



BBC

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VIKING SAGAS

RESOURCE PACK FOR KS2

Viking Sagas

Resource Pack by Maddy Barnes



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This resource pack has been written for Lower KS2 (Y3 / Y4). However, most of the content could be adapted for Upper KS2 (Y5 / Y6) too. The lesson plans address the main skills in the reading and writing journey:

- **The big question(s)** - probing deeper thinking around a topic
- **Vocabulary** - exploring any unfamiliar vocabulary / pre-teaching
- **Reading skills** - linked to the curriculum skills
- **Bringing the text to life** - immersing children in the episode of the story
- **Grammar, Punctuation & Spelling** - application of a skill
- **Main writing activity** - including opportunities to plan
- **Proof reading and Editing** - making simple revisions and additions
- **Additional writing activities** - opportunities to extend learning and master skills

Maddy Barnes is an experienced primary school teacher and senior leader who is currently a full-time English Advisor. Maddy is an established educational author, writer, blogger and series editor for a range of educational publishers. Maddy is a KS2 Writing Moderator and blogs regularly for a range of educational settings.



1: Odin creates the world

Loki relates how Odin creates the Viking world: Asgard (for the gods), Midgard (for humans) and Jotunheim (for the giants).

NB: this is a shortened version of the full Norse creation myth and emphasises Odin's role in creating the physical settings that the characters in these stories inhabit.

The big question(s)

- Is Loki jokey by nature?
- What are *you* by nature? Complete the sentence for yourself:
_____ by name _____ by nature.
- Do you think the best stories were passed on by word of mouth?
- Was Odin fair when he created the world?
- Why do you think he used a rainbow to join Asgard and Midgard?

Vocabulary to discuss

Story-teller, Vikings, puzzled, frost, muttered.

Reading: what do you remember? Retrieval and inference skills

Questions to ask after watching the video. These may be used as a whole-class session or children could complete these independently.

1. Where was Loki when Odin created the world?
2. What did Odin call the land for giants?
3. Look at the description of the giants' land. Find two pieces of evidence that proves Odin did not like the giants.
4. According to the story, how did Odin make the first man and woman?

5. What did Odin say will happen to Asgard:

- In the day _____
- In the night _____

6. What was Odin's final touch?

Bringing the text to life

- Prepare pupils to interview 'Odin.'
- What questions would you like to ask him? Encourage pupils to verbally rehearse questions related to the content of the story.
- Display some words that can be used to start questions: *Can, How, Why, Did, Do, When, What, Should*, etc.
- Remind pupils that we can use question tags after a statement to create a different style of question - eg 'You created the world, didn't you?'

Grammar, Punctuation & Spelling

There are four types of nouns: *common nouns* (palaces, giants, humans); *collective nouns* (herd, swarm, flock); *abstract nouns* (love, pride, happiness) and *proper nouns* (Asgard, Odin, Loki).

Display the four different types of nouns and examples. What is a collective noun? Encourage pupils to work in pairs and define each type of noun. Teachers can scribe further examples.



Focus on proper nouns.

Activity

- Challenge pupils to think of as many proper nouns they can. Give headings to support them generating ideas. This can be done in small groups or pairs. Headings could include: *brands, countries, names of people, religions, nationalities and languages*.
- Challenge pupils to create some new place names - just like Odin does.

Main writing activity

Descriptive writing

- Write the the place names on the board: Jotunheim, Asgard and Midgard.
- Use the text to pull out and scribe any language that gives us an idea of what life was like in each place.
- Recap the senses and ask children to choose a place from the board and discuss what might be seen / heard / smelt / tasted or touched.
- Explore what writing features we use when we are writing descriptively (noun phrases, prepositional phrases, commas in a list sentences, adverb starters).
- In pairs or groups give pupils time to imagine what else might be in these three places. Encourage children to use their imaginations and think creatively.
- Ask children to choose a place - Jotunheim, Asgard or Midgard - and write a description.

Proof-reading / Editing

Find the mistakes

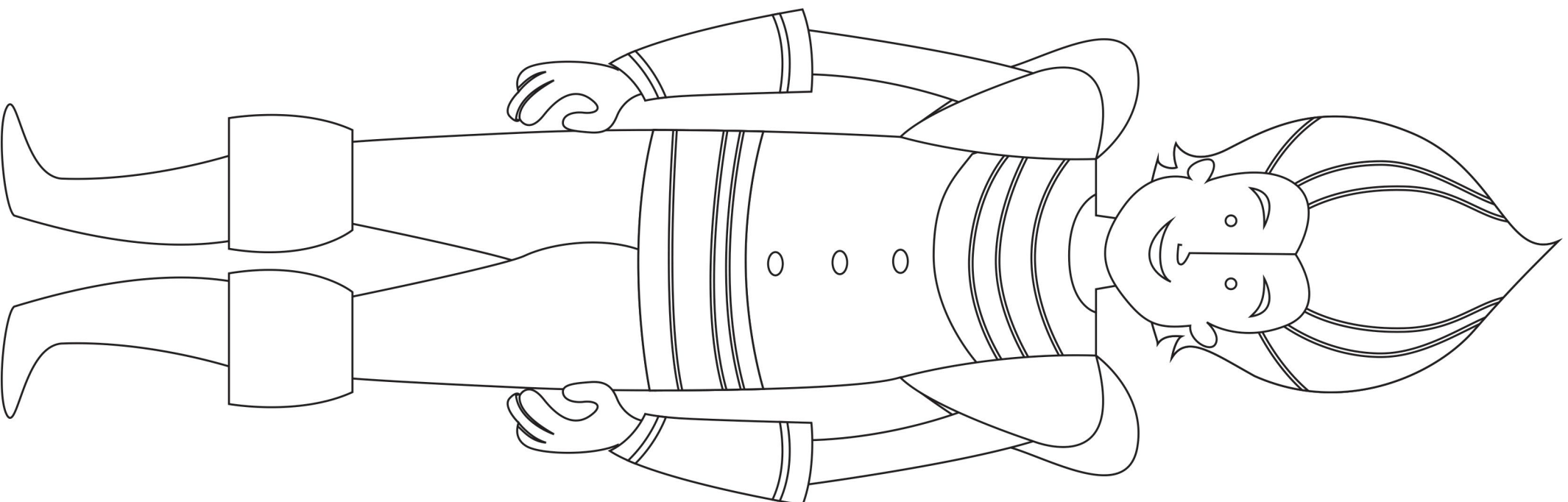
Look at the sentences below and point to / correct the mistakes.

