# NORTON’S HUT
John Marsden & Peter Gouldthorpe

## Literacy Unit Plan
Grade 5/6

## VELS (Victorian Essential Learning Standards)

<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th><strong>English</strong></th>
</tr>
</thead>
</table>
| **Reading** | - Read, interpret and respond to a wide range of literacy, everyday and media texts in print and in multimodal formats  
- Analyse texts and support interpretations with evidence drawn from the text  
- Describe how texts are constructed for a particular purpose  
- Analyse imagery, characterisation, plot and setting |
| **Writing** | - Produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing  
- Use figurative language and visual images  
- Use a range of vocabulary, a variety of sentence structures, and use punctuation accurately  
- Identify and use different parts of speech, including nouns and adjectives  
- Employ a variety of strategies for writing, including editing and proofreading |
| **Speaking & Listening** | - Plan, rehearse and make presentations for different purposes  
- Provide succinct accounts of personal experiences or events  
- When listening to spoken texts, identify the main ideas |

## Interpersonal Development

**Woking in Teams**
- Work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity  
- Work cooperatively to allocate tasks  
- Accept responsibility for their role and tasks

## The Arts
**Creating & Making**
- Independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present art works

**Exploring & Responding**
- Discuss art work to describe the content and expressive qualities
- Interpret and compare key features of art work

**Communication**
**Presenting**
- Summarise and organise ideas and information, logically and clearly in a range of presentations

**Information Communications Technology**
**ICT for Creating**
- Safely and independently use a range of skills, procedures, equipment and functions to produce accurate and suitably formatted products to suit different purposes and audiences

(VCAA 2009)

---

### Norton’s Hut

*By John Marsden & Peter Gouldthorpe*

Norton’s Hut is a sixteen page picture story book aimed at middle years readers. The story follows a group of teenagers hiking through the New South Wales mountains. When a storm hits, the hikers are forced to take shelter in an isolated hut. They stay for three days and find that the hut is inhabited by a strange man who may or may not have died fifty years earlier. The book is accompanied with beautiful oil paintings, depicting the Australian alps and adding to the eeriness and suspense of the story.

---

**SESSION ONE**

<table>
<thead>
<tr>
<th>Teaching Focus</th>
<th>Strategic Questions</th>
<th>Whole Class Shared Activity</th>
<th>Individual / Group Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Frontloading

- Used to assess and support the students.
- Frontloading can highlight student knowledge, prior to teaching. It is also used to provide students with information to help them understand the concepts covered in the book. (myread.org, 2002)

### Prediction

- Used to engage students with the text.

#### Activities:
- Who has ever been to a National park?
- Where was it?
- What was it like?
- Who has ever seen or stayed in a historical hut?
- What does that word mean?
- How does it make you feel?
- What feelings or emotions do these words provoke?

#### Instructions:
- Using the interactive whiteboard, introduce students to the website: ‘Australian Alps National Parks’.
- Navigate the website and discuss the pages detailing activities undertaken in the national parks.
- Focus on the page called ‘Huts Code’. Discuss the original use for the huts and the concept that individuals can spend the night in them.
- Show students a pre-prepared slideshow containing pictures of Australia’s national parks and huts.
- Introduce the class to the picture book ‘Norton’s Hut’. Place a photo of the front cover on the interactive whiteboard.
- Supply each student with a ‘Wordal’ (Appendix A).
- Inform students that the words are from the text ‘Norton’s Hut’.
- Students individually select five of the words on the ‘Wordal’.
- Students place each word in a sentence that it may have been used in, within the book.
- Sit in a circle on the floor.
- Go around the circle and have each student name one of their selected words and read out their sentence.

