



TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Pippi Longstocking

Astrid Lindgren



READ, WRITE, THINK, DISCUSS AND CONNECT

Pippi Longstocking

Astrid Lindgren

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Table of Contents

Summary	3
Introductory Activities	3
Chapter-by-Chapter	11
Chapters contain: Vocabulary Words, Discussion Questions and Activities	
Supplementary Activities	17
Vocabulary Activities	20
Pattern Writing About the Book	22
Assessment	23

Skills and Strategies

Comprehension

Predicting, comparison/
contrast, sequencing

Listening/Speaking

Discussion, drama,
improvisation

Writing

Similes

Vocabulary

Word mapping, sorting

Thinking

Brainstorming

Literary Elements

Fantasy genre, story map,
characterization

Summary of *Pippi Longstocking*

The plot of *Pippi Longstocking* is a series of episodes in the life of a silly little girl who lives without any grownups in a little house at the edge of a village. A horse and a monkey live with Pippi and she has two friends, Tommy and Annika, who spend a great deal of time with her because of the unusual fun she offers.

Introductory Activities

1. Look at the picture on the cover of the book. Can you find any clues about this story? What type of story might this be? Why do you think that? (The teacher's role is to accept student predictions, making no judgment about the correctness. The teacher follows with probing questions that will help students give reasons or evidence for their predictions.)
2. Pippi has a very active imagination. She sometimes exaggerates. What is the difference between exaggeration and a lie? Brainstorm the meanings of both words. Write each word in a circle with lines and ask the children for their first response when they hear the word lie. Then do the same for exaggeration. (See Activity Sheet, page 4.)
3. Tell the children that this story is a fantasy. Have the group define fantasy by using the T-Diagram.

	Realistic Story	Make-believe or Fantasy
Setting:	our world	not quite like the real world
Characters:	like us	unusual characters
Action:	could happen	never could happen
Problem:	could be ours	never could be ours
Example:	<i>Ramona Quimby</i> books	<i>Three Bears</i>

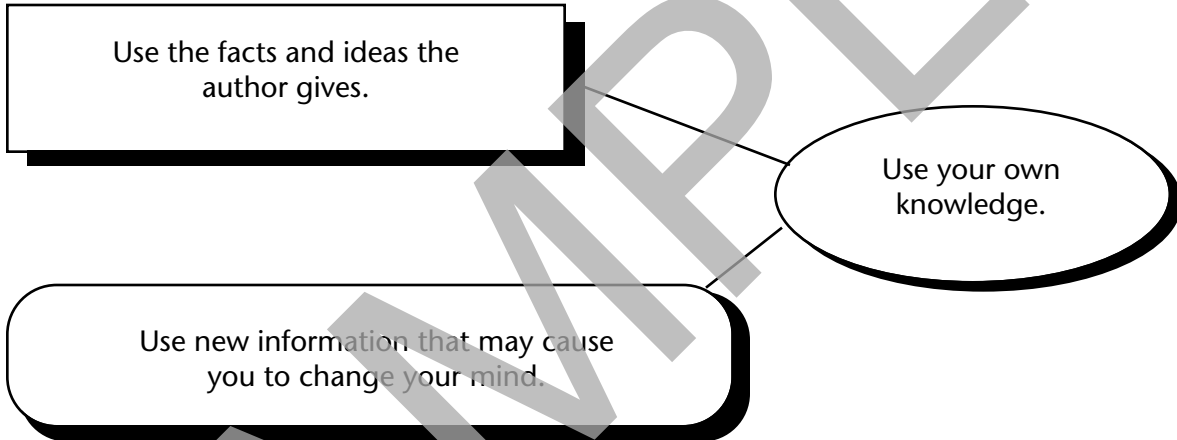
4. Imagine a new girl moved into a house on your block. What questions would you want her to answer? (The teacher will record the class responses on a large sheet of paper with the words PIPPI LONGSTOCKING in the center.)
5. Let's begin this book like we're going on a trip with a story map. We need the answers to some questions. (page 5)
 1. Who is the main character?
 2. Where does the story take place?
 3. Is the story make-believe or true-to-life?
 4. What is the problem in the story? Does the problem change or are there several problems? Your story map may change as you read *Pippi Longstocking*.

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses.

As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give us to help us in making our predictions? Why are some predictions more likely than others?