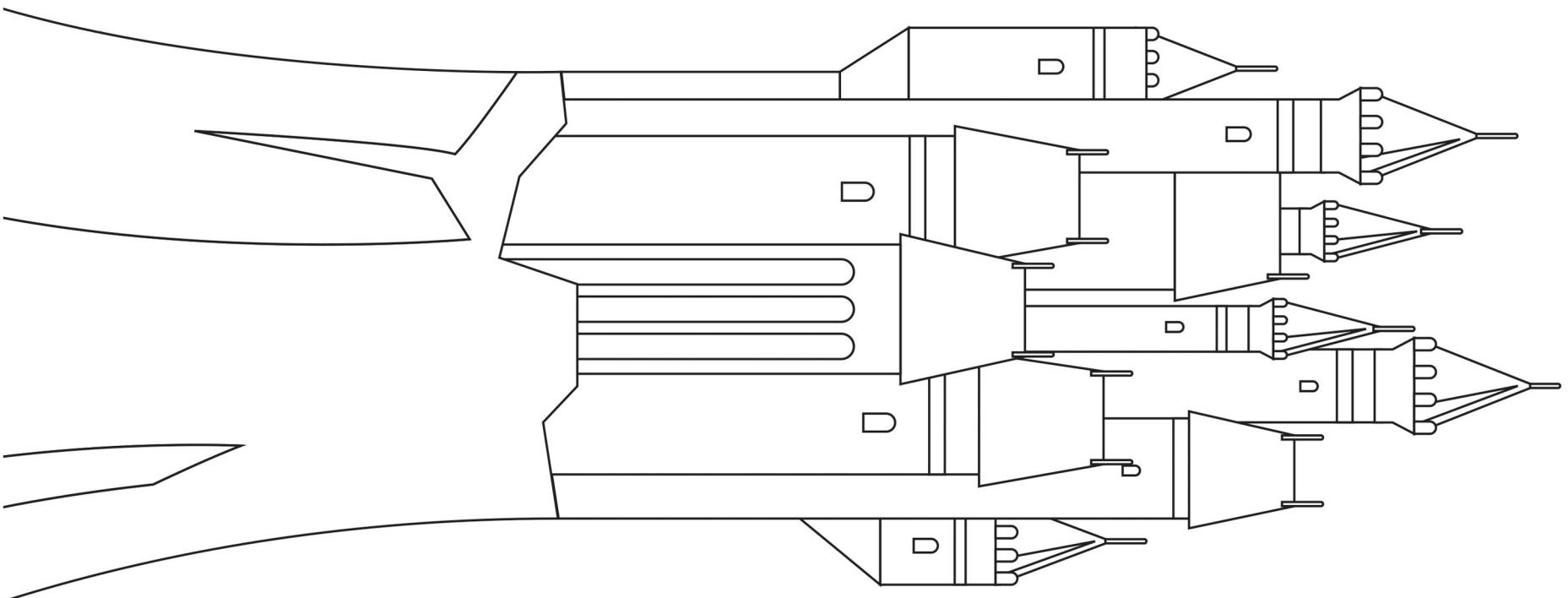
- Look for correct punctuation
 - Look at the spellings
 - Look to check that the sentences make sense
1. odin made a Home for his enemys first.
 2. The home for HUMANS had trees flowers rivers and people?
 3. Loki was surprised becoz midgard was so beautifull.
 4. As quick as a flash odin joined the to places whith a rainbow bridge.

Additional writing activities

- Imagine you are Odin. Write a speech instructing the giants how they should live their lives.
- Write a short speech in role as a giant, a human and a god. What will each say to Odin?
- Create a new land. You could draw it first. Use arrows and labels to show what your new land is made up of. Don't forget to give your new land a name.

Loki





ASGARÐ



2: Freya and the Goblins Part 1

Freya enters the cave of the Goblins and pays a high price for a necklace

The big question(s)

- Can beauty be on the inside as well as the outside?
- Is anything 'priceless'?
- Does everything in this world 'have a price'?

Vocabulary to discuss

Command, magnificent, mould, shimmering, groped, diamonds, rubies, emeralds, shovels, goblins.

Pupils may benefit from seeing photographs of diamonds, rubies and emeralds.

Reading: what do you remember? Retrieval and inference skills

Questions to ask after watching the video. These may be used as a whole-class session or children could complete these independently.

1. What role did Odin give to Freya?
2. What is Freya's husband called?
3. Why did Freya decide to go to Midgard?
4. What did the cave smell of?
5. According to the text, what did the goblins look like?
6. 'Oh dear! How wrong she was!' Using what you have read, what do you think will happen next?

Bringing the text to life

Go into the cave with Freya!

- Take pupils into an open space and imagine that they are about to go into the cave.
- Read the description of the cave again and encourage pupils to move around the open space as if they are about to go into the cave.
- Discuss body shape; body language; different ways to move and some use of language.
- How will pupils react once inside 'the cave'?
- Choose some pupils to be goblins. Re-enact scenes from the saga.

Grammar, Punctuation & Spelling

Joining sentences with 'because', 'if' and 'when'

A *main* clause makes sense by itself. A *subordinate* clause includes a subordinating conjunction and does not make sense by itself. A subordinate clause can be at the beginning of a sentence or after the main clause.

Freya went to Midgard because she wanted a new piece of jewellery.

Because she wanted a new piece of jewellery, Freya went to Midgard.

The subordinate clause is underlined in the sentences above.

Activity

- Share the three conjunctions - 'because', 'if' and 'when' - and recap that they are all subordinating conjunctions.
- Explain how a subordinating clause can be moved in the sentence.
- Challenge pupils to write a sentence using these conjunctions in the context of the saga.



Main writing activity

Freya's diary

- Talk about what a diary is: somewhere we can write about our thoughts and what has happened to us - our news.
- If we are writing Freya's diary, we have to pretend that we are actually her.
- Use the **Resource Sheet** below to plan the diary.
- Write in the first person: use a capital 'I' as you are writing as Freya.
- Use the past tense: you are writing about something that has already happened.
- Think about what happened in the episode of the story. Choose which parts you will retell.
- Plan your diary first and then write it.

Proof-reading / Editing

Improve these sentences

Read the sentences below. Improve them, using everything you know about sentence structure. Add extra details and make the sentences more interesting to read.

1. Odin invited Freya to his palace.
2. Freya wanted a new necklace.
3. The cave was very smelly.
4. The goblins were horrible.

Additional writing activities

- Create the invitation that Odin sent to Freya and her husband Odur. Remember it was for a feast at his palace. What information would need to be on the invitation?
- What will happen next? Using what you know so far, what might happen next to Freya?
- Design a new necklace. Draw it first and then explain the design. You could also explain the materials used.

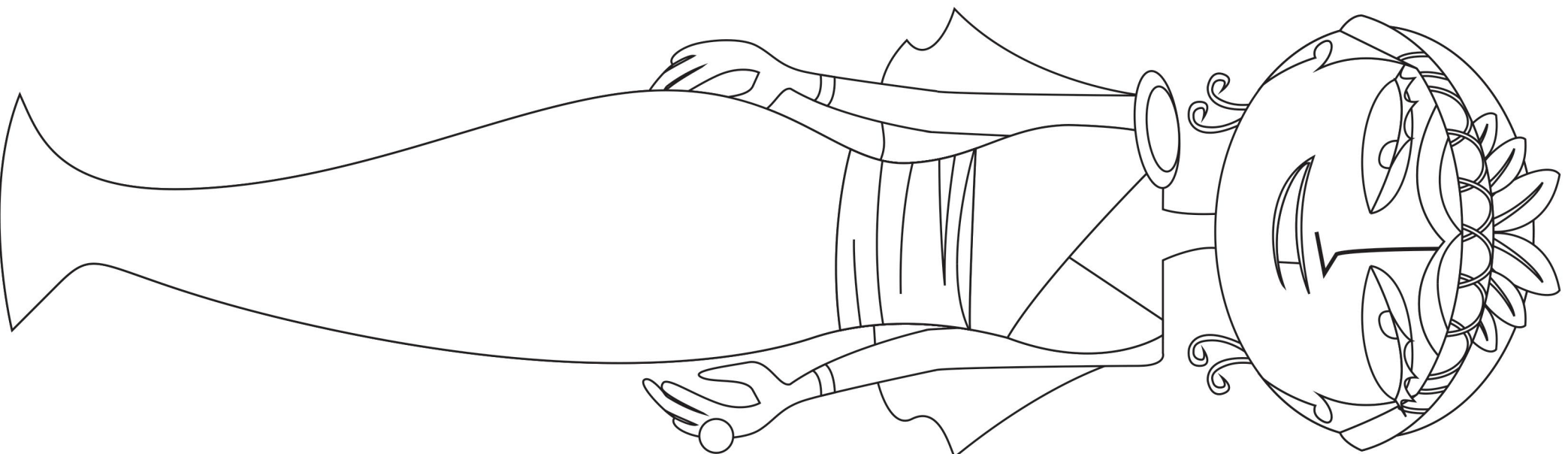
Diary planning

Remember you are Freya



| | |
|--|--|
| How will you begin your diary? What greeting will you use? (Dear Diary / Hi / Hello) | |
| What will your first sentence be? (You will never guess what happened / Guess what happened today) | |
| Which events will you retell? | |
| How will you end your diary? (Got to go for supper / Time for bed now) | |
| Sign off (Lots of love / See you later / Good night) | |

FREYA





3: Freya and the Goblins Part 2

Loki steals the necklace from Freya but is caught and must return it to Odin.

