Pippi Longstocking

(Narrative: stories from other cultures)

Assessment for Learning

Literacy Framework: 7.1 Identify and summarise evidence from a text to support a hypothesis.

Learning Intention: We are learning to find evidence about a character’s situation and think about how this changes the choices they can make.

Success Criteria: I can…
- find evidence about a character’s past
- think about the choices the character makes
- decide which facts about the character are most important to understanding their actions.

Session 1

Activating prior knowledge

- Display the first screen and share the learning intention with the pupils. Discuss and make notes on the pupils’ ideas on the following:
  - Where do you think this story is set? What clues are there in the text that this might not be the UK?
  - Is Pippi an orphan? What do you think this means? Do you know any other stories about children without parents?
- Read the second screen and ask the pupils to use information from both screens:
  - Collect the main facts about Pippi. Which fact do you think is the most important?

Comprehension strategies

Predicting
- Listen to the story. What are the pupils’ initial responses?
- Select the mind map template and scribe the ideas the pupils have about how Pippi’s neighbours might try and help her. Ask the pupils to use the evidence they have so far of Pippi to predict how they think Pippi will respond to any help.

Questioning and clarifying
- Highlight the evidence the pupils find in the text that shows it can be good living on your own. Model the statement ‘It would be fun to have no one to tell you to go to bed but it might be lonely not having someone to tuck you up.’ Ask the pupils to do the same for one of the other pieces of evidence.

Session 2

Comprehension questions

- Together, answer the comprehension questions on the text, modelling the process where necessary.
- See the next page for possible answers.

Follow-up independent and paired work

Pupils’ Book: (easiest) The Fabulous Food Machine, pages 17–19

Label the quadrants of the sorting grid template as follows: ‘Home’, ‘Parents’, ‘Friends’ and ‘Special Skills’. Use these headings to sort the facts that pupils find out about Pippi.

Use the notepad template to model editing and summarising a fact. Ask:
- When does the summary stop making sense or being helpful?

Revise what pupils learnt about Pippi in Session 1.

Listen to the audio file or read the text again. Share some facts about Pippi from Session 1.

Use the notepad template to create a timeline. Ask the pupils to fill it with activities of their usual day. Ask:
- What evidence is there of what Pippi does during the day?
- Ask the pupils to highlight tasks they think Pippi might need help with.

Use the notepad template to model editing and summarising a fact. Ask:
- When does the summary stop making sense or being helpful?

Collect any unusual words in the text on the notepad template and ask the pupils to work in pairs to write definitions.

Use the evidence in the text to try and work out the country and generic setting of the story.

Imagining
- Explore the questions in turn with the pupils.

Use the notepad template to draw the story map.

Summarising
- Read or listen to the text again.

Use the notepad template to create a timeline. Ask the pupils to fill it with activities of their usual day. Ask:
- What evidence is there of what Pippi does during the day?
- Ask the pupils to highlight tasks they think Pippi might need help with.

Speaking and listening

Literacy Framework: 3.1 Take different roles in groups and use the language appropriate to them, including roles as leader, reporter, scribe and mentor.

- Click on the Speaking and Listening icon and ask the pupils to do the suggested activity.

Drama

Literacy Framework: 4.1 Create roles showing how behaviour can be interpreted from different viewpoints.

- Within Speaking and Listening, use the forward arrow to go to Drama if you would like to use the drama activities at this point.

Word work

Literacy Framework: 7.1 Identify and summarise evidence from a text to support a hypothesis.