

EDUCATOR'S GUIDE | THE PIPPA PARK SERIES



Pippa Park Raises Her Game #1
AR Quiz | Lexile 710L | Fountas & Pinnell V
PB ISBN 978-1-944020-28-6 | US \$9.99

Pippa Park Crush at First Sight #2
AR Quiz | Lexile 730L | Fountas & Pinnell V
HC ISBN 978-1-944020-80-4 | US \$16.99

Both Books Available in Hardcover, Audio, & Ebook.

★ ABOUT THE BOOKS

In book one, ***Pippa Park Raises Her Game***, Pippa gets a mysterious basketball scholarship to Lakeview Private, where she jumps at the chance to reinvent herself to fit in with her new elite classmates. Pippa's carefully built persona is threatened when she begins to receive hateful, anonymous messages via social media. As things spiral, Pippa wonders if she can keep her old and new lives separate, or if she should even try.

In book two, ***Pippa Park Crush at First Sight***, Pippa picks up right where she left off . . . trying to balance working at the struggling family laundromat, volunteering for the Korean church pageant, and hosting the perfect party to impress her new friends—while juggling two crushes!

★ SERIES OVERVIEW

Life is full of great expectations for Korean American Pippa Park. It seems like everyone, from her family to the other kids at school, has a plan for how her life should look. So, when Pippa gets a mysterious basketball scholarship to Lakeview Private, she jumps at the chance to reinvent herself.

With courage and determination, Pippa must face the middle school drama—and her own mistakes—while staying true to her real self in this compelling coming-of-age middle school series about friendship, family, bullying, and identity.

Bonus back matter includes Author Q&A, Book Club Questions, and Glossary of Korean Words.

★ ABOUT THE AUTHOR

Erin Yun is the author of the bestselling AAPI middle grade series, *Pippa Park*. She attended NYU and received her MA in creative writing at Cambridge. She used her personal lens to reimagine *Great Expectations* into *Pippa Park Raises Her Game* and developed a writing workshop for kids on how to create a retelling. Folks can tell she grew up in Texas by how often she says ya'll.

Educator Guide Writer

The discussion questions and activities in this guide were written by Pat Scales, children's literature consultant and retired school librarian.

Common Core Language Arts Standards

Common Core State Standards addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, corestandards.org.

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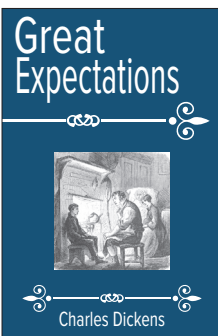
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★ PRE-READING ACTIVITY

■ Discuss the idiom “a fish out of water.” Then ask students to write a short paper that discusses a time they have felt like “a fish out of water.” Perhaps it was when they attended a new school, a party where the people were mostly strangers, or a summer camp with mostly strangers. Have students write a concluding paragraph that describes what they did to adjust to the situation.

CCSS: Writing: Text Types & Purposes W. 5-7.1; Language: Conventions of Standard English L. 4-7.1, 4-7.2; Knowledge of Language L. 4-7.3.



■ Tell the class that *Pippa Park Raises Her Game* is a reimagined version of the Charles Dickens classic *Great Expectations*. Ask students to locate and read a summary of the Dickens novel. (<https://englishsummary.com/summary-great-expectations-charles-1/>) Then read aloud the

first chapter from *Pippa Park Raises Her Game*. Ask students to write a one-page paper that compares the opening scene of the two novels.

CCSS: Writing: Text Types & Purposes W. 5-7.2; Language: Conventions of Standard English L. 4-7.1, 4-7.2; Knowledge of Language L. 4-7.3.

★ CLASSROOM DISCUSSION

■ Define family. Explain why Pippa’s mother had to return to Korea. How are Mina and Jung-Hwa realizing their American dream? Discuss how Pippa’s family situation is similar to that of new Americans throughout our nation. How are many of them separated from their loved ones because of immigration laws? Discuss why it’s important to celebrate all types of families.

■ Pippa isn’t an orphan, but at times she feels like one. Describe Pippa’s relationship with Mina, her older sister. Why is Mina so tough on Pippa? Discuss whether Mina resents taking care of Pippa. How is Jung-Hwa, Mina’s husband, a father figure to Pippa? How does he make Pippa feel better after she has suffered Mina’s wrath?