#### Resources:
- Image of front cover of ‘Norton’s Hut’
- ‘Wordal’
<table>
<thead>
<tr>
<th>Problem</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on these words, what type of story do you think Norton’s Hut is?</td>
<td></td>
</tr>
<tr>
<td>What do you notice about the front cover?</td>
<td>What do you notice about the hut?</td>
</tr>
<tr>
<td>What do you notice about the weather?</td>
<td>What do you notice about the colours used in the illustration?</td>
</tr>
<tr>
<td>What feelings does the illustration evoke?</td>
<td>What do you think the book will be about?</td>
</tr>
<tr>
<td>Have students look at the front cover of the book on the interactive whiteboard.</td>
<td>Informal assessment of students responses during discussion</td>
</tr>
<tr>
<td>Image of front cover of ‘Norton’s Hut’</td>
<td></td>
</tr>
<tr>
<td>Teaching Focus</td>
<td>Strategic Questions</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students developing the following understandings:</td>
<td>-What genre do you think this text belongs in (scary/ghost stories)</td>
</tr>
<tr>
<td></td>
<td>-Why do you think this?</td>
</tr>
<tr>
<td></td>
<td>-What elements of the text make you believe that it is a scary story?</td>
</tr>
<tr>
<td></td>
<td>-Why do you think the author chose this setting for the story?</td>
</tr>
<tr>
<td></td>
<td>-Do you think the setting effectively causes the readers to feel scared?</td>
</tr>
<tr>
<td></td>
<td>-Why is this?</td>
</tr>
<tr>
<td></td>
<td>-Do you think the illustrations add anything to the scary theme?</td>
</tr>
<tr>
<td></td>
<td>-What illustrations made you feel scared or uneasy?</td>
</tr>
<tr>
<td></td>
<td>-Why?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
of elements that help to make a story spooky.

- Explain to students that you are going to be an author for the time being. You are writing a children’s book about people who go to a place that makes them feel wonderful, safe, happy, joyful, etc.
- Explain that you are going to illustrate the setting on the board.
- As a class, decide on a setting.
- Whilst you discuss the techniques that could be used to portray the sense of happiness and joy, incorporate them into your illustration on the board.
- Once it is completed, discuss its effectiveness and any changes the students would make.

- Supply each student with an A3 piece of paper.
- Ask students to imagine that they are an author intending to write a scary story.
- Students decide on a setting for their scary story and illustrate it on their poster using pencils and textas.
- Emphasise to students that they must pay attention to the illustration and setting techniques used in ‘Norton’s Hut’ (refer to mind map).
- Students make groups of four, and share their illustrations with their peers. Students discuss

- When the students have completed their illustrations, have them discuss it with you.
- Ask students what their setting is and why they think it would make their book scary.
- Ask students what elements they used in their illustration to make the reader feel scared.

- Mindmap of story elements

- 26 A3 sheets of paper
- Pencils
- Textas
- Mindmap of story elements
the techniques they used to make the setting seem scary. Display the illustrations around the classroom.
# SESSION THREE

<table>
<thead>
<tr>
<th>Teaching Focus</th>
<th>Strategic Questions</th>
<th>Whole Class Shared Activity</th>
<th>Individual / Group Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metaphors:</strong></td>
<td>- What do you notice about these five sentences? - How are they similar? - Why do you think that word was used to describe the kids, classroom, argument, action and mind? - What do these metaphors tell us about the kids, classroom, argument, action and mind? - Why do authors use metaphors?</td>
<td>- Write the following list of metaphors up on the whiteboard: - Those kids are really blossoming - My classroom is a zoo - That argument smells fishy - He devoured the book - He has a barren mind - Write the definition of a metaphor on the whiteboard. Discuss. - Ask students to identify the word in the sentence that is referring to another concept or thing. - Have students come up to the board and highlight this word. - Those kids are really blossoming - My classroom is a zoo - That argument smells fishy - He devoured the book - He has a barren mind</td>
<td>- Split students up into groups of three. - Supply students with a photocopy of the text ‘Norton’s Hut’.</td>
<td>- Informal assessment of students through responses. - Assess students knowledge of the purpose of a metaphor.</td>
<td>- Whiteboard - Whiteboard markers</td>
</tr>
</tbody>
</table>

- Informal assessment of students through responses. - Assess students knowledge of the purpose of a metaphor.

- Eight photocopies of the text ‘Norton’s Hut’
<table>
<thead>
<tr>
<th>Students having a developed understanding to enable them to interpret and understand metaphors and their meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Groups share their discovered metaphors with the class.</td>
</tr>
<tr>
<td>-Students read through the text and locate and highlight the metaphors.</td>
</tr>
<tr>
<td>-Groups share their discovered metaphors with the class.</td>
</tr>
<tr>
<td>-Students work individually on the ‘Metaphor’ worksheet (Appendix B).</td>
</tr>
<tr>
<td>-Students fill in both columns relating to the metaphors used in ‘Norton’s Hut’.</td>
</tr>
<tr>
<td>-Have students, throughout the week, look out for metaphors in their own individual reading.</td>
</tr>
<tr>
<td>-Students record these in their journal under an appropriate heading and hand in to the teacher at the end of the week.</td>
</tr>
<tr>
<td>Collect students worksheets</td>
</tr>
<tr>
<td>Analyse students lists in their journals to see if students are able identify metaphors.</td>
</tr>
</tbody>
</table>
# SESSION FOUR

