

THE LAST VIKING RETURNS

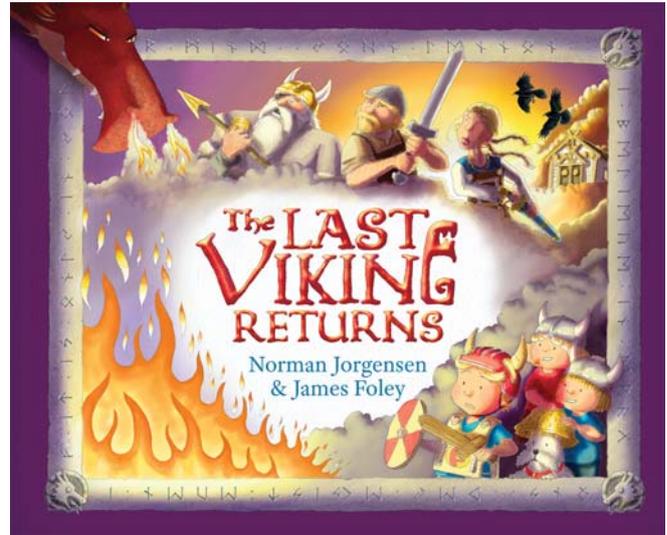
Norman Jorgensen

Illustrations by James Foley

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Themes: Viking history, family, courage, adventure, responsibility

Year level: Kindergarten–Y4



ABOUT THE BOOK

In *The Last Viking*, Josh was introduced to the world of Vikings. *The Last Viking Returns* begins after the birth of his little brother and sister. Josh is still as brave as a Viking warrior, and not much can scare a Viking. But the two littlest Vikings are going berserk. They think they're invincible, and that spells trouble! When Pop takes the family to Viking World theme park, Josh finds out just how far he'll go to keep them safe.

ABOUT THE AUTHOR

Norman was born in Broome in 1954, the eldest of four brothers, and lived in several country towns throughout Western Australia during his childhood. At the age of ten his family moved to Kalamunda, in the hills above Perth. Norman became an avid reader after being given *The Secret Seven* by Enid Blyton at age seven. His love affair with books has never ended and for the past twenty-five years Norman has worked in the book trade. He and his wife Jan, a school librarian, are currently restoring an old federation house near the city. They have five goldfish named Errol Fin, Elizabeth Taylor, David Blowie, Salmon Rushdie and Wanda and Norman spends his spare time reading and watching old movies and enjoys travelling, woodworking and photography.



ABOUT THE ILLUSTRATOR

James Foley is an illustrator and cartoonist who began his professional career in 2003 drawing cover cartoons for WA's weekly *Quokka* newspaper. He has since drawn hundreds of cartoons and illustrations for clients such as Woodside, Caritas Australia and the State Child Development Centre. He is a member of the Australian Cartoonists' Association and was the WA Vice-president in 2008.



AUSTRALIAN CURRICULUM LINKS BY YEAR LEVEL

Foundation Year

- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575](#))
- Respond to texts, identifying favourite stories, authors and illustrators ([ACELT1577](#))
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations ([ACELY1646](#))
- Identify some differences between imaginative and informative texts ([ACELY1648](#))
- Understand that some language in written texts is unlike everyday spoken language ([ACELA1431](#))

Year 1

- Discuss how authors create characters using language and images ([ACELT1581](#))
- Respond to texts drawn from a range of cultures and experiences ([ACELY1655](#))
- Express preferences for specific texts and authors and listen to the opinions of others ([ACELT1583](#))
- Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts ([ACELT1584](#))
- Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links ([ACELA1450](#))
- Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ([ACELA1452](#))
- Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning ([ACELA1453](#))

Year 2

- Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created ([ACELT1587](#))
- Compare opinions about characters, events and settings in and between texts ([ACELT1589](#))
- Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences ([ACELT1590](#))
- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ([ACELT1591](#))
- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose ([ACELA1463](#))
- Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms ([ACELA1464](#))
- Create events and characters using different media that develop key events and characters from literary texts ([ACELT1593](#))
- Discuss different texts on a similar topic, identifying similarities and differences between the texts ([ACELY1665](#))
- Identify the audience of imaginative, informative and persuasive texts ([ACELY1668](#))
- Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting ([ACELY1669](#))
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures ([ACELY1670](#))
- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines ([ACELA1466](#))