The big question(s)

- Did Loki do the right thing by helping Freya?
- Do you think Freya has learned her lesson at the end?
- Freya did nothing wrong. Do you agree or disagree with this statement?

Vocabulary to discuss

Dared, shame, mighty, ashamed, shape-changer, nifty, vain, nabbed.

Reading: what do you remember? Retrieval and inference skills

Questions to ask after watching the video. These may be used as a whole-class session or children could complete these independently.

Can you remember what happened?

- Think about the episode of the story - you could watch it again.
- What happened at the beginning? The middle? The end?
- You will need to use the **Resource Sheet** below and record five events that you think are important.
- Choose one event from the beginning; three from the middle and one from the ending.
- Share your work with somebody else and see if you have any similarities and differences.

Bringing the text to life

Being a shape-changer!

- Discuss how Loki was able to change shape. Recap what he did.
- Ask pupils to think about what they would change into if they could shape-change. Pupils can come to the front and mime their shape-change. Others can try to identify what they are.
- Offer pupils the option to give some clues - like a riddle - if they do not want to act.

Grammar, Punctuation & Spelling

The *apostrophe* is used for two reasons:

1. To show possession, when somebody / something owns something - eg *Amrit's coat*; *the dog's tail* and *the boys' coats*.
2. To show contraction, when two words have been shortened to create a new word - eg *I'm*; *can't*; *don't* and *wouldn't*.

Activity

- Ask pupils to look in the text (pdf) version of the story for as many examples of words with apostrophes as they can find (*it's*; *isn't*; *aren't*; *hadn't*; *couldn't*; *there's*; *that's*; *I'd*; *you'll*; *wasn't* and *Freya's*). Pupils could highlight or annotate the examples.
- In pairs, ask pupils to decide if the apostrophe has been used for possession or contraction. If it has been used for contraction, ask them to write the long version of the word next to the contraction - eg *you'll = you will*.
- To extend this activity ask pupils to write in role as each character from this extract and to include at least one example of a word with an apostrophe.



Main writing activity

Loki's conscience

- Play the episode again or read up the point where Loki says: 'I couldn't bear to see it - so I decided to help her. How?'
- Loki has a decision to make. Should he help Freya or not?
- Share the **Resource Sheet** below with pupils: reasons why Loki *should* help Freya and reasons why Loki *shouldn't* help her.
- Generate a good class discussion and model pupils giving reasons to support their views.
- Model writing in role as Loki using some language such as: *on one hand...; but on the other hand...; however; alternatively; whereas* and *initially*.
- Ask pupils to write as if they are Loki at that point in the story, imagining he battles with his conscience about what to do.

Proof-reading / Editing

Change the sentence in different ways

Share the sentence below and ask pupils to add more words and create a new version of the sentence. The teacher could model some examples of how to do this:

Loki changed into a bird.

- Loki changed into a bird so he could help Freya.
- Because he needed to open the clasp, Loki changed into a bird.
- When he landed on the pillow, Loki changed into a bird.
- Loki changed into a bird with a sharp beak.
- Suddenly, Loki changed into a bird.
- Loki changed into a bird really quickly.

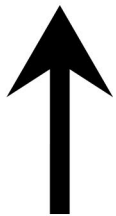
After collecting ideas from pupils and scribing the sentences (or displaying the above), ask them which sentence they like most and encourage them to explain why.

Additional writing activities

- Choose a character and write a diary entry for them. Which event will you recount?
- Do some research about precious stones like diamonds, rubies and emeralds. Create some fact files explaining where these stones are found; what they look like and why they are so expensive.
- Create a thank you letter from Freya to Loki. Explain why you are thanking Loki and describe how grateful you are.
- What does Heimdall think? Write a speech in role as Heimdall. Is he satisfied with Odin's response at the end?
- Create a magical spell of your own. Think about what magical trait you would like to have. Also think about what you would say to conjure up your spell.

My 5 events from Episode 2

| event | event | event | event | event |
|-------|-------|-------|-------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |



