

Pippi Longstocking



by Astrid Lindgren

Lit Link Grades 4-6

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At A Glance

Learning Expectations	Chapter One	Chapter Two	Chapter Three	Chapter Four	Chapter Five	Chapter Six	Chapter Seven	Chapter Eight	Chapter Nine	Chapter Ten	Chapter Eleven
Reading Comprehension											
• Identify and describe story elements	•	•	•	•	•	•	•	•	•	•	•
• Summarize events/details	•	•	•	•	•	•	•	•	•	•	•
• Recalling events and details	•	•	•	•	•	•	•	•	•	•	•
• Sequencing story elements		•	•				•	•			
Reasoning and Critical Thinking Skills											
• Using context clues	•					•					
• Character traits, comparisons											
• Make inferences (why events occurred, characters thoughts and feelings)	•		•								
• Develop opinions and personal interpretations	•										
Vocabulary Development, Grammar & Word Usage											
• Root words, compound words		•						•	•	•	
• Identify synonyms, antonyms, homonyms		•	•	•	•	•		•	•	•	•
• Recognition of syllables			•					•			
• Types of sentences					•						
• Adding endings to verbs						•					
• Comparisons							•				
• Singular/plurals								•			
• common and proper nouns									•		
• Alphabetical order											•
• Vowel combinations											•



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Learning Objectives:

1. To introduce the students to a “tall tale.”
2. To develop and improve independent reading skills.
3. To develop in students an appreciation for humorous writings.

Summary of the Story

Pippi Longstocking is a nine year old girl who lives all alone in an old house at the edge of a tiny town in Sweden. Pippi’s mother died when she was a tiny baby. For awhile she was raised by her father, a sea captain, who sailed on the great ocean and Pippi accompanied him on his ship. One day he was blown overboard in a storm and disappeared.

Pippi left the ship and went to live in a home called Villa Villekulla, Mr. Nilsson, a monkey and Horse lived with her in the house. Tommy and Annika were two children that lived next door to Pippi. Tommy and Annika were two children that lived next door to Pippi. They loved Pippi and enjoyed playing with her because that had so much fun and they never knew what could possibly happen.

Pippi’s absurd stories and enormous exaggerations fill this story with humor and excitement.

Author Biography: Astrid Lindgren

Astrid Lindgren was a Swedish author and screenwriter who is the world’s 25th most translated author. Three of her best known books world wide are Pippi Longstocking, Karlsson-on-the-Roof and The Six Bullerby Children book series.

Astrid Lindgren grew up in Näs near Vimmerby, Smaland, Sweden. She had two sisters and one brother. Upon finishing school Astrid took a job at a local newspaper in Vimmerby. When she became pregnant with the chief editor’s child in 1926, he proposed marriage but Astrid declined. She moved to Stockholm and learned how to become a typist and stenographer. In Copenhagen she gave birth to her son Lars and left him in the care of a foster family. Astrid traveled as often as possible to Copenhagen to see her son even though she was poorly paid. Eventually she was able to bring her son home and left him in the care of her parents until she could afford to raise him herself in Stockholm.

In 1931, Astrid married Sture Lindgren, her boss, In 1934, Astrid gave birth to her second child, a daughter she named Karin. The character Pippi Longstocking was created during a time when her daughter was ill and bed-ridden. Her daughter requested to hear a story about Pippi Longstocking and the tale was created. Many of Lindgren’s books have been translated into English and have been read around the world.



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Chapter Discussion Questions

Chapter One: *Pippi Moves into Villa Villekulla*

Vocabulary: *Villa Villekulla, promenade, gutter, remarkable*

Discussion Questions:

1. Pippi was quite different from most children. Skim through the chapter to find unusual things about her. Write the characteristics on a chart as the students dictate them.