■ Pippa is playing basketball at a court near Grey Woods when she sees a hooded figure. He says, “If anyone asks, I was never here, okay?” (p. 7) How does this man make the woods seem ominous? Pippa also spots a suspicious SUV. Explain how this adds an element of mystery and intrigue. How does the mystery grow deeper when she sees the SUV at Eliot’s house?



■ Describe Eliot’s family. How does Mr. Haverford put pressure on Eliot? Debate whether this contributes to Eliot’s arrogance and rudeness. Describe Matthew’s relationship with his dad. How do the brothers suffer because of their family’s dark past?

■ Pippa receives a scholarship to Lakeview Private. She and Mina tour the school. Explain Mina’s sarcasm when she says, “Relax. It’s just a tour. Not even you could mess this up.” At what other times in the novel does Mina use sarcasm when dealing with Pippa?

■ Contrast Lakeview with Victoria Middle School. The bell system at Lakeview plays classical music. What does this reveal about the school? What might Pippa say is the biggest difference between the schools?

■ Describe the cliques at Lakeview. Who are the Royals? Explain why Olive is so anxious for Pippa to be accepted by the Royals. How do the other kids treat Pippa once she starts eating lunch with the Royals? How does Divya describe each of the Royals? Why is Divya reluctant to accept Pippa? Explain Divya’s warning, “Bianca likes new things, but she gets bored fast.” (p. 108) How is Helen the most genuinely nice Royal?

■ Pippa says, "At Lakeview I could be anyone, as long as they didn't find out the total truth about me." (p. 70) What doesn't she want the kids at Lakeview to know about her? How does she take precaution to keep her home life private? What does Pippa think would happen if the girls found out the truth about her? How does trying to fit in cause Pippa to lose her sense of self? Why is she ashamed of her family and the way they live? At the end of the novel, Pippa invites the team to her apartment. What is significant about this gesture?

■ Pippa is an excellent basketball player, and she was a star on the team at Victoria Middle. Explain why she doesn't tell the team where she had gone to school. Why is the coach concerned about Pippa's team loyalty?

■ Olive Giordana is the student ambassador that shows Pippa around the school. Discuss the duties of an ambassador. How does Olive violate her duties? How does Olive's desire to be popular affect her judgment? Explain how Pippa learns that Olive is Throwaway? What is zero tolerance? Define cyberbullying. How is Olive appropriately disciplined for cyberbullying?

■ What is Pippa's reaction when she meets Evelyn, Eliot's great-aunt? Pippa had heard the stories of the Haverford family tragedy. How does meeting Evelyn make the tragedy seem as if it had just happened? Explain Evelyn's dress. How is she living in the past?

■ Why does Pippa think that Eliot's family life is more messed up than hers? How does knowing about his family make her better understand Eliot? Explain what Eliot means when he says that "his father acts like a headmaster whether at school or home." At what point does Mr. Haverford gain the courage to stand up to Aunt Evelyn?



■ Explain what Matthew means when he says, "Both of us know what it's like to have our family discourage our passions." (p.175) The mood in the Haverford home is dark and gloomy. How does this change after Pippa helps Matthew? How do Mina's father and Matthew's father grow to understand that following one's passion is important?

■ Discuss what Jung-Hwa means when he says, "The lower you fall, the more room you have to rise." (p. 233) What is Pippa's lowest point? How do you know that she is about to rise?

CCSS: Reading Literature: Key Ideas & Details RL. 4-7.1, 4-7.3; Craft & Structure RL. 4-7.4, 4-7.6; Speaking & Listening: Comprehension & Collaboration SL. 4-7.1, 4-7.3; Language: Conventions of Standard English L. 4-7.1; Knowledge of Language L. 4-7.3; Vocabulary Acquisition & Use L. 4-7.5.

★ COMPARISON TO GREAT EXPECTATIONS

■ *Great Expectations*, by Charles Dickens, is set in nineteenth-century England and is commonly taught in ninth grade. Students sometimes voice trouble in understanding the vernacular of the book. But the themes are timeless and universal. A reimaged telling of the story, like *Pippa Park Raises Her Game*, may help middle school students connect to the Dickens novel when they do read and study it. Students may wish to gain a better understanding of *Great Expectations* by watching the following movies:

An animated version of the novel: <https://www.youtube.com/watch?v=uWL29H4QvUk>

1945 full film: <https://www.youtube.com/watch?v=AgdBJkiXpoc>



■ In *Great Expectations*, Pip becomes obsessed with becoming a gentleman. Compare his desire to elevate his social standing to Pippa's desire to fit in at Lakeview.