<table>
<thead>
<tr>
<th>Teaching Focus</th>
<th>Strategic Questions</th>
<th>Whole Class Shared Activity</th>
<th>Individual / Group Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Students developing the following understandings: | - Has anybody read this poem before?  
- Who thinks they can relate to this poem in any way? | - Place the poem ‘My Country’ (Appendix C) on the interactive whiteboard for all students to see.  
- Read the poem together as a class. |  |  | - Interactive whiteboard  
- ‘My Country’  
- Whiteboard markers |
| Students gaining the ability to find links between a text and their own lives and the world in which they live. | - Can anybody think of a link between this poem and another text?  
- Does it remind you of another book, song, etc.  
- Does this poem link to any experiences in your life? | - Rule a table (3 columns) on the whiteboard.  
- Name the columns ‘Text to Text’, ‘Text to Self’ and ‘Text to World’.  
- Explain to students that as a class, they are going to find links between the poem and other texts, their lives and the world.  
- **Fill in column one.**  
  Eg:  
  ‘Waltzing Matilda’  
  ‘I am Australian’  
  - Place in your own examples and those from students.  
- **Fill in column two.**  
  Eg:  
  ‘Walking through the ferns in my cousin’s garden’  
  ‘Seeing the army band marching in a parade (banging drums).’  
- **Fill in column three.**  
  Eg:  |  |  |  |  |  
| Students relate text to their own personal experiences. |  |  |  |  |  |
| relate to the world? | ‘Migration; ‘Migration; ‘Floods / natural disasters’
|---------------------|---------------------------------------------|
| Read the text ‘Norton’s Hut’ to the students again. | -Supply each student with the ‘Linkages’ worksheet (Appendix D).
| | -Students individually fill in the worksheet in relation to ‘Norton’s Hut’.
| | -Students pair up and share their linkages.
| | -Display the worksheets around the room for students to view their peers ideas.
| | "Norton’s Hut"
| | "Linkages’ worksheet (Appendix D)" | -Roam around the classroom and chat with students. Ask them questions about their linkages and why they have selected them. This can serve as an informal assessment.
| | | -Analyze the students completed worksheets.
| | | 'Norton’s Hut' |
## SESSION FIVE

<table>
<thead>
<tr>
<th>Teaching Focus</th>
<th>Strategic Questions</th>
<th>Whole Class Shared Activity</th>
<th>Individual / Group Activities</th>
<th>Assessment</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Multimodal Activity | Students putting all that they have learnt together | -What do you think the rubric should assess?  
-What are the key aspects of the project that all students must complete? | -Introduce the multimodal activity for the whole class.  
-Give every student the multimodal activity sheet (Appendix E).  
-Give students time to read and understand what is required of them. | -Students individually, or in groups, work on their project.  
-Students create a plan/proposal of what they are going to present.  
-Show the plan/proposal to the teacher.  
-Spend time editing and refining the plan.  
-Start work on their final | -Take notes on the students initial plans. Record observations of the students’ understanding of the project and ability to critically analyse and edit their work. | -Multimodal activity sheet (Appendix E)  
-Interactive whiteboard |
| MULTIMODAL PRESENTATIONS. | -Individuals and groups present their project to the whole class. | multimodal presentation. | -Take notes on the students presenting of their project. -Collect any hard copies of the projects for analysis. -Assess each student using the class made rubric. Using the students completed rubrics, assess their ability to critically analyse their own work and identify strengths and weaknesses. | Class made assessment rubric | Students complete the class made assessment rubric and give it to the teacher. |
Multimodal Project / Presentation

After all the work you have done on the book ‘Norton’s Hut’, you are now ready write your own story!!!!

‘Norton’s Hut’ was a scary story and was written to evoke a spooky feeling in the readers.

**Your Task:**

WRITE YOUR OWN SCARY STORY!!!

Your story may be:

- **FICTION:** A narrative you create intended to frighten the reader.
- **NON-FICTION:** A story depicting a true event in your life (a time when you were frightened or scared).

You may work individually, with a partner, or in groups of three.

You may present your story in any of the following ways:

- **A PLAY** – Design and perform a play, depicting a spooky story.
- **A DIGITAL STORY** – Create a story using digital photographs. Your digital story should include audio narration or text.
- **A MOVIE** – Using a digital camera, film your scary story. You will need to edit your footage to make a completed movie to show the class.
- **A PICTURE STORY BOOK** – Design and create your own picture story book. You must include original illustrations. Your illustrations may include techniques such as the use of pastels, water colours or collage.
- **A DANCE** – A dance depicting the scary story you wish to tell.