beginning

middle

ending

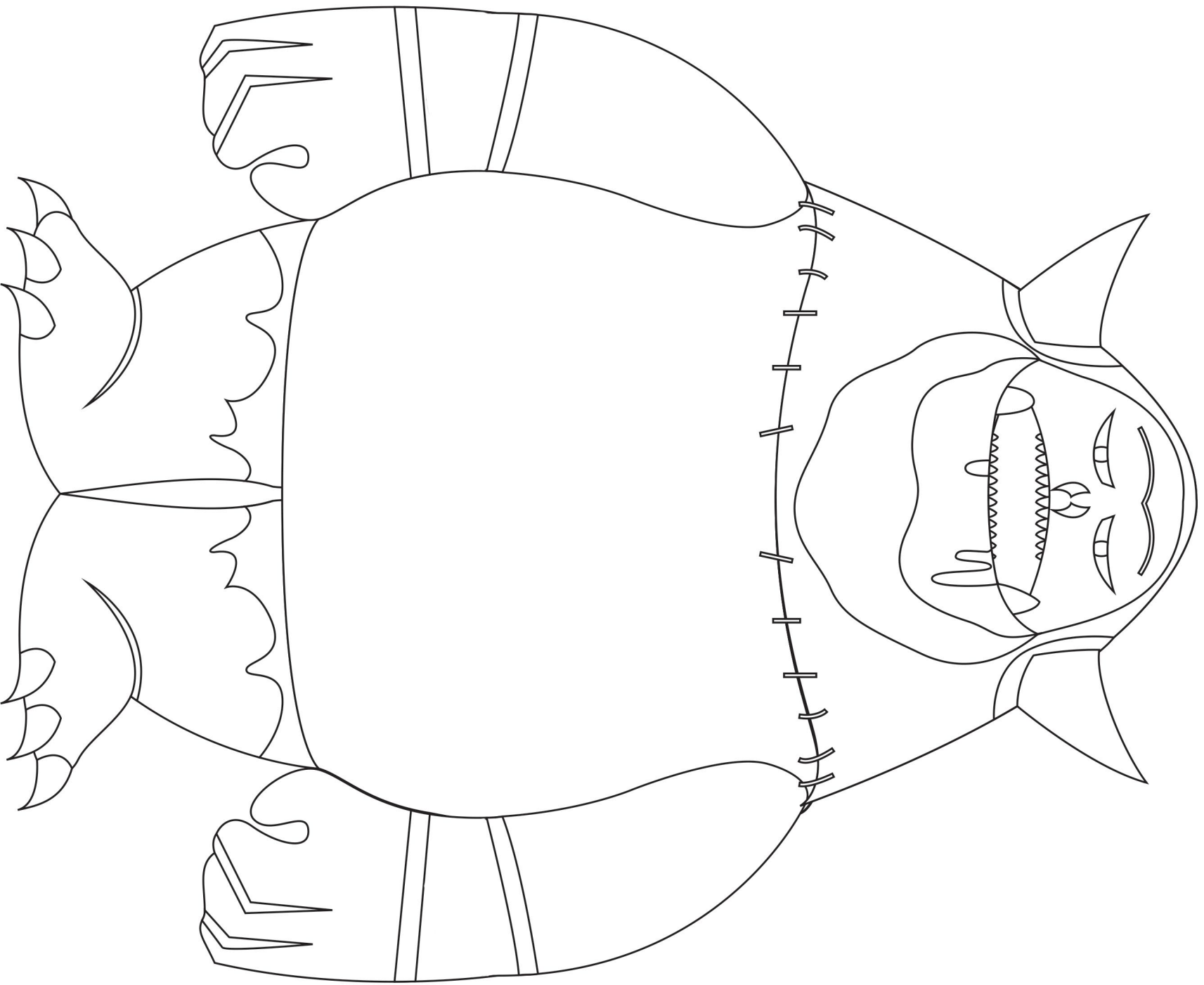
Loki's conscience

I couldn't bear to see it - so I decided to help her. How?

| Reasons why Loki should help | Reasons why Loki should not help |
|------------------------------|----------------------------------|
| | |

| | | |
|----------------|--------------------------|-----------|
| On one hand... | But on the other hand... | However |
| Alternatively | Whereas | Initially |

Goblin





4: Thor and the Giants Part 1

Loki and Thor journey to Jotenheim to challenge their enemies, the giants.

The big questions(s)

- Should we ever let somebody else take the blame for something that we have done?
- How difficult is it to face the consequences?

Vocabulary to discuss

Impressed, chariot, humble villager, weary, generous hospitality, marrow, forbid.

Reading: what do you remember? Retrieval and inference skills

Questions to ask after watching the video. These may be used as a whole-class session or children could complete these independently.

Match the emoji

- Think about what happens in all three episodes.
- Look at the emojis in the **Resource Sheet** below.
- Choose an emoji and say which character felt like this and explain when - eg *I am choosing the worried emoji. Loki felt like this when he realised that Thor knew it was his fault.*

Bringing the text to life

Let's advise Loki

- Imagine that Loki is here in the classroom. One of the pupils might adopt the role of Loki.
- Pose the question: 'What should Loki do?' Pupils may need further questions to scaffold and generate the discussion - eg 'Should Loki confess? Do we think Thor really knows the truth?'
- Split pupils into two groups - those who think Loki should come clean and those who think Loki should lie.
- Pupils work in groups to create some verbal advice to share with Loki.
- Give pupils time to share their advice.

Grammar, Punctuation & Spelling

Noun phrases are used to add detail, description and qualification to our writing. We can add words *before* the noun and *after* the noun - or *both*.

The tree

The big old tree

The tree near the lake

The big old tree near the lake

Be careful: do not add a verb or your noun phrase will become a clause!

Activity

Add some detail, description or qualification to the words below.

_____ hammer _____

_____ thunder _____

_____ giant _____



_____ chariot _____

_____ goat _____

_____ cheese _____

Main writing activity

A menu fit for Thor

Thor is not satisfied with the food that he is offered. Using what you know about Thor, plan a detailed five course menu that will fill him up!

- Use *noun phrases* to describe the food.
- Use *verbs* to describe the food: *smothered with...; drizzled with...; roasted with...; mashed with...*
- You could use *prepositional phrases* to describe how the food is served: *...on a bed of...; ...between layers of...; ...under a...; ...and served with...*
- Make sure your descriptions make the food sound truly delicious!

Proof-reading / Editing

Make some changes

- There are some extra words in the sentences below.
 - Read the sentences and cross out the words that are not needed.
 - Then read the sentence to check that it makes sense.
1. Thor is the Viking god of thunder of thunder.
 2. Odin told Loki to go went with Thor.
 3. Thor and Loki and Loki stopped at the village from for food.
 4. Loki told tells the villager that Thor always made up stupid rules always.

Additional writing activities

- Sequel. What happens next? Will Thor punish Loki? Write the next section of the story.
- Poetry. Thor is the god of thunder. Think about all of the noises that are related to thunder and lightning. Create a poem about thunder - maybe think about thunder as a person? How would Thunder move; enter a room; behave at a party?
- What other stupid rules does Thor make up? Make a list of rules according to Thor. Use bossy imperative verbs and commands so that your rules seem important.

Match the emoji

Choose an emoji for one character and say when they were feeling like it.