■ Consider the following quote from Pip in *Great Expectations*: “We were equals afterwards, as we had been before; but, afterwards at quiet times when I sat looking at Joe and thinking about him, I had a new sensation of feeling conscious that I was looking up to Joe in my heart.” Joe is a kind and caring character in *Great Expectations*. Compare Jung-Hwa to Joe. How does Pippa look up to Jung-Hwa in her heart? How does his kindness make Pippa ashamed of her actions?

■ Think about all that has happened to Pippa. Then consider the following quote from *Great Expectations*: “And it was not until I began to think, that I began fully to know how wrecked I was, and how the ship in which I had sailed was gone to pieces.” What is the metaphorical ship that Pippa sails? At what point does Pippa realize “how wrecked” her life is? How does she turn her life around once she begins “thinking”?

■ What is an antagonist? Who are the antagonists in *Pippa Park Raises Her Game* and *Great Expectations*? What is the role of the antagonist in helping Pippa and Pip change how they live their lives?

CCSS: Reading Literature: Integration of Knowledge & Ideas RL. 5-7.9; Speaking & Listening: Comprehension & Collaboration SL. 4-7.1, 4-7.3.

★ CURRICULUM CONNECTIONS

■ Pippa’s family celebrates Chuseok: Korean Thanksgiving Day. Ask students to find out the traditions associated with this holiday (<https://asiasociety.org/korea/chuseok-korean-thanksgiving-day>). Mina and Jung-Hwa encouraged Pippa to ask her new friends to celebrate with them. This was before the new Pippa. Consider the celebration the next year. Make an invitation that Pippa might send to each of her friends. Describe the holiday and provide the menu. Think of a unique gift that she may present to each of them.

CCSS: Writing: Production & Distribution of Writing W. 5-7.4, W. 5-7.6; Research to Build & Present Knowledge W. 5-7.7, W. 5-8.9; Language: Conventions of Standard English L. 5-7.1, 4-7.2; Knowledge of Language L. 5-7.3.

■ Ask students to write a short paper that discusses Pippa’s “great expectations” when she enters Lakeview Private. Have students include a concluding paragraph that expresses whether her expectations were met.

CCSS: Writing: Text Types & Purposes W. 5-7.1; Language: Conventions of Standard English L. 5-7.1, 4-7.2; Knowledge of Language L. 5-7.3.

■ Explain the following metaphor: “It was as though the violin was telling a tragic love story, and Green Hoodie was its translator.” (p. 173) What is the love story the violin is telling? How can music be a translator for emotions and mood? Find other examples of metaphor in the novel.

CCSS: Language: Vocabulary Acquisition & Use L. 5-8.5.

■ Pippa buys a copy of the magazine *Tween Things* and reads about the Rules of Cool. Cool Rule #3: Cool Takes Courage. Write an acrostic poem from Pippa’s point of view using COURAGE as the spine word.

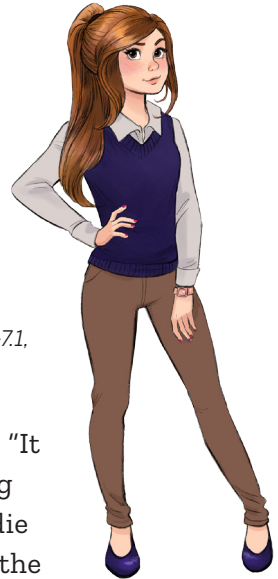
CCSS: Writing: Production & Distribution of Writing W. 5-7.4.

■ Pippa and Mina have a contentious relationship. Write a letter that Pippa might write to an advice columnist, asking about the best way to deal with Mina. Instruct students to exchange letters. Then have them answer the letter written by a fellow student.

CCSS: Writing: Production & Distribution of Writing W. 5-7.4; W. 5-7.5; Language: Conventions of Standard English L. 5-7.1, 4-7.2; Knowledge of Language L. 5-7.3.

■ Write an essay that applies the following quote from *Great Expectations* to Pippa Park’s life: “I have been bent and broken, but—I hope—into a better shape.” Make reference to specific passages or use direct quotes to support your thoughts.

CCSS: Writing: Text Types & Purposes W. 5-8.1; Language: Conventions of Standard English L. 5-7.1, 4-7.2; Knowledge of Language L. 5-7.3.



