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MAWSON

Antarctic Explorer

R.T. Watts

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Reading Recovery Level: 19

Word count: 2250

Content: Information and recount.

ACARA F-10 references:

Learning Areas: English, Science, Social Sciences and Humanities, Health and Physical Education.

General Capabilities: Literacy; Critical and Creative Thinking; Personal and Social Capability.

Cross Curriculum Priorities: Sustainability.

Teacher Notes:

This chapter book focusses on the science of Antarctica as well as the great achievements of Sir Douglas Mawson. The focus is fluency with reading with a sustainability perspective in relation to Antarctica as a conservation case study.

Discussion points for consideration:

1. Douglas Mawson was successful in exploring Antarctica. Why did he do this? Look at goal-setting and team-building.
2. Antarctica is owned by nobody. How are countries managing to share Antarctica? Do you think Antarctica should be mined?
3. How did Douglas Mawson get to explore Antarctica? What did he have to do to get there? Research how he got the money and support.
4. You want to explore the unexplored mountains of Papua New Guinea. Make a pitch using Microsoft® Powerpoint.

Difficult words to be introduced and practised before reading this book:

Antarctica, geology, expedition, university, Adelaide, continent, Australia, America, Mawson, happened, exploring, important, disappearing, algae, horizon, chocolate, everyone, beautiful, aurora, radiation, cyclone, weather, temperature, glaciers, linseed, Commonwealth, donor, crevasse, poison, kilometres, rescue, information, understanding.

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Contents

1. About the Ice Man
2. Antarctica: The Frozen Continent
3. Gear and Supplies Needed
4. Setting Up Base
5. Exploring the Coast
6. Mawson's Achievements





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NEPAL TREK

On Top of the World

Sharlene G. Coombs

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2

Reading Recovery Level: 22

Word count: 2995

Content: Personal recount and information report.

ACARA F-10 references:

Learning Areas: Humanities and Social Sciences; English; Health and Physical Education.

General Capabilities: Literacy; Critical and Creative Thinking; Personal and Social Capability.

Cross Curriculum Priorities: Asia and Australia's Engagement with Asia

Teacher Notes:

This story recounts a trek to Mera Peak in the Himalayan Mountain region of Nepal. It explores the beauty and culture of this country and the kindness and resilience of its people, as well as the challenges of high altitude, extreme cold and physical exhaustion.

Discussion activities for consideration:

1. Discuss what the author would have had to do to prepare for this trek.
2. Talk about the pros and cons of this kind of tourism for Nepal.
3. Share a goal that you would like to achieve and how you would plan for it.
4. What problems or issues would you need to address along the way?

Difficult words to be introduced and practised before reading this book:

Himalayas, altitude, Buddhist, monastery, preparation, Mera La, Kathmandu, Sir Edmund Hillary, New Zealand, Mt Everest, Tenzing Norgay, challenging, rock-climbing, experience, crazier, drop-offs, oncoming, dangerous, exhausted, Sherpas, awesome, haven, Nepalese, original, acclimatise, recover, Namaste, Buddhists, religion, seriously, icicles, evacuated, oxygen, resilient, generations, Tibetan, zig-zagged, Lama, kata, protection, exposed, crampons, self-arrest, ice-axes, glacier, igloos, routine, frostbite, avalanche, cancelled, mountaineering, Lukla, celebrated, military, Afghanistan.



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NEPAL TREK

On Top of the World

Sharlene G. Coombs

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Contents

1. Off to the Himalayas!
2. Altitude Training and Culture
3. Buddhist Monastery Blessing
4. Summit Preparation
5. Mera La – the Pass
6. Back to Kathmandu

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1. Off to the Himalayas!

Ever since I was a kid, I'd dreamed of visiting the Himalayas. I'd read stories about Sir Edmund Hillary, the famous New Zealand climber. He was the first to climb Mt Everest with Sherpa Tenzing Norgay.

In my teens, I got into hiking in Tassie. I hiked most of the treks there. But I wanted something more challenging. You can't get more challenging than the Himalayas! So, I did some research and found Mera Peak. At 6476m, Mera Peak is the highest trekking peak in the world. This means that you don't need rock-climbing experience to climb it. However, you do need to be very fit. The altitude is seriously high. I was hooked! So, I saved and trained!



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TASSIE TREK

Schoolies in the Wild

Sharlene G. Coombs

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3

Reading Recovery Level: 24

Word count: 2580

Content: Personal Recount/Information Report.

ACARA F-10 references:

Key Learning Areas: English, Humanities and Social Sciences, Science, Health and Physical Education

General Capabilities: Literacy; Critical and Creative Thinking; Personal and Social Capability; (Goal-setting, Team-building, Leadership).

Cross Curriculum Priorities: Sustainability; Aboriginal and Torres Strait Islander Histories and Cultures.

Teacher Notes:

This story recounts the author's trek of The Overland Track in Tasmania as part of her schoolies vacation. She relates her experiences during this iconic Overland World Heritage Walk and the importance of goal-setting, preparation and teamwork to ensure success. The author's hope is to encourage more young adults to get out into nature and appreciate and protect what's in our own backyard.

Discussion activities for consideration:

1. Discuss the author's choice for her schoolies vacation. Compare this to other choices that students have made.
2. How could peer pressure affect some students' schoolies experiences?
3. What other inspiring things could you do for schoolies? How important is goal-setting, preparation and teamwork?
4. Discuss the pros and cons of tourism in World Heritage areas and what we could do to protect them for future generations.

Difficult words to be introduced and practised before reading this book:

awesome, Australia, researched, Waldheim, registered, beautiful, glaciers, preferred, Bennett's Wallabies, quoll, Windermere, duckboards, vegetation, Indigenous, Pelion Plains, ancient Greek, Mt Ossa, descended, panicking, Myrtle, Huon Pine, encourage, junction, exposed, scenery, achievement, Kia Ora Hut, wilderness, Narcissus, organised, experts, Leatherwood, Sassafras, heritage, Du Cane Hut, historic, waterproof, emergency, accommodation, destination, experience, Olympus, Labyrinth, suspension, impressive, Southern Hemisphere, relieved, life-changing, appreciate.

Acknowledgement of the First Nations' People: We acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.