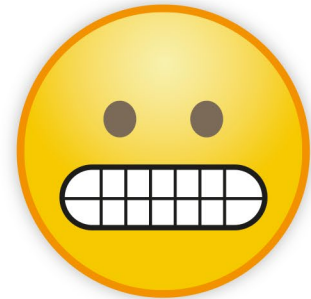


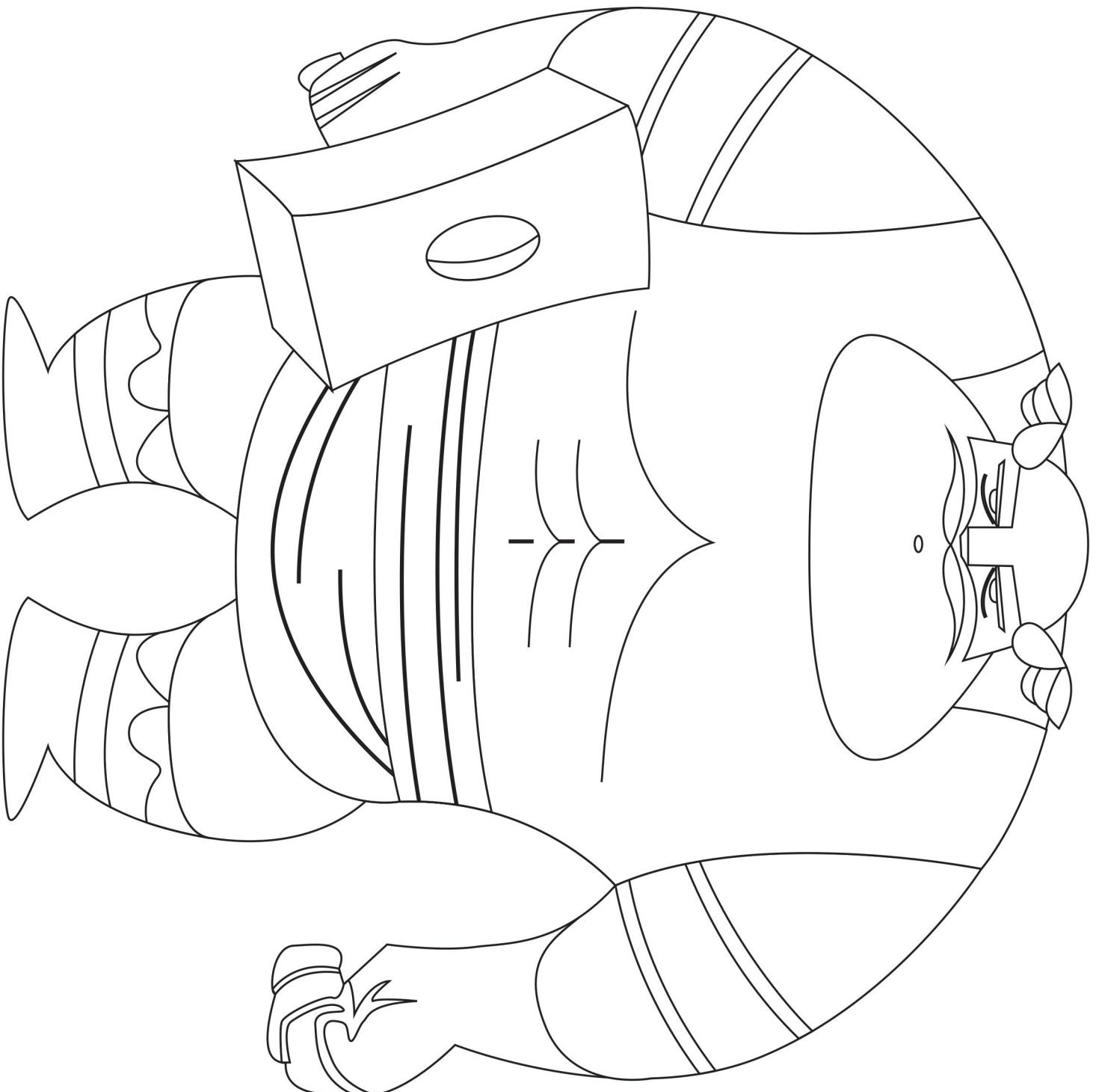












chor



5: Thor and the Giants Part 2

Loki and Thor spend the night in a very unusual building and meet one of the giants.

The big question(s)

- Is mental strength more powerful than physical strength?
- Can sarcasm be used as a weapon?
- Should we ever admit to defeat?
- How do you develop resilience?

Vocabulary to discuss

Plunged, mists, loomed, strolled, vast, summoning, shame.

Reading: what do you remember? Retrieval and inference skills

Questions to ask after watching the video. These may be used as a whole-class session or children could complete these independently.

Who said what?

- Share the **Resource Sheet** below with pupils.
- Pupils need to read the text in the speech bubbles and match the bubble to the character.
- Pupils will need to think about the characters and what they might say.

Bringing the text to life

Let's create sound effects

The focus of this session is to create sound effects for different parts of the saga. Pupils could use body parts and their voices to make the sounds. Or they could use the musical instrument trolley available in school to add more sounds.

How will we make sound effects to show:

- When Loki thinks there is an earthquake...
- When Thor hurled his hammer at the giant's head...
- When Skrymnir laughs at Thor's efforts...
- When Thor drank the drink at the end.

Grammar, Punctuation & Spelling

Verbs are action and being words. Some verbs are easier to identify as they have an action - eg *She ran to the shops; He drank all of the water; They played in the garden.*

However, *being verbs* are not as easy to identify as they do not have an action - eg *She was late; They were noisy; I have a cat; You are tall.*

Activity

Write some sentences related to the story of *Thor and the Giants* using the following words as *being verbs*:

| | | | | | | |
|----|----|-----|------|-----|------|-----|
| am | is | has | were | was | have | are |
|----|----|-----|------|-----|------|-----|

Main writing activity

Loki's appeal for help

Imagine that you are Loki and you decide to write a letter to Odin.

- Use the **Resource Sheet** below to decide what the purpose of your letter will be. Are you asking for help? Maybe you are reporting Thor to Odin?
- Plan your letter carefully but make sure that you write in role as Loki, so you will need to use 'I'.
- Your letter should have a clear greeting / purpose and closing.

Proof-reading / Editing

Fix the spellings

Read the passage below. There are some spelling mistakes. Find the mistakes and circle them. Then write the correct spelling next to the word.

Twoday I'm going to tel you about a charactor who makes four a gret story! He'ss called Thor and he's the Viking godd of funder. He makes thunder with this huge hamer, I remember the first time I saw him at it.

Additional writing activities

- Stuck in a glove. Write a description of how it would feel to be stuck in a glove. Use your imagination and creativity to explain how it feels.
- Where else could you be stuck in Jotunheim? Think about some other places that you could get lost. Write a list of fun places - just like in the story Thor and Loki think it is a cave but it is a giant's glove.
- Challenge the giants! The giants challenged Thor to drink the whole cup in one go. How would you like to challenge the giants? Make a list of challenges - use your imagination and creativity!

Correct the spellings

Circle the mistakes and write the correct spellings next to the words that are incorrect.

Twoday I'm going to tel you about a charactor
who makes four a gret story! He'ss called Thor and
he's the Viking godd of funder. He makes thunder
with this huge hamer, I remember the first time I
saw him at it.

Who said what?

Loki



Thor



Skrymnir



I am not called the God of Thunder for no reason! I will defeat those giants and I am more than ready. If they want a duel, then they can step up and face me for I am _____!

I couldn't believe my eyes when My Lord accepted the challenge. I mean, he seemed to be drinking the whole ocean and still the cup was full! A great effort but just not good enough!

Who on earth did they think they were? One minute they had invaded my possession and the next they thought they could tickle me by throwing flies my way. Pathetic little excuses!

Loki's appeal for help



Who you are writing to _____

| | |
|---|--|
| How will you start your letter? | |
| What is your reason for writing? | |
| What mood are you in? What will the tone of your letter be? | |
| What is the main information you need to cover? | |
| How will you end your letter? | |



6: Thor and the Giants Part 3

Thor takes on further challenges...not knowing there is magic at work against him.

The big question(s)

- Are all challenges achievable?
- How do you know when you have won?
- How do we know when to stop?
- Should you ever admit defeat?

Vocabulary to discuss

Demand, doddle, strained, shield, outrage.

Reading: what do you remember? Retrieval and inference skills

Questions to ask after watching the video. These may be used as a whole-class session or children could complete these independently.

Sequencing

- Use the **Resource Sheet** below to number the events in the order that they happened.
- Talk to a partner whilst sequencing these events.
- Have the main events been used?
- Is there an event missing that you think is important?
- Tick the five events that you think are the most important.

Bringing the text to life

Conscience alley

Present this question for pupils to discuss: 'Should Thor come back again?'

- Ask pupils to discuss their reactions - should Thor call it a day or return again for another round of challenges with the giants?
- Divide pupils into two groups: those who think Thor should call it a day and those who think he should challenge the giants again.
- Pupils stand in two rows, facing each other. A child, in role as Thor, walks down the middle of the alley. Pupils on either side say their opinion to Thor, so that it feels like a conscience alley.

Grammar, Punctuation & Spelling

Pronouns are words that take the place of nouns. So, pronouns can do all of the things that nouns can do in a sentence. Here are some examples of pronouns:

| | | | | | | | | | | | |
|-----|------|----|----|---|------|----|-----|-----|-----|----|-----|
| you | they | we | my | I | your | he | his | her | she | us | our |
|-----|------|----|----|---|------|----|-----|-----|-----|----|-----|

Activity

Replace the underlined noun with a pronoun that makes sense. The first one has been done to help you.

The giant set up a surprise for Thor. him

1. Thor tried to lift the cat up. _____
2. The giants cheered when Thor dropped the cat. _____
3. "I can't wrestle with the woman!" _____
4. The old lady pinned Thor to the ground. _____
5. Thor's face was like thunder. _____



Main writing activity

Skrymnir's conscience

Why do you think Skrymnir told Thor 'the truth?' Look back at the text or re-watch the video episode.