★ VOCABULARY/USE OF LANGUAGE

■ Ask students to jot down unfamiliar words and try to define them by taking clues from context. Such words may include: *intimidating* (p. 3), *suppressing* (p. 7), *abysmal* (p. 16), *contiguous* (p. 26), *renegade* (p. 29), *immaculate* (p. 69), *averted* (p. 102), *adrenaline* (p. 107), *constrict* (p. 129), *claustrophobic* (p. 171), *imperious* (p. 179), *cursory* (p. 203), *inconspicuous* (p. 203), *genial* (p. 204), *presumptuous* (p. 236), and *extenuating* (p. 242).

CCSS: Language: Vocabulary Acquisition & Use L. 4-7.4.

■ Pippa's best friend at Victoria Middle is Buddy Johnson. Think about how she betrays him. Then write a letter of apology that she might send to Buddy. Include an explanation for her behavior.

CCSS: Writing: Production & Distribution of Writing W. 5-7.4, W. 5-7.6; Language: Conventions of Standard English L. 5-7.1, 4-7.2; Knowledge of Language L. 5-7.3.



■ Most schools and school districts have policies about bullying. Some of these policies include cyberbullying. Read the warning signs for parents about cyberbullying on the following website: <https://www.stopbullying.gov/cyberbullying/prevention/index.html>. Then divide the class into small groups and ask them to develop appropriate points for students. Ask the administration to consider posting these points on the school website.

CCSS: Writing: Production & Distribution of Writing W. 5-7.4, W. 5-7.6; Language: Conventions of Standard English L. 5-7.1, 4-7.2; Knowledge of Language L. 5-7.3.

■ Write an article for the Lakeview Private newspaper that Pippa might write at the end of the novel. Borrow Olive's title: "Just Who Is Pippa Park?"

CCSS: Writing: Text Types & Purposes W. 5-7.3; Language: Convention of Standard English L. 5-7.1, 4-7.2; Knowledge of Language L. 5-7.3.

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★ PRE-READING ACTIVITY

■ Pippa says, "After coming clean about the real me and helping my team secure a major win in our first basketball game, I was finally settling in" (p. 3). Write a one-page paper that describes "the real Pippa." Have students write a concluding paragraph that discusses whether Pippa has truly settled in at Lakeview Private.

CCSS: Writing: Text Types & Purposes W. 5-7.2; Language: Conventions of Standard English L. 4-7.1, 4-7.2; Knowledge of Language L. 4-7.3

★ CLASSROOM DISCUSSION

■ Discuss Pippa and Mina's relationship. Explain what Pippa means by "Mina could make sunshine seem tragic" (p. 1). Mina always seems worried, and it affects her relationship with Pippa. What is the source of Mina's stress? How does she expect Pippa to be understanding of the family's financial situation? Debate whether she expects too much of Pippa. What is Jung-Hwa's role in the family dynamics? Cite scenes where Pippa confides in Jung-Hwa rather than Mina.



■ How does Omma still maintain control over Pippa's life even though she lives in South Korea? Debate whether Omma would be sympathetic toward Pippa's desire to "fit in" at Lakeview School. What advice might Omma give Pippa? At the beginning of the novel, Pippa learns that Omma isn't coming for Christmas. How does this news disappoint Pippa? What is Omma's traditional role in the family's Christmas celebration?

■ Conflict in a novel is the problem to be solved, and it helps to establish the plot. Pippa is the main character, so the conflict must involve her. Two of the most common conflicts are man vs. man and man vs. self. Make the case that these two conflicts are prevalent in this novel. Cite evidence. At what point in the novel are both conflicts revealed?

■ Theme is the big idea or message of a novel. The need to belong, or acceptance, is an underlying theme in this novel. Cite specific scenes that reveal Pippa's strong need to belong. How does she feel caught between two worlds? Describe the two worlds in which she lives. Explain how these two worlds create conflict within Pippa. How does Pippa's need for acceptance affect everything she does in school and outside of school?

■ Pippa is struggling to achieve academically in school. What is Eliot's role in helping Pippa achieve in math? Explain why she would rather be tutored by Eliot at school than at his house. Discuss the crush she has on Eliot. At what point does Eliot finally express his feelings for Pippa? What conflict does this present?

■ Define *clique*. Consider what you know about the Royals and discuss whether they are a clique. Explain their reluctance to allow new girls in their group. Even though Pippa eats lunch with the Royals, she realizes she's not one of them. At what point does she start believing that she is "inching closer to the inner circle"? Why is this so important to her?