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TASSIE TREK

Schoolies in the Wild

Sharlene G. Coombs

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Contents

1. Preparing for the Big Adventure!
2. The Tassie Wilderness
3. A Hard Slog
4. Summiting Mt Ossa!
5. Seasoned Trekkers
6. Lake St Clair...we made it!



1. Preparing for the Big Adventure!

In my last year of school, everyone was talking about “schoolies” and where they'd be going. Some talked about going to the Gold Coast or Byron Bay. Some even said Bali. It all sounded pretty boring to me and my friends. We wanted to go somewhere awesome!

After talking to Dad one day, he suggested Tassie. Dad always raved about how cool the place was. I Googled “things to do in Tassie”. As I scanned the lists, something stood out straight away: Walk the Overland Track! I read a bit more and it really sucked me in. People said it was one of the best walks in Australia. I figured it had to be good! Now all I had to do was get my friends moving.

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APOLLO 13

The Moon Mission

Robyn P. Watts



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4

Reading Recovery Level: 25

Word count: 2466

Content: Information report, Explanation and Recount.

ACARA F-10 references:

Learning Areas: English, Science, Humanities and Social Science, Maths, Technologies.

General Capabilities: Literacy; Critical and Creative Thinking; Personal and Social Capability; (Goal-setting, Team-building, Leadership).

Teacher Notes:

This story explains NASA's Apollo Space Program to get a 'Man on the Moon' and the challenges they faced along the way, including the incredible survival of the Apollo 13 crew in the face of disaster. It is an incredible story of scientific achievement, human tenacity and resilience.

Discussion Points for consideration:

1. NASA had a huge team working together on the Apollo Space Program. How important was teamwork and communication to them? Give examples.
2. Astronauts train for many years before going on missions. Discuss the pros and cons of being an astronaut.
3. The Apollo 13 astronauts had to quickly problem-solve to save themselves and the mission. What did they do and how hard would this have been for them?

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book: astronauts, atmosphere, communication, measurement, carbon dioxide, massive, information, colliding, kilometres, something, enormous, mighty, electricity, equipment, squeeze, radiation, Apollo, mission, instruments, combined, material, engineering, fumes, location, altitude.

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APOLLO 13

The Moon Mission

Robyn P. Watts



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Contents

1. The Moon
2. Saturn V Rocket “The Beast”
3. Earth Escape Speed
4. Journey to the Moon
5. Command Capsule
6. Apollo Moon Missions
7. Apollo 13 Mission
8. We’ve Had a Problem
9. Returning to Earth



This is the amazing story of Apollo 13. It was the Moon shot that went wrong. It was made into a movie starring Tom Hanks. See p.3 QR code.

The Apollo programme was a series of Moon missions run by NASA. Their goal was to put people on the Moon. Apollo 11 was the first to land people on the Moon.

The USA and the Russians were in a space race. The Russians had put the Lunar lander on the Moon. This was way ahead of the USA. In 1961, USA's President John F. Kennedy said they would put a man on the moon before 1970.



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GOLD FEVER

Finding a Fortune

Robyn P. Watts

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5

Reading Recovery Level: 22

Word count: 2995

Content: Information report, explanation and historical recount.

ACARA F-10 references:

Learning Areas: Science, English, Humanities and Social Sciences.

General Capabilities: Literacy; Critical and Creative Thinking; Personal and Social Capability; Scientific Thinking.

Cross Curriculum Priorities: Sustainability.

Teacher Notes:

Gold can form the topic for extended discussions and investigations in earth sciences. Gold and making a fortune is always a good story and this leads to many associated investigations of the history of settlement of Australia and the wealth that was created.

Discussion activities for consideration:

1. Where was the gold found in Victoria? Is gold still mined in Victoria?
2. Why is gold important? How much would an ounce of gold cost today?
3. How did the miners get the gold? How do big mining companies get gold today?
4. What did the discovery of gold do for Australia? Discuss issues like immigration, population growth, infrastructure, mining, and tourism.

Difficult words to be introduced and practised before reading this book:

chemical, jewellery, pendants, bangles, earrings, bracelets, electronic, equipment, notebooks, screens, medical, conditions, rheumatoid, arthritis, dentists, sometimes, decorate, vehicles, radiation, plastics, different, bendable, oxidise, companies, Moliagul, weird, quartz, searching, crystal, volcanic, sedimentary, metamorphic, alluvial.

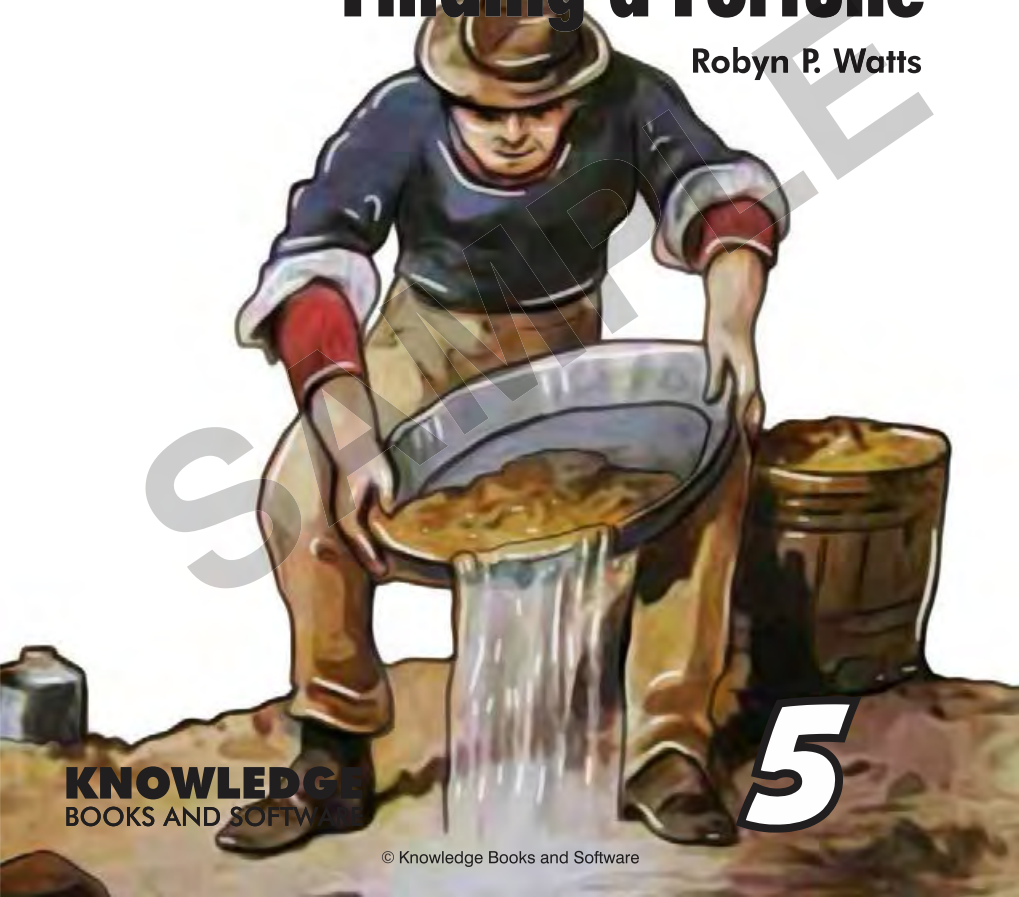
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GOLD FEVER