- Imagine that you are Skrymnir later that same evening.
- Write an explanation to show why you told the truth.
- Use the **Resource Sheet** below to support you when planning to write.
- Use a range of cohesive devices to structure your sentences - eg *my first reason; let me explain; another reason; I also thought that; to conclude; finally...*

Proof-reading / Editing

Complete the sentences

Read the passage below. There are some missing words. Insert a word that makes sense in each of the gaps.

Thor did not want to accept _____ so asked Skrymnir for another _____.

Skrymnir challenged Thor to _____ his pet cat. Thor tried but could not _____ to lift the cat! Thor wanted to wrestle with a _____ fighter. However, Thor did not _____ that challenge _____.

Thor had to accept that he had _____ and he was not _____.

Additional writing activities

- Thor's diary. Imagine what Thor would write in his diary when he gets home. How will he feel? Is he angry and wanting revenge? Or do you think he will calm down? Write his diary.
- Look at or watch Skrymnir's confessions. Imagine that there were more challenges - try to create some more confessions.
- Publish this story as a comic strip. Which events will you choose to cover?



Skrymnir's conscience

Why did you tell the truth?



| | |
|--|--|
| Why did I tell the truth? Let me explain... | |
| My first reason... | |
| Another reason is... | |
| I also thought that... | |
| To conclude / Finally... | |



7: The apples of Iduna Part 1

Odin and Loki are in Midgard and meet a very unusual bird - the giant Thiassi in disguise.

The big question(s)

- Can anyone be perfect?
- Is perfection a good characteristic?
- Do all good stories have twists and turns?

Vocabulary to discuss

The bee's knees, everlasting youth, gibbering, relieved, revenge.

Reading: what do you remember? Retrieval and inference skills

Questions to ask after watching the video. These may be used as a whole-class session or children could complete these independently.

1. According to the text, why do the other gods think Iduna is 'Little Miss Perfect'?
2. What is special about the apples?
3. Why does Loki think Odin took him to Midgard?
4. What does the eagle ask Loki and Odin for?
5. 'Odin just stood there like a lemon.' What does this suggest about Odin?
6. Who does the eagle reveal himself to be at the end of the episode?

Bringing the text to life

Let's joke!

Loki introduces himself as 'Loki by name, jokey by nature'...

- Ask the children if they know any jokes and ask for some volunteers who will 'perform' their jokes.
- Explain that we need to think about how we 'perform' jokes so that the listeners really hear the punchline.
- Model reading jokes in different styles - eg too slow; quick; quietly; mumbling, etc...
- Encourage children to perform their jokes!

Grammar, Punctuation & Spelling

Inverted commas are used to punctuate dialogue / direct speech.

Sometimes inverted commas are called speech marks.

Activity

Read the four sentences. Find the one that is punctuated correctly and fix the other three.

1. "You must help me to get something I want shouted the Eagle".
2. "You must help me to get something I want" shouted the Eagle.
3. "You must help me to get something I want," shouted the Eagle.
4. "You must help me to get something I want." shouted the Eagle.



Main writing activity

Odin's book of spells

In the story, Odin says that he is going to study his book of spells. Your task is to create some spells for Odin's book.

- Use the **Resource Sheet** to collate some ideas for different spells.
- Are you going to think of spells that will help one or two people?
- Perhaps your spells will benefit your whole family or whole school?
- Maybe your spell will help your country or even the whole world?
- Will your spell be worthy or funny? Will you do something mischievous with your spell?
- Your spell will need a name and you may even want to make up some magical language.
- You will probably need to use some *adverbials* to structure your spell, such as *first*; *next*; *then*; *after that*; *finally*.

Proof-reading / Editing

Missing punctuation

All of the punctuation is missing from the sentences below. Add in punctuation where you think it should be:

1. loki went to midgard with odin
2. what would you like to eat asked loki
3. odin shouted why isnt the stew cooking
4. the eagle swooped loki up and flew over the trees mountains and thorn bushes
5. I am thiassi, king of the giants in jotunheim

Additional writing activities

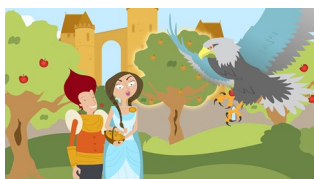
- Character description of Thiassi. What do we know about Thiassi's personality? Why did he disguise himself as an eagle and what does this tell us about him? Write a character description of him.
- Iduna. The story is called *The apples of Iduna* but we do not actually know very much about her. What role do you think Iduna will have in the next part of the story? Write your prediction.
- Conversation. Imagine Loki has a conversation with Odin to reveal who the eagle really is. Use inverted commas to write a conversation between the two characters. Remember to use inverted commas around what the characters say and to use a new line each time a different character speaks.

Odin's spells

Think about some different spells you could create

| | Spell 1 | Spell 2 | Spell 3 |
|---|---------|---------|---------|
| What will this spell do? | | | |
| What will the spell be called? | | | |
| What magical word will you say? | | | |
| What could happen if this spell goes wrong? | | | |





8: The apples of Iduna Part 2

Loki has agreed to help the giant Thiassi against the gods - and he knows just how!

The big question(s)

- Does greed ever get in the way?
- Is advice always good?
- Should we always listen to advice?
- Can we be young forever?

Vocabulary to discuss

Forbidden, wafting, seized, betray, traitor.

Reading: what do you remember? Retrieval and inference skills

Questions to ask after watching the video. These may be used as a whole-class session or children could complete these independently

Let's summarise

- Read or watch the opening of the story and pause / stop and ask pupils to write a summary of what has happened. The summary needs to be no more than six words.
- Encourage pupils to be creative and use rich vocabulary.
- Model statements; commands; exclamations and questions.
- Here are a couple for the beginning of the story:
 1. Thiassi in the tree.
 2. No more Miss Goody Two Shoes!
 3. Please give me an apple?

Bringing the text to life

- The trees can talk in this part of the story.
- Divide pupils into two groups: trees and Iduna. Explain that those playing the part of the trees will need to stand still and move their limbs like a tree. Encourage them to move like a group so that they look more effective.
- Those playing Iduna will need to wander through the trees and pause when they hear the trees speak. Focus on non-verbal communication for Iduna: body position; facial expressions and body language.

Grammar, Punctuation & Spelling

We can use language to compare. We call this the *comparative* and *superlative*. Here are some examples:

| | | |
|-------|---------|--------------|
| fast | faster | the fastest |
| small | smaller | the smallest |
| tall | taller | the tallest |
| young | younger | the youngest |
| weak | weaker | the weakest |
| quiet | quieter | the quietest |

Here are some examples that do not follow the rule:

| | | |
|-----------|----------------|----------------|
| beautiful | more beautiful | most beautiful |
| difficult | more difficult | most difficult |
| bad | worse | the worst |
| good | better | the best |
| expensive | more expensive | most expensive |

Activity

Try to use some of these examples in sentences related to *The apples of Iduna*. You could use some more examples of your own too.

Main writing activity

The trees try to warn Iduna but do not get the chance. Your task is to write their full warning.

- What mood are the trees in? Do they feel guilty or something else? Are they angry that she did not listen?
- What else would the trees have said? For example, about Thiassi?
- How do the trees feel now that Iduna has been taken?
- Think about how you will organise your information. Try to use sections or paragraphs.

Proof-reading / Editing

Can you substitute the words?

In the short passage opposite some of the words are underlined. Can you change the underlined word with another word(s) that will make sense?