■ Which of the Royals is the nicest to Pippa? Caroline and Bianca are the ones who have been slow to accept Pippa. What causes Bianca to change? Describe Caroline. Why does she get so much pleasure in insulting Pippa? What does this reveal about her character? Debate whether she is jealous of Pippa's athletic ability or prejudiced against Pippa's culture and her socioeconomic standing. The other Royals know that Caroline is the "mean girl." Why don't they do more to defend Pippa? How do they eventually come to Pippa's rescue?

■ Each year, the Royals have a Christmas Eve party. They wear fancy dresses, serve expensive food, and use extravagant decorations. Why do they think this is the most important social event of the year? How does Pippa become the hostess for this year's party? Why is it so important to Pippa that this party be a success? Explain how Pippa plans to pay for the party. Why didn't Caroline tell her that everyone chips in for the food? How is this another attempt to make Pippa fail?

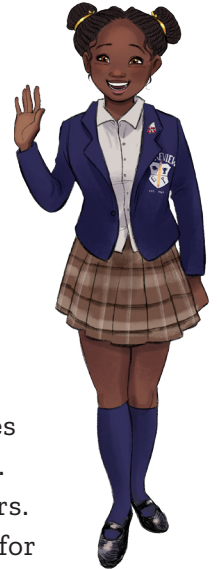


■ Caroline says that every aspect of the Christmas party must meet the Royal standard. How might she define the Royal standard? Why is she so sure that Pippa's apartment can't make the cut? Pippa responds: "It's not about the space, it's about how you use it. That's the secret to the best parties" (p. 49). How does this obligate Pippa to throw the best party? Discuss how Pippa's statement proves to be very true. How might the Royals' idea of a great party change after Pippa's party?

■ A simile is a type of figurative language that compares two unlike things using "like" or "as." Explain the following simile: "I felt like a lowly moth being drawn toward their irresistible warmth" (p. 51). Pippa says, "I knew I was headed toward danger, but I couldn't turn away from their mesmerizing light" (p. 51). What is the danger? What is the mesmerizing light?

■ Mrs. Lee is learning to read tarot cards and offers to read Pippa's and Buddy's cards. A three-card reading includes a person's past, present, and future. Pippa draws a card that clearly represents her past and present. Why isn't Pippa sure she wants to know her future? Explain the meaning of the Tower card. Why does this card continue to haunt Pippa? Explain why Mrs. Lee always asks, "Does this card mean anything to you?" What is Mina's attitude toward the tarot cards? What does Jung-Hwa mean when he says the readings are all about "perspective"?

■ Helen is dating Buddy, Pippa's best friend from Victoria Middle School. Why does their relationship make Pippa feel odd? Explain Buddy's reaction when he draws "The Lovers" card. Why does this card make Pippa feel "anxious"? Explain what Pippa means when she says: "I felt like I was losing him (Buddy). That he didn't need me anymore now that he had upgraded to Helen" (p. 148). Why does Pippa think that Helen is an "upgrade"? Why does Pippa leave Buddy's Hanukkah party? Explain what happens when Pippa reveals her feelings to Buddy and Helen.



■ Pippa needs to tell someone that the party is in jeopardy. Why is she confident that she can tell her troubles to Mrs. Lee? How does she blame Mrs. Lee for her problems? Discuss how Mrs. Lee helps Pippa accept responsibility for her own fate. Mrs. Lee offers Pippa the key to her apartment. Discuss what Pippa means when she says, "Mrs. Lee had given me much more than her key" (p. 225). What is Jung-Hwa's role in the success of the party? How does the party help everyone, including Mina, have a merry Christmas?

■ The Korean Baptist Church is having a Christmas pageant, and Mina suggests that Pippa offer to help. What is Pippa's reaction to this suggestion? What does Mina gain from Pippa's participation? Explain what Pippa means when she says that Mina was "guilt-tripping" her (p. 34). Why does Pippa finally agree to the arrangement?

■ Pastor Oh calls Pippa a natural leader. Discuss how she handles the children at rehearsal. What are the leadership skills that she displays? Debate whether she developed these skills on the basketball court. How do Pippa and Mina take pride in Pastor Oh's compliment?

