightmare. Greg runs and hides from Fregley in the bathroom. ("The Fregley Song - That'd Be Fun") While he is hiding, Greg realizes how challenging being in middle school is and that he misses Rowley. ("Dear Diary")

The Fight

Greg quits his job as the newspaper's cartoonist and then discovers that "Zoo-wee Mama" has become a popular hit with the students. On the basketball courts, Greg accuses Rowley of stealing the comic and they get into a big argument. A group of eighth graders stop the fight and make Rowley eat The Cheese. Everyone crowds around after the bullies leave. ("The Fight") Before anyone can say Rowley "ate The Cheese", Greg lies for Rowley and declares that he threw it away. Everyone now believes Greg has The Cheese Touch and his popularity sinks all the way to the bottom. That does not matter to him, though, because his luck has finally turned around and he has his best friend Rowley back. ("The Middle of it All- Reprise")



Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in *Diary of a Wimpy Kid The Musical* and make some predictions about the production. Discuss the following before you join us at the theatre:

1. *Diary of a Wimpy Kid* was originally a book series before it was turned into several movies and now a musical. Have you ever read the books or seen the movies? How do you think the musical is going to be different from the books and movies? The same?
2. What makes someone popular or famous? What are the good and bad things about being popular or famous?
3. What makes someone a good friend? How do you show you are a good friend to others? What do you like about your friends?
4. If you could create a comic strip character, what would they be like? What kind of life or adventures would they live?

Post-Show Discussion Questions

We hope you enjoyed Orlando Family Stage's production of *Diary of a Wimpy Kid The Musical*. Discuss the following questions after attending the performance:

1. What was *Diary of a Wimpy Kid The Musical* about? Describe the beginning, middle, and end. What was the climax of the story? Why? How would you summarize the play in one sentence?
2. What did you notice when you first entered the theatre? Describe the stage.
3. What was the setting of the story? Did the scenery help establish the show's location? What specific things did you notice about the scenery or stage lighting?
4. What did you notice about the actors and their performances? How did they use their voices and bodies to bring the characters to life?
5. Which character do you relate to the most? Why? What words describe that character?



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Florida State Standards

Getting Ready for your Field Trip

Detailed list of Florida State Standards satisfied by using Family Stage's Field Trips and this Resource Guides.

Language Arts (B.E.S.T.)

ELA.K12.EE.1 Cite evidence to explain and justify reasoning
ELA.K12.EE.3 Make inferences to support comprehension
ELA.K12.EE.4 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
ELA.K12.EE.6 Use appropriate voice and tone when speaking or writing
ELA.K.C.2.1 Present information orally using complete sentences.
ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume
ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.
ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.6.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.7.C.2.1 Present information orally, in a logical sequence, emphasizing key points that support the central idea.
ELA.8.C.2.1 Present information orally, in a logical sequence, supporting the central idea with credible evidence.
ELA.9.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
ELA.10.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
ELA.11.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.
ELA.12.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

Theatre Arts

TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.
TH.K.C.3.2 Share reactions to a live theatre performance.
TH.1.C.2.2 Identify elements of an effective performance.
TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.3.C.1.2 Watch a play and describe how the elements of light costumes, props, and sound influence the mood of the production.
TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
TH.68.S.2.3 Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.
TH.912.C.1.3 Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.3.3 Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.