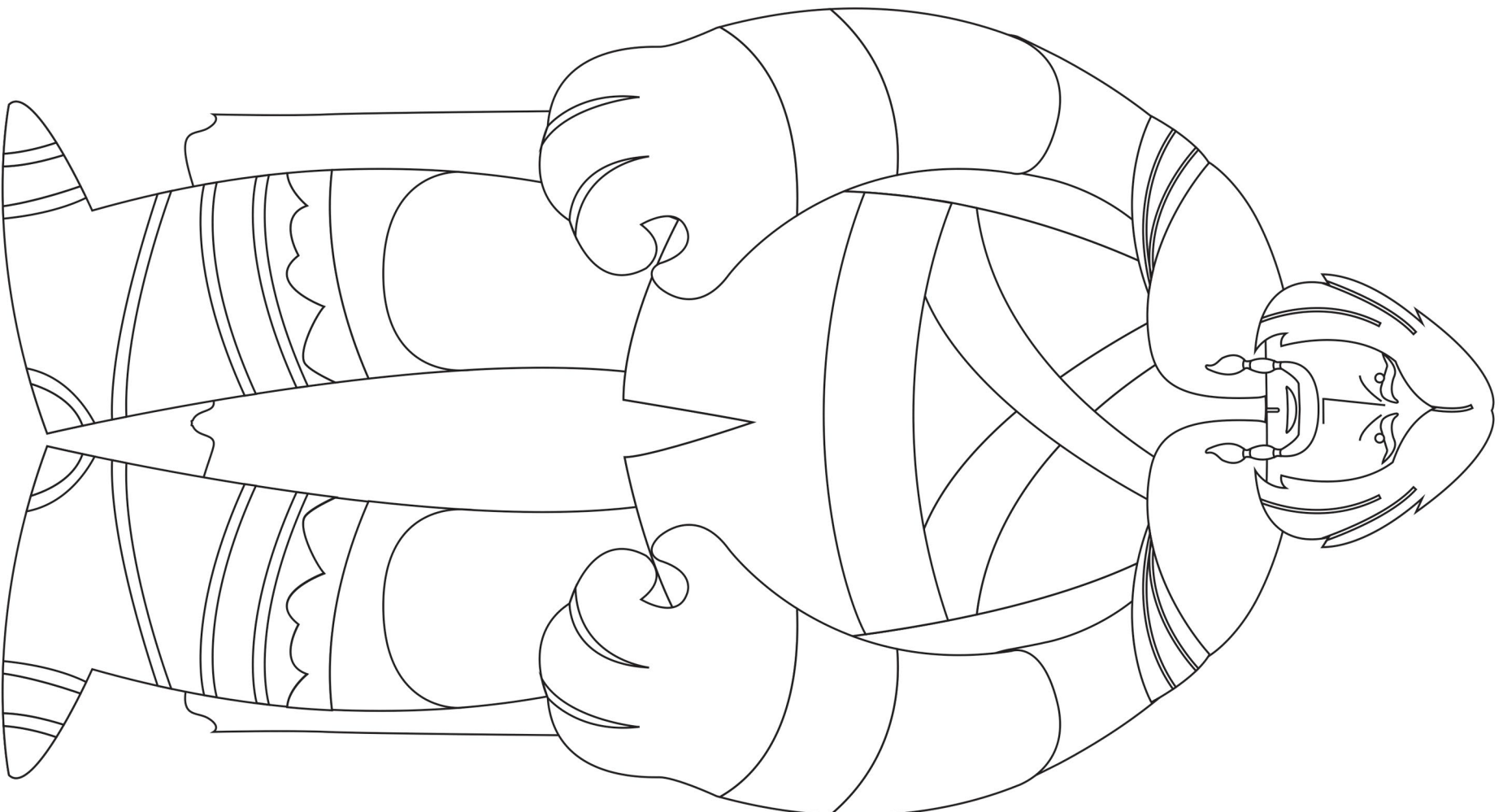
Additional writing activities

- Thiassi's plan. Where do you think Thiassi plans to take Iduna and what will he do? You could draw 'Thiassi's plan of attack!'
- Create an advert for Iduna's apples that keep the gods young forever. What will you call the apples? Can you create a slogan? Think about what an advert needs: if it is a poster, make sure it looks attractive and eye-catching. If it is a radio or TV advert, make sure your voice is clear and you speak at a good pace.

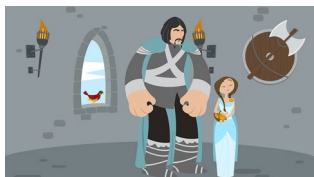
Using substitute words

Change the underlined words with another word - a substitute - that will make sense.

Can you guess where I'd taken the giant? That's right, back to Iduna's garden and I'm sure you can guess why. If I could get Iduna to leave Asgard then Thiassi could really harm the gods. She was the only one who could pick the apples. So, without her the gods would grow old. Ha, ha - that would be a good laugh...and I wouldn't have to put up with Little Miss Perfect anymore either. I had to get Iduna out of her garden to go somewhere quiet where none of the other gods would see us.



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9: The apples of Iduna Part 3

The gods grow old...but Odin knows who is to blame and orders Loki to rectify matters.

The big question(s)

- Can a traitor redeem themselves?
- How do you give someone else confidence?

Vocabulary to discuss

Shrivelled, wither, juttet, traitor.

Reading: what do you remember? Retrieval and inference skills

Sequencing

- Use the **Resource Sheet** below to number the events in the order that they happened.
- Talk to a partner while sequencing the events.
- Have the main events been included?
- Is there an event missing that you think is important?
- Tick the five events that you think are the most important.

Bringing the text to life

How to build confidence

Imagine that Iduna is in the classroom. A child could volunteer to take on her role.

- How can we build Iduna's confidence? What advice can we give to her?
- Encourage the children to inspire Iduna:
 - 'Fly with Loki and it will save your life!'
 - 'You can do it Iduna!'
 - 'Just believe in yourself and you will succeed!'
 - 'Take a small step and then you can fly!'

Grammar, Punctuation & Spelling

We can use *adverbials* to tell us when things happened. Adverbials can start a sentence or be used at the end of a sentence. If an adverbial starts a sentence, it is called a fronted adverbial and we use a comma after it.

Here is an example:

A few days later, Odin came to see Loki.

Odin came to see Loki a few days later.

Activity

Here are some more time adverbials:

| | | | |
|-------------|----------------|--------------|-------------------|
| on Saturday | next week | last year | at 3pm |
| suddenly | on my birthday | when I was 7 | a few hours later |



- Try to write some sentences using some of these adverbials.
- Use some adverbials to start sentences (don't forget your comma) and some at the end of the sentences (you will not need a comma).

Main writing activity

Odin's journal

- Odin tells Loki that while he is away, he will plan a suitable punishment for him.
- Imagine that you are jotting down ideas in your journal under the heading 'Suitable punishments for Loki.'
- Think about how Odin might punish Loki.
- Describe the punishment and then explain *why* it is a punishment.