Finding a Fortune

Robyn P. Watts



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Contents

1. Getting the Gold
2. Gold Has Many Uses
3. Where was the Biggest Gold Nugget Found?
4. Where Do You Find Gold?
5. Can You Still Find Gold?
6. What is Gold Fever?



1. Getting the Gold

Gold is worth a lot of money which is why everyone is after it. Gold has been used for a long time to hold riches.

The chemical symbol for gold is Au. Gold is used to make jewellery. Can you think of types of jewellery that contain gold?

Gold can be found in rings, chains, pendants, bangles, earrings, and bracelets.

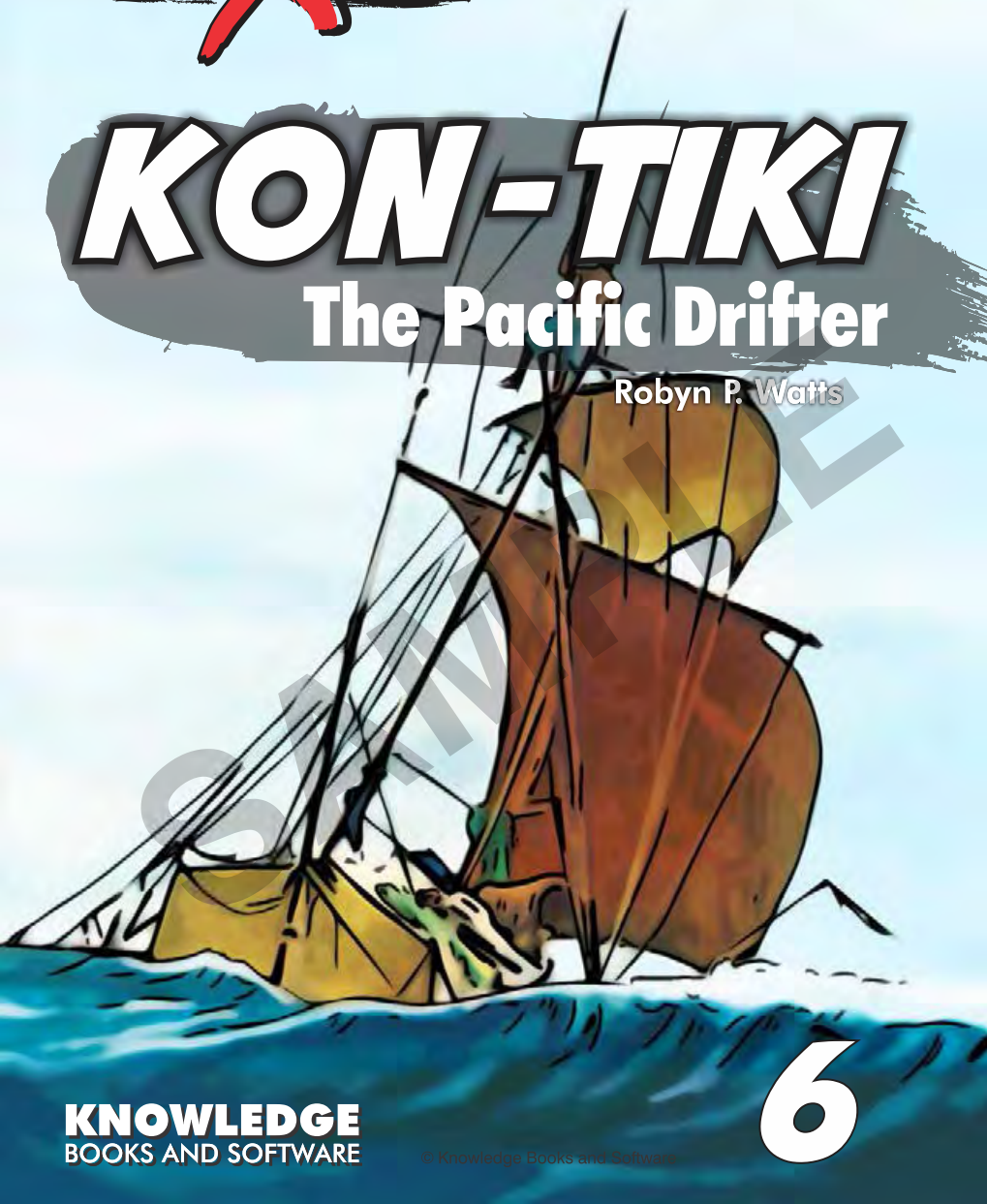


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KON-TIKI

The Pacific Drifter

Robyn P. Watts



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6

Reading Recovery Level: 21

Word count: 2132

Content: Information report and historical recount.

ACARA F-10 references:

Key Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Cross Curriculum Perspectives: Sustainability.

Teacher Notes:

This is the amazing story of the journey of the Kon-Tiki, a balsa wood raft which sailed and drifted from South America to Polynesia over 101 days and almost 7000km. This incredible true story demonstrates the values of goal-setting, leadership, determination, persistence and hard work as the leader, Thor Heyerdahl, sets out with his crew on an incredible journey across the Pacific Ocean.