■ Pippa meets Marvel Moon at the first pageant rehearsal. How do they like one another at first sight? Marvel sees a text that Pippa received from Buddy and misinterprets it. How does this threaten Pippa and Marvel's relationship? Explain how Pippa's budding relationship with Eliot complicates matters with Marvel. Discuss the courage it takes to tell Marvel everything with 100% honesty. How does being honest and open about things give her a feeling of relief?



■ Explain the symbolism of the gold scrunchie that Helen and Bianca give Pippa the day after the party.

CCSS: Reading Literature: Key Ideas & Details RL. 4-7.1, 4-7.3; Craft & Structure RL. 4-7.4, 4-7.6; Speaking & Listening: Comprehension & Collaboration SL. 4-7.1, 4-7.3; Language: Conventions of Standard English L. 4-7.1; Knowledge of Language L. 4-7.3; Vocabulary Acquisition & Use L. 4-7.5

★ CURRICULUM CONNECTIONS

■ Each chapter in the book has a title and counts the number of days to Christmas. Assign students one of the chapters to summarize in a rap verse. Each verse should begin with a countdown to Christmas. For example, the first verse should begin with "25 days to Christmas"; the last verse should begin with "0 days until Christmas." Then have students perform the entire book as a rap.

CCSS: Writing: Text Types & Purposes W. 5-7.1; Language: Conventions of Standard English L. 5-7.1, 4-7.2

■ Metaphor is a type of figurative language that creates a certain image in the reader's mind by directly comparing two things. Write a paper that explains the following metaphor: "If Eliot was a solar eclipse overtaking the sky, Marvel was a pink-tinged sunset casting a warm glow over the horizons" (p. 127).

CCSS: Language: Vocabulary Acquisition & Uses. L. 5-8.5; Writing: Text Types & Purposes W. 5-7.1; Language: Conventions of Standard English L. 5-7.1, 4-7.2

■ Pippa says that her life is like a fairy tale. Which familiar fairy tale might she think her life most resembles? Who is her fairy godmother? Who might Pippa name as her stepsisters? Which character is Pippa's prince charming? What is the element of magic? Where is her ballroom? How does her story end happily ever after? Consider these points and write a fairy tale titled "Pippa."

CCSS: Writing: Text Types & Purposes W. 5-7.1; Language: Conventions of Standard English L. 5-7.1, 4-7.2

■ Study the meaning of the tarot cards on the following website: <https://www.tarot.com/tarot/cards>. Assign each student a member of the Royals. Instruct them to select a tarot card that best represents the character's "present." Write a paper that explains the card and how it applies to the character. Cite specific scenes or quotes from the book to support the choice.

CCSS: Writing: Production & Distribution of Writing W. 5-7.4, W. 5-7.6; Research to Build & Present Knowledge W. 5-7.7, W. 5-8.9; Language: Conventions of Standard English L. 5-7.1, 4-7.2; Knowledge of Language L. 5-7.3

★ VOCABULARY/USE OF LANGUAGE

■ Ask students to jot down unfamiliar words and try to define them by taking clues from context. Such words may include: *disgruntled* (p. 1), *indignation* (p.5), *neutral* (p. 24), *contortionist* (p. 40), *inadvertently* (p. 45), *bane* (p. 55), *cloyingly* (p. 97), *mutinous* (p. 100), *meticulous* (p. 113), *vengeance* (p. 119), *subtle* (p. 141), *imperious* (p. 152), *procrastinating* (p. 216), *carnage* (p. 218), *trepidation* (p. 228), *wary* (p. 162), and *salivate* (p. 247).

CCSS: Language: Vocabulary Acquisition & Use L. 4-7.4

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★ ACTIVITY FOR PIPPA PARK RAISES HER GAME

What is each *Great Expectations* character's counterpart in *Pippa Park Raises Her Game*? List the characters side by side and apply two adjectives that best describe each of them.



<i>Great Expectations</i>	<i>Pippa Park Raises Her Game</i>
Character: Pip	Character: Pippa
Adjectives: ambitious, selfish	Adjectives: spirited, determined
Character:	Character:
Adjectives:	Adjectives:
Character:	Character:
Adjectives:	Adjectives:
Character:	Character:
Adjectives:	Adjectives:
Character:	Character:
Adjectives:	Adjectives:
Character:	Character:
Adjectives:	Adjectives:

CCSS: Reading Literature: Integration of Knowledge & Ideas RL. 5-7.9; Speaking & Listening: Comprehension & Collaboration SL. 4-7.1, 4-7.3.