Proof-reading / Editing

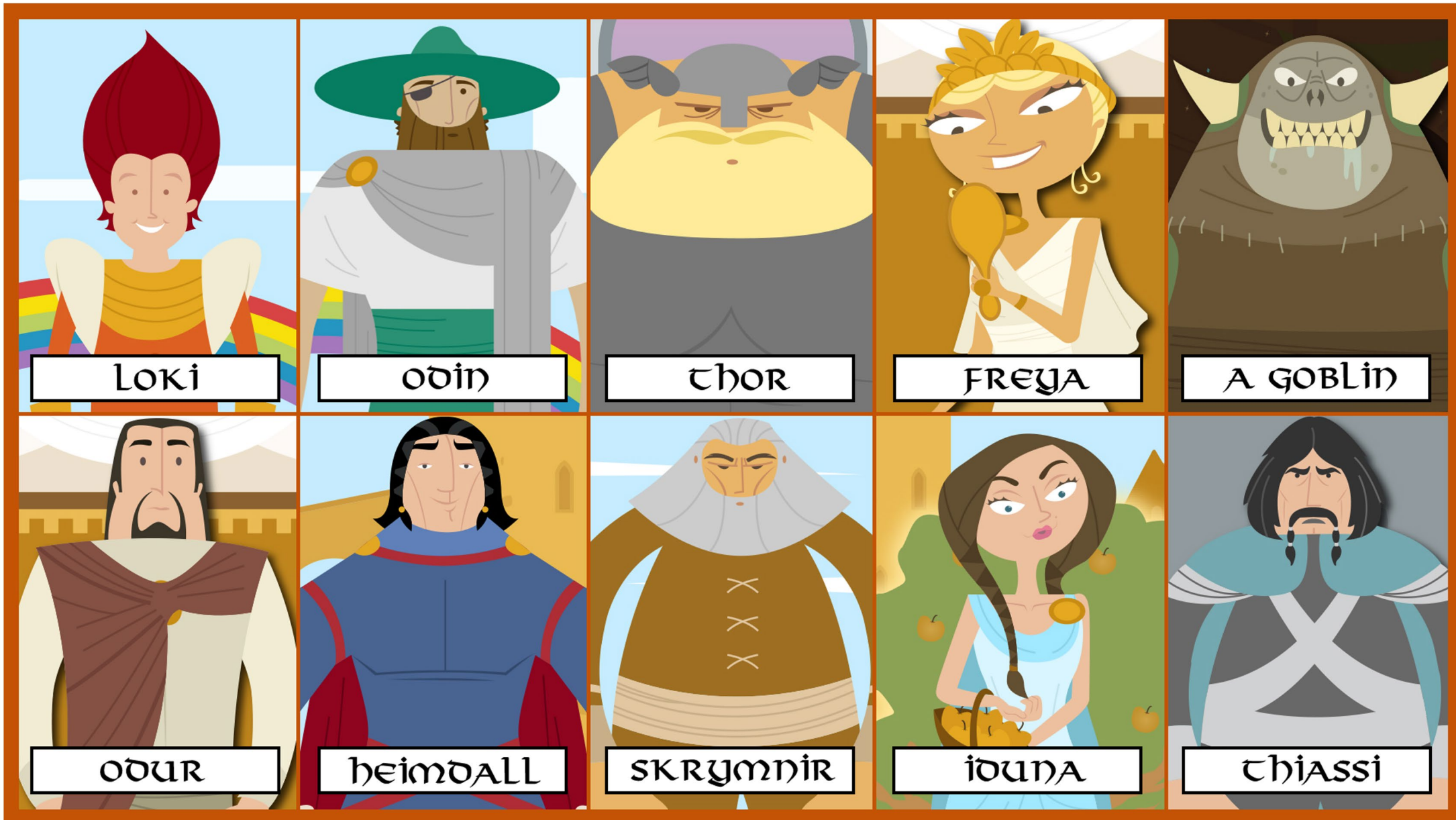
Finish the sentences

Read the sentences below and add some extra words so that they make sense. Reread them to check that the sentences make sense.

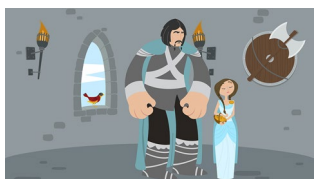
1. Odin was angry with Loki because _____
2. Heimdall had seen what happened and _____
3. When Odin told Loki to bring Iduna back he _____
4. Loki turned into a falcon shape so _____
5. Loki told Iduna he was here to save her but _____

Additional writing activities

- Sequel. What will happen next - in the final part of the story. Using everything that you know, write the next section.
- Bird's eye view. Write a description as if you are Iduna flying over the different lands. Make sure you describe both lands as she leaves one and enters the other!



A reminder of the main characters in the four sagas



10: The apples of Iduna Part 4

Loki and Iduna are chased back to Asgard by Thiassi...and Odin orders a bonfire to be made.

The big question(s)

- Should we hold a grudge?
- Is seeking revenge ever the right thing to do?
- Did Heimdall do the right thing by informing Odin?

Vocabulary to discuss

Swooping, plunged, scorched.

Reading: what do you remember? Retrieval and inference skills

Loki did the right thing.

Yes / No / Maybe

- Choose one of the options above and using everything that you know about Loki and evidence from the text, answer the question.
- If you agree with the statement, choose 'Yes' and if you disagree with the statement, choose 'No.' However, if you are unsure because you agree and disagree, choose 'Maybe.'
- You will need to make a point and then choose evidence from the story that justifies or proves your point.
- Make two points, with a single piece of evidence for each.

Bringing the text to life

Let's debate

- After completing the reading activity above, label three areas in the classroom 'Yes / No / Maybe' and ask pupils to stand by the sign that they chose in their reading activity.
- Ask some pupils who chose 'Yes' to read their responses and then repeat for those who chose 'No.' Explain to pupils who chose 'Maybe,' that they know need to stand at 'Yes or No.'
- Introduce the word 'debate' and explain that as a class, we are going to debate 'Loki did the right thing.'
- Each side of the debate - 'Yes' and 'No' - will need to work together to create a powerful speech so that they can convince the other side that they have a stronger argument.
- The adult could take on the role of a judge / or a confident child and they could decide which side of the debate was strongest.

Grammar, Punctuation & Spelling

We can ask questions in many different ways. Sometimes we can add a question tag to a statement to create a question. Here is an example:

"You didn't give me an apple yet, did you Iduna?" said Loki.

"You think you saved my life, don't you?" said Iduna.

Activity

Try to use some of these question tags to write some questions based on the story of *The apples of Iduna*.

| | | |
|-----------|-------------|------------|
| don't you | haven't you | didn't you |
| isn't she | can he | wasn't he |
| can't he | will she | is she |

Main writing activity

Loki's revenge

At the end of the story, Loki confided in us that he is off to get his own back on Heimdall.

- What do you think Loki will do? Will it involve shape-changing?
- You are writing the *next part* of the story. Remember that you are not writing a complete story.
- If you use dialogue in your story, remember the rules. Dialogue should show character or move the story on and new speaker = a new line.
- Plan your story carefully. Will Loki succeed or will Heimdall win?

Proof-reading / Editing

Can you organise the dialogue?

- Read the section of text below and insert the inverted commas.
- Re-organise the text so that it is correct. Every time there is a new speaker, the text should be on a new line. Draw lines to show where the breaks should be.

Keep going, Iduna, go faster, screamed Loki. But he's getting closer every second! replied Iduna. Loki turned to look and agreed, Yes, he is! What are Odin and Heimdall doing down there? asked Iduna. It looks like they are building a bonfire said Loki. Are we going to get burned? asked Iduna. Not if I can help it, whispered Loki. The two began to plunge downwards towards the smoke...

Additional writing activities

- Imagine that a TV news reporter was filming the whole event and writes a short article reporting on what happened. Remember that this is a report and not a story. Try to use some quotations from the characters.
- Interview. Imagine that you are going to interview one of the characters. Choose the character that you would most like to interview. Jot down some questions that you could ask them. Try to write some of their answers too.





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| X | B | F | A | A | O | B | L | O | K | I |
| S | L | B | R | C | B | D | L | R | S | M |
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LOKI

ASGARD

THOR

ODIN

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MIDGARD

GOBLIN

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THIASSI

HEIMDALL

SKRYMNIR