Discussion points for consideration:

1. Discuss the reasons why Thor Heyerdahl decided to undertake this journey. How did it benefit science?
2. What challenges did he and his crew encounter during his journey and how did he overcome them?
3. Discuss how this kind of journey demonstrates sustainable living and looking after the environment.

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book:

Kon-Tiki, Polynesia, Tahiti, South America, Norwegian, Vikings, embassy, university, expedition, ancient, Incas, algae, plankton, received, comms, tech, Heyerdahl, voyage, equator, balsa, ocean, environment, navigation, kilometres, thousands, achievement.

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KON-TIKI

The Pacific Drifter

Robyn P. Watts

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Contents

1. About the Kon-Tiki
2. The Crew of the Kon-Tiki
3. Making the Kon-Tiki
4. The Kon-Tiki Voyage
5. Sea Life in the Pacific
6. Navigating the Kon-Tiki
7. The Rapa Nui People
8. The End of the Voyage



This is the story of the Kon-Tiki. There was an old movie made about it, but it is still an amazing adventure.



1. About the Kon-Tiki

The Kon-Tiki was a balsa wood raft with a sail. In 1947, the boat sailed and drifted from Peru in South America across the Pacific to Polynesia. This was a journey of almost 7,000 kilometres, and took 101 days.

The Kon-Tiki was a copy of the way the Peruvian people made their rafts. It floated because it was made of balsa logs and tied together with rope. They built the whole raft without using any nails.

Thor Heyerdahl was the leader of the journey. It was his idea to sail and drift across the Pacific.



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SPITFIRE

War Heroes of the Sky

R.T. Watts

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7

Reading Recovery Level: 20

Word count: 2288

Content: Historical Recount, Information Report and Explanation.

ACARA F-10 references:

Key Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Teacher Notes:

This is the true story of Johan Anton 'Tony' Stroeve, a Dutch adolescent who made a daring escape from the German Gestapo to Britain where he became a fighter pilot for the RAF during WW2. This story provides opportunities for students to explore the attributes of courage, determination and resilience and touches on the atrocities of the German army under the dictatorship of Hitler during WW2. After the war, Tony Stroeve lived the rest of his life in Australia. Tony applied to fly again in Australia but ironically, he failed the eyesight test.

Discussion points for consideration:

1. Why did Tony decide to escape from Holland? Why did his first attempt fail?
2. Find examples in the story where Tony and his comrades showed incredible bravery and mateship.
3. Share your opinions on Germany's actions during WW2.
4. Germany was eventually defeated, but at what cost? Discuss the impact of the war on both sides.

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book:

Silesia, occupied, Jewish, Indonesia, Hurricane, Gestapo, together, engineers, weighed, equipment, thousands, brought, different, pinpoint, honour, funerals, Commonwealth, underneath, buildings, radioed, concentration, dangerous, controlled, continued.

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SPITFIRE

War Heroes of the Sky

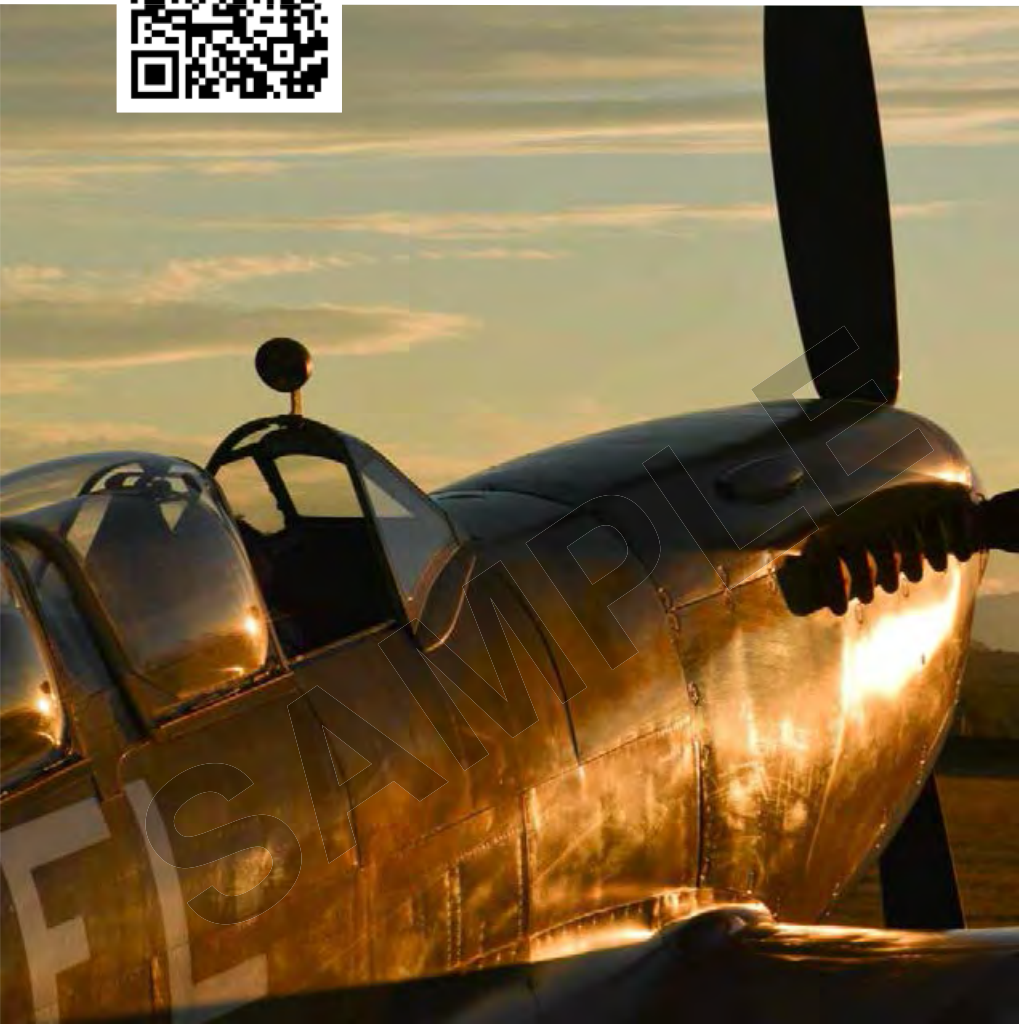
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Contents

1. About World War 2
2. Holland is Occupied
3. Escape Plan Number 1
4. Escape Plan Number 2
5. Training on Spitfires
6. Fighting at Last
7. Attacking Planes
8. Rescue
9. Looking for the V1 and V2
10. D-Day “Operation Overlord”



1. About World War 2

World War 2 started in 1939 when Germany attacked Poland. Germany, under Adolf Hitler, was gaining power. Poland had a dispute with Germany over an area called Silesia. Germany fought the Polish army and won.