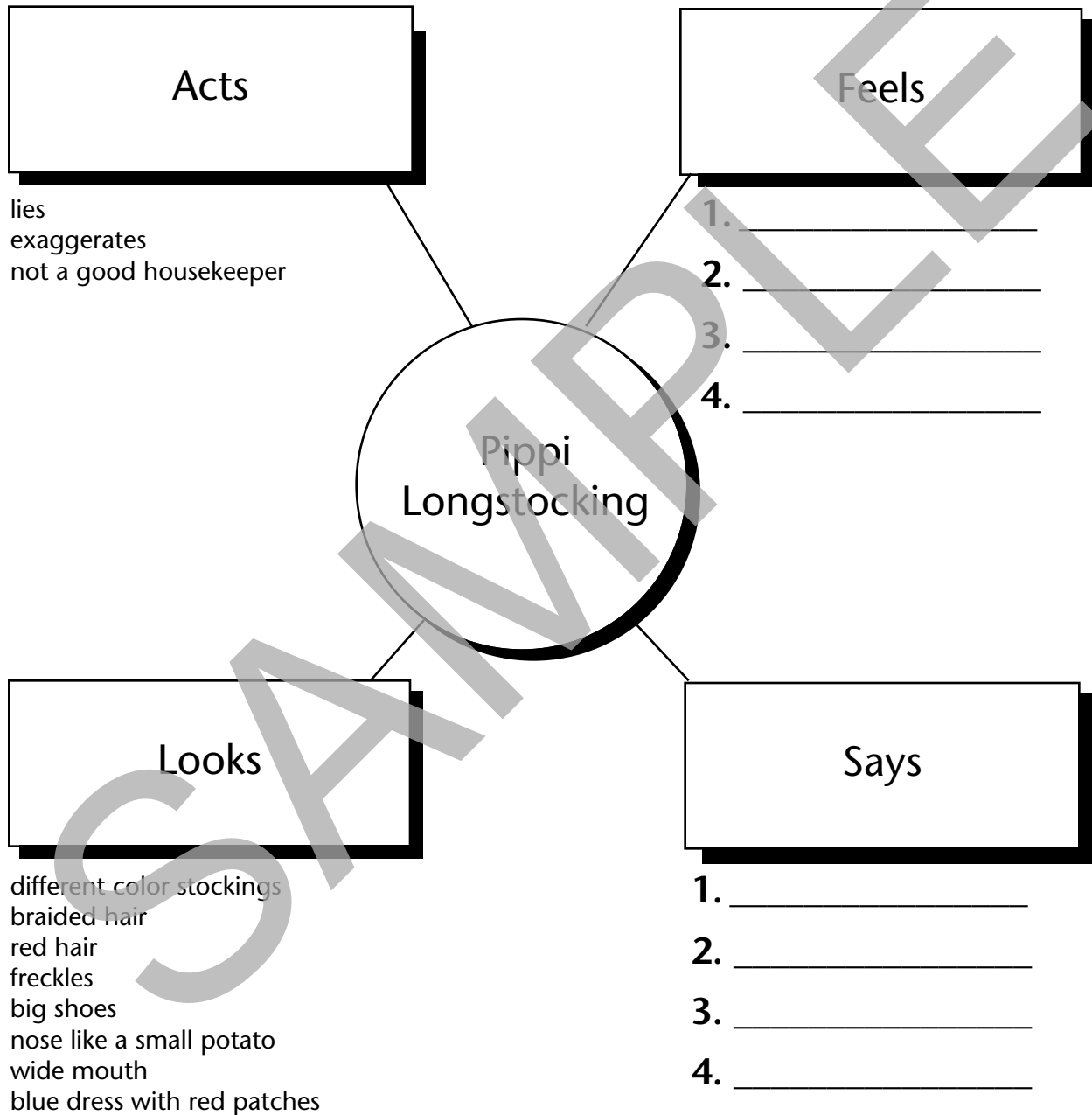
A prediction chart is for students to record their predictions. As each subsequent chapter is discussed, you can review and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



Predictions:

Attribute Web

The attribute web below is designed to help you gather clues the author provides about what a character is like. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.



Chapter 1—Pippi Moves Into Villa Villekulla

Vocabulary

satisfaction (12)	cannibal (12)
remarkable (13)	promenade (15)

Discussion Questions and Activities

- List all the unusual things about Pippi.
 - strange clothes
 - monkey sits on her shoulder
 - she walks with one foot in the gutter
 - she walks backwards
 - she broke heads by throwing them in the air
 - she made pancake batter with the bath brush
 - her horse lives on the porch
 - she lives all by herself
- What is Pippi's reason for telling lies? (*p. 18, The people in the Congo tell lies all day long and Pippi stayed there too long.*)
- Why do you think Tommy and Annika had a good time with Pippi? (*Answers will vary.*)
- Pippi did what she wanted to do every day because she had no parents to tell her what to do. Suppose you had no parents and had to take care of yourself. What would you do? (*Answers will vary.*)
- Pippi invited her friends for a breakfast of pancakes. Suppose you lived by yourself and you invited friends over for breakfast. What would you serve? Think of the steps you would follow and the possible difficulties you might have. (*Answers will vary.*)
- Begin an attribute web for Pippi. (See page 9 of this guide.)

Chapter 2—Pippi Is a Thing-Finder and Gets Into a Fight

Vocabulary

bannister (24)	emphatically (37)
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Discussion Questions and Activities

- Prediction:** Look at the chapter title. What do you think a Thing-finder is? Teacher writes class responses and after the chapter is read answers are verified.
- What was unusual about the way Pippi baked cookies? Why wouldn't you like to eat Pippi's cookies? (*She rolled the dough on the floor.*)
- Pippi found some unusual things. The teacher will have the class list them.
 - old man lying asleep
 - rusty tin can
 - empty spool of thread
- Pretend you are a "Thing-finder." You are searching for "things" in a junkyard. You find something very unusual. Draw a picture of what you found. Think of different and unusual ways to use your "thing." List the uses below your picture.

Clothes for Pippi Longstocking

Pippi had strange clothes. Make and decorate a T-shirt and stockings for her. You may make an unusual shirt or you may make one like you would choose to wear. Make designer stockings with words to describe Pippi.