- *wore strange clothes*
- *she walked backwards*
- *had a monkey for a pet*
- *the monkey sat on Pippi's shoulder*
- *she walked with one foot in the gutter*
- *she broke heads by throwing them in the air*
- *her horse lives on the porch to her house*
- *she lives all alone*
- *she used the bath brush to make pancake batter*

2. Why does Pippi tell lies? (*She lived in the Congo where people told lies every day for a long time.*)

3. Do you think Tommy and Annika enjoyed being with Pippi? Tell why. (*Answers will vary.*)

4. Pippi was able to do anything that she wanted because she did not have parents. What would you do if you had to live alone? How would you care for yourself? (*Answers will vary.*)

5. Pippi made pancakes for breakfast for her guests. Suppose that you lived by yourself and you have invited guests for breakfast. What would you serve your guests. Tell how you would prepare it and the possible difficulties that you may have. (*Answers will vary.*)



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6. Begin a character sketch chart for Pippi. Write the facts on the chart about her under the suggested categories. Add to the chart regularly. See the example chart below.

Pippi Longstocking	
Behavior	Feelings
Appearance	Things She Says

Chapter Two: *Pippi is a Thing-Finder and Gets into a Fight*

Vocabulary: *bannister, pepparkakor, heartily, triumphant, astonishment, cowards, practically respectfully, Guatemala, emphatically*

Discussion Questions:

1. Read the chapter title. What do you think a “Thing-finder” is? Record the students’ responses on the chalkboard or on chart paper.
2. What was Pippi busily making? (***pepparkakor - a type of Swedish cookie***)
3. What was unusual about Pippi’s baking methods? (***She rolled the dough out on the floor.***)
4. Would you like to eat her cookies? Tell why or why not. (***Answers will vary.***)
5. What did Pippi say she was? (***She said that she was a Thing Finder.***)
6. What type of unusual things did Pippi find? List the students’ responses on the chalkboard or on chart paper. (***an old man on the ground, rusty old tin can, empty spool of thread***)
7. How do you know that Bengt and his friends were bullies? (***They chased, pushed, and punched Willie.***)
8. How did Pippi feel about their behavior? (***She felt that they behaved like cowards.***)
9. How did Pippi teach the boys a lesson? (***She hung Bengt over a tree branch. One boy was set on a gatepost and another was thrown over a fence and landed in a flower bed. The last boy was put into a tiny toy cart that stood on the roadside.***)



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10. What would you have done to the boys if you had been Pippi? (**Answers will vary.**)
11. Pippi liked to collect things. Do you? What kinds of things do you collect? Have the children compare their collections with Pippi's "thing-finding."

Chapter Three: *Pippi Plays Tag With Some Policemen*

Vocabulary: *contrary, instance, ignorant, gable, ridgepole, reproachfully, croquet*

Discussion Questions:

1. Read the title of this chapter. What do you think will happen in it? (**Answers will vary.**)
2. Why were the policemen looking for Pippi? (**They came to take her to a children's home.**) What is a children's home called? (**It is called an orphanage.**) Why do children get taken to orphanages? (**They have no family to care for them.**)
3. What would happen to you if you had no parents or relatives? (**Answers will vary.**)
4. The policemen tried to convince Pippi that it was important to go to school. Pretend that you are the policemen, what would you say to Pippi? (**Answers will vary.**)
5. How did the author try to make Pippi's game of tag with the policeman funny? List the student responses on the chalkboard or on a chart.
6. How did Pippi prove to the policemen that she was capable of looking after herself? (**Pippi carried the two policemen down the garden path out to the street.**)
7. Pippi's game of tag could have been dangerous. If you were Tommy and Annika what would you have said about her game? (**Answers will vary.**)
8. Annika and Tommy enjoy having Pippi for a friend. Do you think your parents would like you to have a friend like Pippi? Tell why or why not. (**Answers will vary.**)
9. Pippi said, "Policemen are the very best things I know." Has a policeman ever helped you? What do you like about them? (**Answers will vary.**)
10. This chapter lends itself to pantomime. Write the following parts on pieces of paper and put them in a container. Have the students select a slip from the container and volunteer to act out the line before the class as a pantomime. The other students will try to guess what is being acted. If your students have had little experience at drama have them perform in small groups instead.