England and France had a deal with Poland to make sure they would help each other. The deal was to go to war if any one of the countries was attacked by Germany. France and Britain declared war on Germany but did nothing to help Poland.

Germany attacked France, Belgium and Holland. Holland said it was not taking sides, but Germany still took control. Germany then started bombing Britain.

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KOKODA

The Fight for Australia

Sharlene G. Coombs



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8

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Reading Recovery Level: 21

Word count: 2452

Content: Information report and historical recount.

ACARA F-10 references:

Key Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Cross Curriculum Perspectives: Sustainability.

Teacher Notes:

This recount of the story of the battle of Kokoda in Papua New Guinea is one of Australia's most important war stories and the closest to home. It details how close the Japanese came to invading Australia and reveals the incredible bravery, hardships and mateship of our Aussie Diggers as they struggled to defend their country from a fierce, and highly disciplined Japanese fighting force. The teamwork, courage and persistence of the Aussies is something that should never be forgotten.

Discussion points for consideration:

1. Discuss the reasons why Japan decided to invade Australia. What were they trying to achieve by doing this?
2. What do you think it would have been like growing up in Japan at this time? How have things changed now?
3. The Japanese had many advantages over the Australians. Discuss these further.
4. Despite these advantages, the Aussie Diggers defeated the Japanese. Why?

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book:

Yamamoto, stronger, smashed, important, resources, controlling, Indonesia, Admiral, camouflage, experience, revenge, dysentery, struggling, commented, conditions, emotional, northern, American, Australian, victories, traditional, samurai, attitude, military, infections, battalion, casualties, emerging.

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KOKODA

The Fight for Australia

Sharlene G. Coombs



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Contents

1. About Japan's Plan
2. The Battle of the Coral Sea
3. The Battle of Midway
4. The Village of Kokoda
5. The Japanese Army
6. The Fight Back Begins
7. The “Chocolate” Soldiers
8. The Kokoda Battle
9. Kokoda Legacy



1. About Japan's Plan

In the early 1900's, Japan was growing stronger every year. It had become a powerful modern country. It had a war with Russia. Japan destroyed Russia's navy at a Chinese port. It was the first time Japan had won against Europe. This victory gave Japan a feeling of power, that they could beat anyone.

However, Japan lacked something important: the materials to make weapons. These were iron ore, coal and oil. These are called natural resources. Japan's leaders wanted to control all of Asia and the Pacific. But to do so, they needed these resources.



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AUSTRALIA'S FIRST PEOPLE

an Ancient Journey

R.T. Watts

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9

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Reading Recovery Level: 24

Word count: 1928

Content: Information report, Explanation and Historical Recount

ACARA F-10 references:

Key Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Cross Curriculum Perspectives: Aboriginal and Torres Strait Islander Histories and Cultures, Sustainability, Asia and Australia's Engagement with Asia.

Teacher Notes:

This fascinating book explores the journey of Australia's First Nations people over 60,000 years ago during the Ice Age. Students can explore how land bridges made Australia accessible for many other countries and learn more about the original migration and language development of the First Nations Peoples of Australia. The impact that colonisation had on these people and their languages is also touched on and provides an avenue for further discussion.

Discussion points for consideration:

1. How did the First Nations people make their way to Australia? Where did they come from? What challenges did they face?
2. Tasmania's First Nations people were decimated within 70 years of colonial occupation. Discuss these actions further.
3. How did the First Nations people explore Australia's vast inland regions? How did they survive and communicate? What challenges did they face?

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book:

Queensland, Western Australia, South Australia, different, mountains, Celsius, swimming, freezing, deserts, explorers, Wiradjuri, origins, Tasmania, temperature, Europeans, colony, languages, Palawa, dugongs, Truganini, observations, Indigenous, material, conditions, protection, comfortable, wilderness, settlement, preserve.

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AUSTRALIA'S FIRST PEOPLE

an Ancient Journey

R.T. Watts



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Contents

1. About the First Peoples
2. Pathways to Australia
3. Australia in an Ice Age
4. Moving Down Into Australia
5. Crossing the Land Bridge to Tasmania
6. Shelters
7. Moving Inland
8. Nations Form and Languages change



1. About the First Peoples

The First Nations people came to Australia 50-60,000 years ago. This is a very long time ago. This is such a long time that it is hard to compare with other peoples.

There are no other places on Earth where the same people have stayed in the one place for so long. The First Nations people have been in Australia a long time.

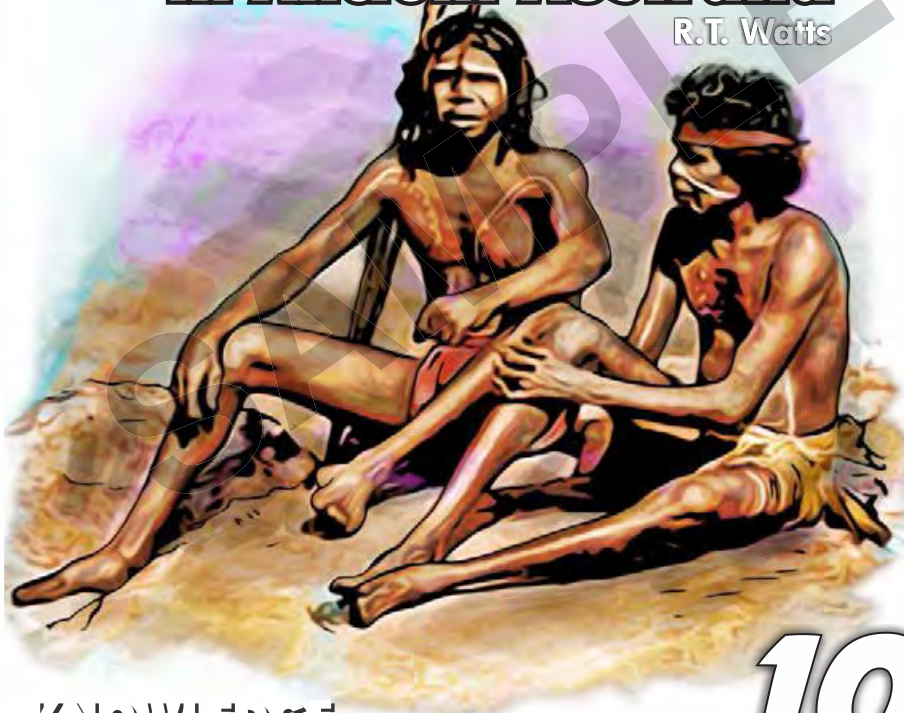
Who were these people and how did they get to Australia? DNA of the First Nations people shows that they have ancient African origins.