Year 3

- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons ([ACELT1594](#))
- Draw connections between personal experiences and the worlds of texts, and share responses with others ([ACELT1596](#))
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative ([ACELT1599](#))
- Identify the point of view in a text and suggest alternative points of view ([ACELY1675](#))
- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) ([ACELA1478](#))
- Understand that paragraphs are a key organisational feature of written texts ([ACELA1479](#))
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ([ACELT1600](#))

- Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters ([ACELA1480](#))
- Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments ([ACELA1483](#))
- Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ ([ACELA1485](#))

Year 4

- Read a range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies: monitoring, predicting, confirming, rereading, reading on and self-correcting ([ACELY1679](#))
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features ([ACELY1680](#))
- Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences ([ACELA1478](#))
- Identify the audience and purpose of imaginative, informative and persuasive texts ([ACELY1678](#))
- Analyse strategies authors use to influence readers ([ACELY1801](#))
- Identify the point of view in a text and suggest alternative points of view ([ACELY1675](#))
- Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning ([ACELA1475](#))
- Make connections between the ways different authors may represent similar storylines, ideas and relationships ([ACELT1602](#))
- Discuss literary experiences with others, sharing responses and expressing a point of view ([ACELT1603](#))
- Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension ([ACELT1605](#))
- Understand differences between the language of opinion and feeling and the language of factual reporting or recording ([ACELA1489](#))

STUDY NOTES

LITERACY: COMPREHENDING TEXTS THROUGH LISTENING, READING AND VIEWING

(A) Before Reading

Predicting

1. Explore the blurb, title and front cover. Create a class prediction chart detailing what students think may happen in the story. (Note: It is often interesting to keep this chart to look over at the end – amusing false predictions inevitably arise!)
2. Explain the different parts of a book: title, author name, illustrator name, front cover, back cover, spine. Ask children to point to each part of the book.
3. Ask children to explain the difference between an ‘author’ and an ‘illustrator’.
4. Have students read the blurb aloud to a partner. Does the blurb make them want to read the book? Why/why not?
5. Have students write and illustrate their own story titled *The Last Viking Returns* using the cover illustration as their inspiration. After reading the book, children can then compare and contrast their own story to the book. What was similar/different?

Considering the context of the book

6. Who has read the prequel to this text, *The Last Viking*? Who was their favourite character and why?
7. What do students predict might happen in this sequel, based on their knowledge of the original story? What characters are likely to return?

8. Who were the Vikings? Invite students to work in pairs to make a list of everything they know (or think they know) about Vikings. Afterwards, have students research and collect information under the following subheadings:
 - a. Timeline of the Viking era
 - b. Viking family life
 - c. Vikings at sea
 - d. Viking raiders
 - e. Viking towns
 - f. Viking beliefs and stories
 - g. Viking trade and exploration
 - h. Viking settlements
 - i. What happened to the Vikings?

Children can use this website to collect information: www.bbc.co.uk/schools/primaryhistory/vikings
9. Have students write a factual report on Vikings, using the above subheadings to structure the information.
10. Create a class definition for the term 'mythology'.
 - a. What region does Norse mythology belong to? Locate this region on a map of the globe.
 - b. Read some Norse myths together as a class.
 - c. Create a list of the famous Norse gods and their roles.

Expanding vocabulary: clarifying unfamiliar terminology before reading

Younger readers may be unfamiliar with some of the words in the story (such as Norse terminology e.g. Valhalla). Before you commence reading, go through the following list with your students and explain each term. Alternatively, have students work in pairs to use the dictionary/the internet to find definitions.

First Mention	Word	Meaning
Viking World map	authentic	
Viking World map	souvenir	
Viking World map	re-enactment	
Viking World map	fjord	
Viking World map	longhouse	
Viking World map	longship	
Viking World map	Valhalla	
p. 4	Norse	
p. 4	Asgard	
p. 11	sinister	
p. 15	Mjolnir	
p. 16	mortals	
p. 18	scent	
p. 26	valiant	
p. 26	defiant	

(B) During Reading

The Last Viking Returns can be used for several different reading sessions including:

- Modelled reading as a whole class
- Shared reading in student pairs
- Guided reading in small groups
- Independent reading

Comprehension strategies to practise (Kindergarten–Y4)

- Sounding out words aloud (not only in your head)
- Phonics (blending and segmenting)
- Slowing reading rate for comprehension
- Self-monitoring for understanding
- Using illustrations to help predict unknown words
- Predicting words by recognising familiar letter patterns
- Re-reading to crosscheck graphophonic information

Depending on the needs of your class, the book can be used to practise finding initial and final sounds (e.g. point to a word on the page that starts with 's') to develop letter/sound awareness. Or they can be used to practise fluency and expression for more advanced readers.