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HUNTING AND FISHING

in Ancient Australia

R.T. Watts



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10

Reading Recovery Level: 22

Word count: 1830

Content: Information report, Explanation and Historical Recount.

ACARA F-10 references:

Key Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Cross Curriculum Perspectives: Aboriginal and Torres Strait Islander Histories and Cultures; Sustainability.

Teacher Notes:

Australia's First Nations people survived for so many thousands of years by developing successful hunting and fishing methods. This story discusses the challenges they faced, including dealing with megafauna and changing climates. It also demonstrates their ability to problem solve and work as a team to ensure their survival as well as the survival of their environment. By caring for country, the country cared for them.

Discussion points for consideration:

1. Discuss examples of how the First Nations people relied on the land and the sea for their survival.
2. How did our First Nations people use teamwork, creativity and technology to hunt and catch their food?
3. Why do you think Megafauna existed in these times? Why do you think they died out?
4. How did our First Nations people care for country? Why was this so important?

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book:

Australia, Europeans, Victoria, Tasmania, protein, vitamins, Keto, athletic, practising, woomera, dugong, billabongs, oysters, middens, Macadamia, Queensland, antioxidants, ancient, extinct, Diprotodon, Thylacoleo, Genyornis.

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HUNTING AND FISHING

in Ancient Australia

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Contents

1. Introduction
2. Plenty of Food
3. Hunting Tools
4. Food from the Sea
5. Food from the Land
6. Megafauna
7. Caring for Country



1. Introduction

The First Peoples of Australia lived in Australia for over 60,000 years before Europeans. This is a long time, which means they knew how to survive and thrive.

The First Nations People were in all parts of Australia. There were desert people, the river people of southern Australia, and other nations in Tasmania.

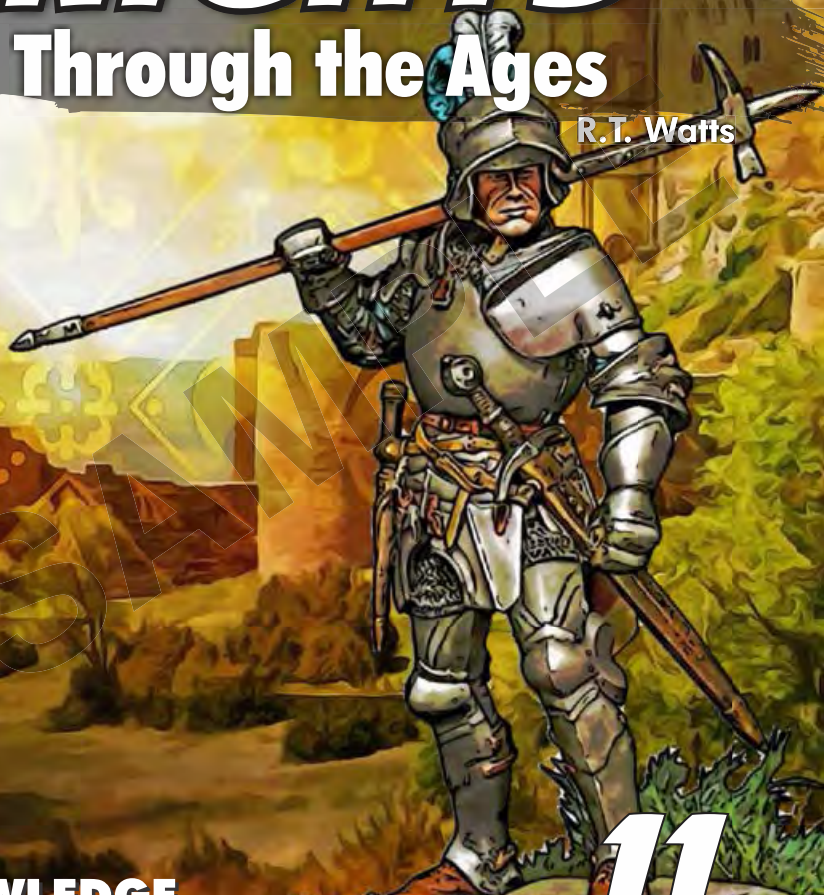
They were able to hunt and collect foods from their country. In the time you may spend going to school, they had found their food for the day. They had time for art, music and having fun.

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KNIGHTS

Through the Ages

R.T. Watts



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11

Reading Recovery Level: 25

Word count: 2107

Content: Information report and Explanation

ACARA F-10 references:

Key Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Teacher Notes:

This story explores the many and varied roles of a knight in the Middle Ages, and how kingdoms operated in these times. Students will learn about their training, their weapons, their armour and their responsibilities as they fought to serve their ruler and protect their kingdom from invaders. Comparisons can be made regarding the importance of knights in the Middle Ages compared to those of today.

Discussion points for consideration:

1. Knights seemed to have a much more important and dangerous role back in the Middle Ages than the knights of today. Discuss the differences.
2. Vast differences exist between how countries operate today and how kingdoms operated in the Middle Ages. List some of these.
3. Discuss the different kinds of knights that existed in the Middle Ages and how they rose through the ranks to become a knight.
4. Why did knights become obsolete?

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book:

knights, Templar, century, squire, armour, United Kingdom, British Government, Honours System, rebellion, politicians, expensive, equipment, pilgrims, crusaders, Palestine, medicines, infections, dysentery, religious, ceremony.

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KNIGHTS

Through the Ages

R.T. Watts



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Contents

1. What are Knights?
2. Castles
3. The Knights Templar
4. Becoming A Knight
5. Knights in the 11th Century
6. 12th Century Weapons
7. Death and Disease
8. 13th Century Armour
9. 14th Century Armour
10. The Page
11. The Squire
12. The Last Knights in Armour



1. What are Knights?

Australia no longer has knights. But the Queen of the United Kingdom can still make you a knight. You need to do something very special for the United Kingdom and then you get the title of “Sir” if a man, or “Dame” if a woman.

Knights aren't just people in suits of metal armour. They are still around today. What did these knights do?

The British Government can still ask for an Australian to be awarded. Olivia Newton-John became Dame Olivia Newton-John. Men who are made a knight are called “Sir”. Sir Frank Lowy is an Australian knight. It is now called the Honours System.



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EVEREST CLIMB

Explore the Extreme

Robyn P. Watts

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12

Reading Recovery Level: 28

Word count: 2420

Content: Recount, information report and explanation.

ACARA F-10 references:

Key Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Cross Curriculum Perspectives: Asia and Australia's Engagement with Asia; Sustainability.

Teacher Notes:

Sir Edmund Hillary and Sherpa Tenzing Norgay became the first mountaineers to successfully summit the highest mountain in the world, Mount Everest. Learn about the challenges they faced and the importance of preparation, training and determination in their quest to succeed. Discover how equipment has changed and how tourism is affecting this very special part of the world.

Discussion points for consideration:

1. How important was Sir Edmund Hillary and Tenzing Norgay's fierce determination to succeed?
2. Climbing Mt Everest takes huge preparation, training, goal-setting, hard work, determination and resilience. Discuss these further and how they can help you in everyday life.
3. What are the pros and cons of allowing mountaineering and tourism on and around Mt Everest? Consider the country's economy, the environment and the potential danger.

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book:

Everest, dangerous, Tibetan, Nepalese, Sagarmatha, Sherpas, Chomolungma, impossible, avalanche, oxygen, New Zealander, Sir Edmund Hillary, Tenzing Norgay, Kathmandu, expedition, descend, acclimatising, altitude, equipment, crevasses, elevation, fervent, cornice, considerable, determination, exhausted, attitude, aluminium, handknitted, crampons, attachments, insulation, balaclava, frostbite, waterproof, carabiners, exposure, Japanese, mountaineer.



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EVEREST CLIMB

Explore the Extreme

Robyn P. Watts



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Contents

1. About Mount Everest
2. Climbing Mount Everest
3. At the Summit
4. Sherpas
5. Never Giving Up!
6. Equipment
7. Altitude Sickness
8. Women Climbers



1. About Mount Everest

Mt Everest is the highest mountain in the world. It sits on the border between Nepal and Tibet. How high is Mt Everest? Mt Everest is 8,848 metres high.

Many people would like to climb Mt Everest. At one stage there were so many people climbing they had to limit the numbers. People were lining up to do the climb for hours. This became very dangerous.

Now you have to book ahead to stop people waiting to reach the top of the mountain. Mt Everest is still a very deadly mountain. It is not easy to climb, and things go wrong all the time.

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SHARK ATTACK!

Stories of Survival

Robyn P. Watts

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Reading Recovery Level: 19

Word count: 2551

Content: Information report, explanation and recount.

ACARA F-10 references:

Key Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Cross Curriculum Perspectives: Sustainability.

Teacher Notes:

Learn more about one of the world's oldest and most dangerous predators, the shark. Explore the differences between sharks and dolphins, discover how deadly some sharks can be to humans and learn about the important role they play in the underwater food chain. Environmental conservation and the impact on tourism at our beaches are possible avenues to explore further.

Discussion points for consideration:

1. Recent shark attacks on Australian beaches have reignited discussions about shark culling. Discuss the pros and cons of this option.
2. Discuss the ways you can minimise being attacked by a shark when swimming. What would you do if you were in danger of being attacked?
3. Explore various technologies that people are inventing to deter sharks from attacking them.

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book:

dolphins, difference, vertical, horizontal, motion, holidaying, identified, puncture, thrashing, airlifted, hospital, recovery, kilometres, nostril, detected, amazing, armour, continually, algae, disappearing, cartilage, interview, temperate, wobbegong, snorkelling, Queensland, championship, ancient, dangerous, accidentally.

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SHARK ATTACK

Stories of Survival

Robyn P. Watts



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Contents

1. Are All Sharks Dangerous?
2. Shark Attack on a Reef
3. About Sharks
4. How Many Teeth do Sharks Have?
5. Are Sharks Important?
6. Sharks in the Food Chain
7. The Great White Pointer Sharks
8. Other Dangerous Sharks

1. Are All Sharks Dangerous?

Would you go swimming if you knew what was in the water around you?

On a warm summer day, the surf looks inviting. It is a good time to get cool and catch some waves.

Everyone enjoys a day at the beach. What do you like to do when you go to the beach?

Most people enjoy swimming in the ocean. It is very important to swim between the flags at the beach.

The lifesavers are trained to watch out for sharks. What do the lifesavers look for? They look for shark fins.