Discussion: visual art as a storytelling medium

11. Explain that in picture books, illustrations are equally as important as the written word in communicating the story. Then compare and contrast *The Last Viking Returns* with a novel.
 - a. What do the children notice? What makes a picture book different to a novel?
 - b. List some conventions of the picture book genre.
12. In groups of four, have students examine the illustrations in detail.
 - a. What style has the illustrator used to draw the characters – realistic, cartoon, abstract, fantasy?
 - b. What medium has he used – collage, black and white, watercolour etc.? What effect does this create?
 - c. What colours have been used?
 - d. What shapes can students see?
 - e. Where has the illustrator positioned objects on the page and what effect does this create?
 - f. Can students identify any patterns?
 - g. In the border around some of the pictures, students will notice messages written in runes.
 - What are runes?
 - Use the rune alphabet at the back of the book to decipher the messages!

LITERACY: COMPOSING TEXTS THROUGH SPEAKING, WRITING AND CREATING

(C) After Reading

Spelling and vocabulary

13. Have children practise the correct spelling of common sight words included in the book e.g. *the, and, we, are, you, for, in, all, when, our, new, your, fun, family, food, shopping, my, friend, than, any, about, his, name, time, most, much, him, even, two, day, end, only, really, from, their, home, they, scare, little, to, look, won't, want, that, very, come, could, still, watch, over, off, be, big, people.*
14. Use the book as a resource for teaching the correct spellings of long vowel sounds and diphthongs present in the story:
 - long vowel sounds – ee, ea, e-e, y, ay, o-e, ow
 - diphthongs – ou, aw, au, oy
15. Have students keep a personal dictionary (adding new words they encounter under the letter of the alphabet with which they start). Students can then refer back to this resource to spell the word correctly in their own writing. Have students add the following words to their personal dictionaries as they read in small groups:

• archer	• exclaims	• popcorn
• arrow	• glory	• prince
• battle	• hammer	• Viking
• bow	• hero	• warrior
• brave	• heroic	• Wolverine
• clown	• hotdogs	
• dangerous	• ice-cream	

Recount and sequencing activities

16. Sequence pictures from *The Last Viking Returns* in the correct order and write a sentence below each to describe what is happening.
17. Write a recount of the events in *The Last Viking Returns*. Pay careful attention to simple punctuation (full stops and capital letters).

Creative writing: practising simple punctuation, planning, editing and redrafting

18. Write a diary entry as your favourite character from *The Last Viking Returns*, describing your visit to Viking World!
19. Write a short story about visiting Viking World for the day with your friends! What rides will you go on? Where will you eat? What shows would you like to see? Use the Viking World map at the beginning of the book to plan your day.

20. Do you have a special pet like Wolverine? Write a short story about a special time you have had with your pet or another animal.
21. Knut is as brave as a Viking warrior: write a short story about a time when you have been courageous!
22. Brave Prince Knut will do anything to help his family! Write about a time when you have rescued a sibling, or helped a member of your family.
23. Plan, design, illustrate and write your own map of a theme park. What will your 'theme' be?
24. Read some Norse myths on the following websites:
 - www.bbc.co.uk/schools/primaryhistory/vikings/beliefs_and_stories
 - www.storynory.com/category/educational-and-entertaining-stories/norseNow create your own Norse myth! Remember, a myth is a story that was considered an explanation of the natural world, or how it came to be (before humankind had the scientific knowledge they do today). Consider the following when planning your story:
 - Characters – often non-human e.g. gods, goddesses, supernatural beings
 - Setting – ancient, in a world similar to our own but with supernatural monsters and landscapes
 - Plot – often contains events that bend/break the laws of nature. There is ordinarily a moral to the story (a lesson to be learned about how humankind should live).
25. With a partner, write and illustrate a picture book portraying Knut's next Viking adventure with his siblings ... and of course Wolverine!
26. Write an alternative blurb for the story.

Grammatical elements to explore during short story writing

- past tense
- descriptive language to create imagery – adjectives
- connectives

Punctuation skills to model, practise and assess

- capital letters
- full stops
- question marks
- speech marks (for more advanced writers)

Writing and editing

- *Modelled writing* (teacher only) – the teacher 'thinks aloud' as he/she writes a story on the whiteboard while the class watch.
- *Shared writing* – the teacher has the pen and continues to 'think aloud', but also asks for children's input and ideas. Children are invited to come and help write/make corrections on the whiteboard.
- *Guided writing* – children can plan their writing in pairs using a narrative planning sheet with the following subheadings: character description, setting, conflict, climax, resolution.
- *Independent writing* – children write their own piece and engage in editing and redrafting.
- *Presentation to audience* – children create an illustration to accompany their story and share with one another in small groups.
- *Editing: you be the teacher!* – have students swap their draft with a partner. Partners to correct spelling/punctuation in a red.

Parallelism in the text

27. Create a definition for 'parallelism' (parallel structure; the use of similar phrases that have the same grammatical structure).

28. Consider the following passages from the story:

Knut stands alone, valiant and defiant. He knows just one fiery arrow from an archer's bow and it is all over. The twins will be no more. But he will not give in! Never! (p. 16)

Sigurd stands alone, valiant and defiant. He knows just one blast of Fafnir's fiery breath and it is all over. The gods will be no more. But he will not give in! Never! (p. 16)

- Is this an example of a parallel structure? How can you tell? Which sentences are the same? Which aspects are different?
- Why do you think the author chose to use this structure? What effect is created?
- Look carefully at the illustrations on this page, and throughout the book. Can you see examples of parallelism in the images too?
- Write a short story about your own adventure to Viking World and incorporate parallelism.

Alliteration and rhyme in the text

- Create a definition for 'alliteration' (the repetition of the same sound at the beginning of words).
- Look carefully at the Viking World map that precedes the story. How many examples of alliteration can you find? e.g. Bjorn's Burgers
- How many examples of rhyme can you find? e.g. Pillage Village
- Create your own names for some new rides at Viking World using alliteration and/or rhyme. How many can you think of?

Decoding Runes

- What are runes?
- Use the rune alphabet at the back of the book to decipher the messages in borders around illustrations throughout the story.
- Write a secret message to a friend in Viking runes!
- Create your own rune language with a friend, with one symbol for each letter of the alphabet. Write a message for one another to decode.

Speaking and listening

- Have children make a short presentation to the class instead of 'show and tell' on the following topic: *'The most interesting thing I have learned about the Vikings is ...'*
*Note – children may like to bring in photographs or other materials they have found during their research as part of their presentation.

Report writing

- Please refer to the activity listed under *History* below.

CROSS-CURRICULAR LINKS

History

- Who were the Vikings? Invite students to work in pairs to make a list of everything they know (or think they know) about Vikings. Afterwards, have students research and collect information under the following subheadings:
 - Timeline of the Viking era
 - Viking family life
 - Vikings at sea
 - Viking raiders
 - Viking towns
 - Viking beliefs and stories
 - Viking trade and exploration
 - Viking settlements
 - What happened to the Vikings?

Children can use this website to collect information: www.bbc.co.uk/schools/primaryhistory/vikings

40. Have students write a factual report on Vikings, using the above subheadings to structure their information.
41. Create a definition for the term 'mythology'.
 - a. What region does Norse mythology belong to? Locate this region on a map of the globe.
 - b. Read some Norse myths as a class. Create a list of the famous Norse gods and their roles.

Geography

42. Using the following website, view the map of Viking lands and settlements:
www.bbc.co.uk/schools/primaryhistory/vikings/who_were_the_vikings
43. Label Viking lands and settlements on a map of the globe.
44. Who were the neighbouring countries of the Vikings?
45. Why do you think some were invaded while others were not?

Art

46. Access a free worksheet for children on drawing facial expressions from illustrator James Foley's blog: <http://jamesfoley.com.au/category/tips>
47. Design and make your own swords, shields, helmets and breastplates with cardboard and paint, just like Knut!
48. Design and build a model Viking longship!
www.ziggityzoom.com/activity/easy-diy-viking-ship-craft-recycled-items

Science

49. Carefully read the list of flavours available at *Ice-Giant Ice cream* on the Viking World map that precedes the story. Why do you think these flavours have been chosen?
50. What climate existed in Viking lands? Was it hot or cold? Research the weather, flora and fauna found in subarctic environments.
51. Research and write a report on one subarctic animal from the Viking World map, using the following subheadings: habitat, diet, physical characteristics, life cycle, conservation status.

ADDITIONAL RESOURCES

James and Norman run a blog for teachers, students and aspiring authors. It follows the real-time trials, tribulations and joys of creating a picture book: www.knutthelastviking.wordpress.com

Visit the author's website: www.normanjorgensen.com.au

Visit the illustrator's website: www.jamesfoley.com.au

Resources for teachers for Kindergarten–Y4 (Vikings):

www.bbc.co.uk/schools/primaryhistory/vikings/who_were_the_vikings/teachers_resources.shtml

Resources for middle to upper primary (Vikings): www.bbc.co.uk/history/ancient/vikings



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