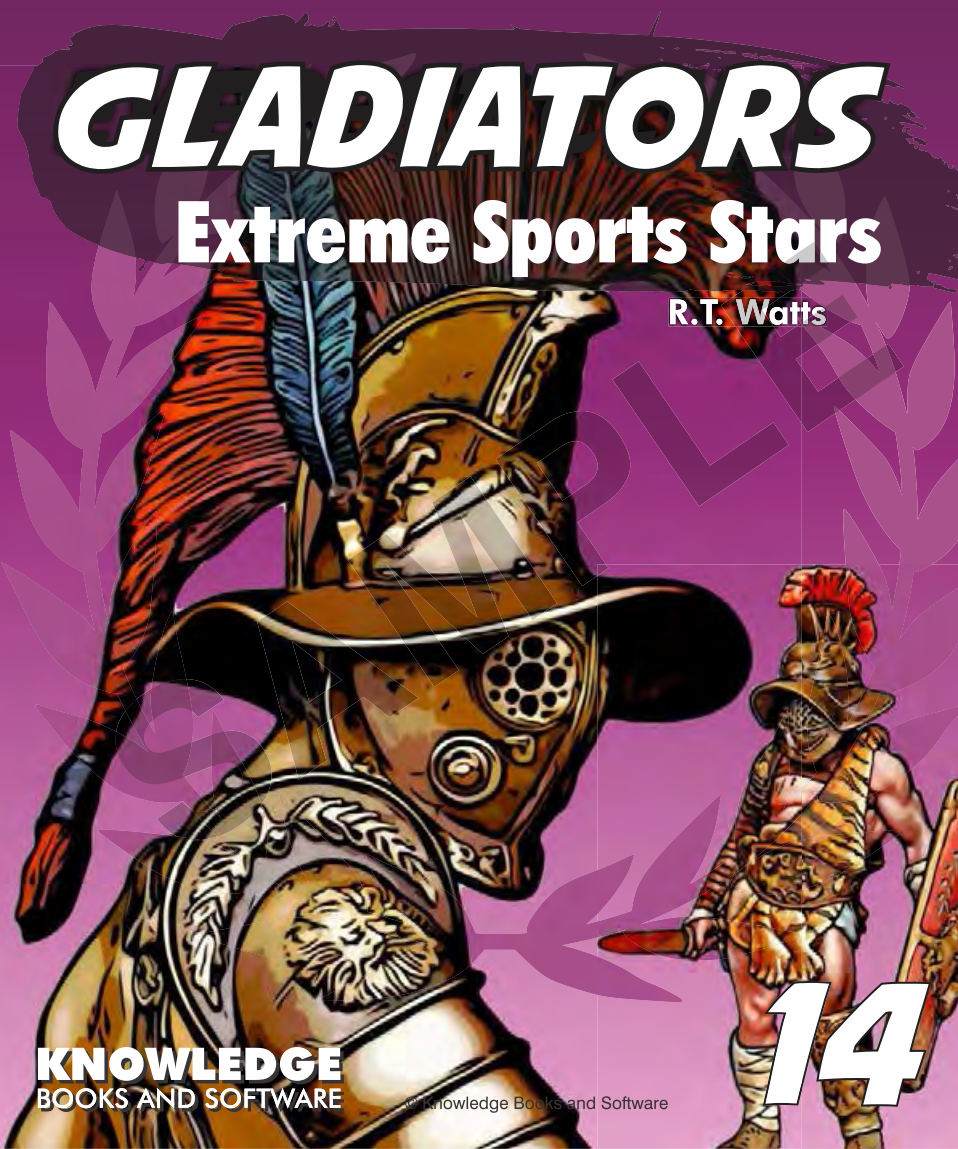


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GLADIATORS

Extreme Sports Stars

R.T. Watts



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Reading Recovery Level: 19

Word count: 2211

Content: Information report and explanation.

ACARA F-10 references:

Key Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Cross Curriculum Perspectives: Sustainability

Teacher Notes:

Gladiators trained fiercely and often fought to the death and were a vitally important tool for the Emperor to help keep the people happy. Read about the many and varied skills of Rome's gladiators and their amazing and deadly weapons of choice. Further opportunities are available to discuss the issue of slavery and the impact on exotic animal populations.

Discussion points for consideration:

1. Gladiators were like Roman celebrities. Why do you think they were so important to the people and the emperor?
2. Discuss the pros and cons of the different types of armour and weapons used by each of the gladiators in the story.
3. Exotic animal numbers were decimated during this time. Discuss the impact of this and how things are different today.

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book:

Equites, Thracians, Colosseum, aqueducts, gladiators, citizens, incredibly, extreme, chariots, trident, Caligula, Spartacus, gladiatrix, equipment, unbelievable, disappeared, engineers, Secutor, successful, emperor, prisoners, Retarius.

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GLADIATORS

Extreme Sports Stars

R.T. Watts



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Contents

1. About the Roman Empire
2. Aqueducts
3. Roman Armies
4. Emperors of the Roman Empire
5. Roman Cities
6. Who Were the Gladiators?
7. Types of Gladiators
8. The End of the Roman Empire



1. About the Roman Empire

Gladiator combat was a popular sport during the Roman Empire. Gladiators fought in the arena and could easily be killed. The gladiators fought other gladiators and animals. People loved seeing gladiators fight.

Who were the Romans? What did they do? Why were they so powerful? How did the Empire last for so long? These are questions people continue to study.

The Roman Empire was run by the Emperor, who fiercely controlled the entire Empire. The Emperor was believed to be a god, who ruled with his special powers. Saying anything bad about the Emperor was a quick way of being fed to wild animals.



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MARS MISSION

Exploring the Red Planet

Robyn P. Watts

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Reading Recovery Level: 21

Word count: 2050

Content: Information report, Explanation and Recount.

ACARA F-10 references:

Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Cross Curriculum Perspectives: Sustainability

Teacher Notes:

Mars is regularly in the news and a new era of space exploration has started. The journey to, and the colonising of Mars is as important as Cook's Pacific explorations. It offers a whole new world of wonders to explore. It is now technically possible to get to Mars and back. The colonising of space has been proven with the International Space Station over many years. Now follows the challenge of setting up similar modules on Mars.

Discussion points for consideration:

1. Why was Mars chosen as the next planet to explore and colonise? Discuss the reasons further.
2. Who owns Mars? Should the first country or person to get there own the planet? Compare your discussions with how Antarctica is managed.
3. What challenges will they face? Talk about the importance of problem solving, teamwork, resilience, and goal-setting in regard to this mission. What other attributes would be important?

Difficult words to be introduced and practised before reading this book:

hydrogen, oxygen, carbon dioxide, satellites, orbiters, colony, binoculars, telescopes, surface, martian, protection, colonised, exposure, radiation, chlorine, twinkle, planet, Mercury, Jupiter, Saturn, Uranus, Neptune, gravity, straight, building, creatures, different, temperature, Celsius, minutes, breathe, difficulties, successful, atmosphere, scientists, equipment, materials, electricity, generators.

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MARS MISSION

Exploring the Red Planet

Robyn P. Watts



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Contents

1. Mars - The Red Planet
2. Can We Live on Mars?
3. Exploring Mars
4. Manned Mission to Mars
5. Mars Colony
6. Living on Mars

SAMPLE



1. Mars - The Red Planet

In the early night sky, you can see a small red dot. Look for this red dot about a third of the way up from the sunset. It does not twinkle like a star, but it looks larger than the stars. If you have a telescope, or binoculars, you can clearly see the planet. This is Mars.

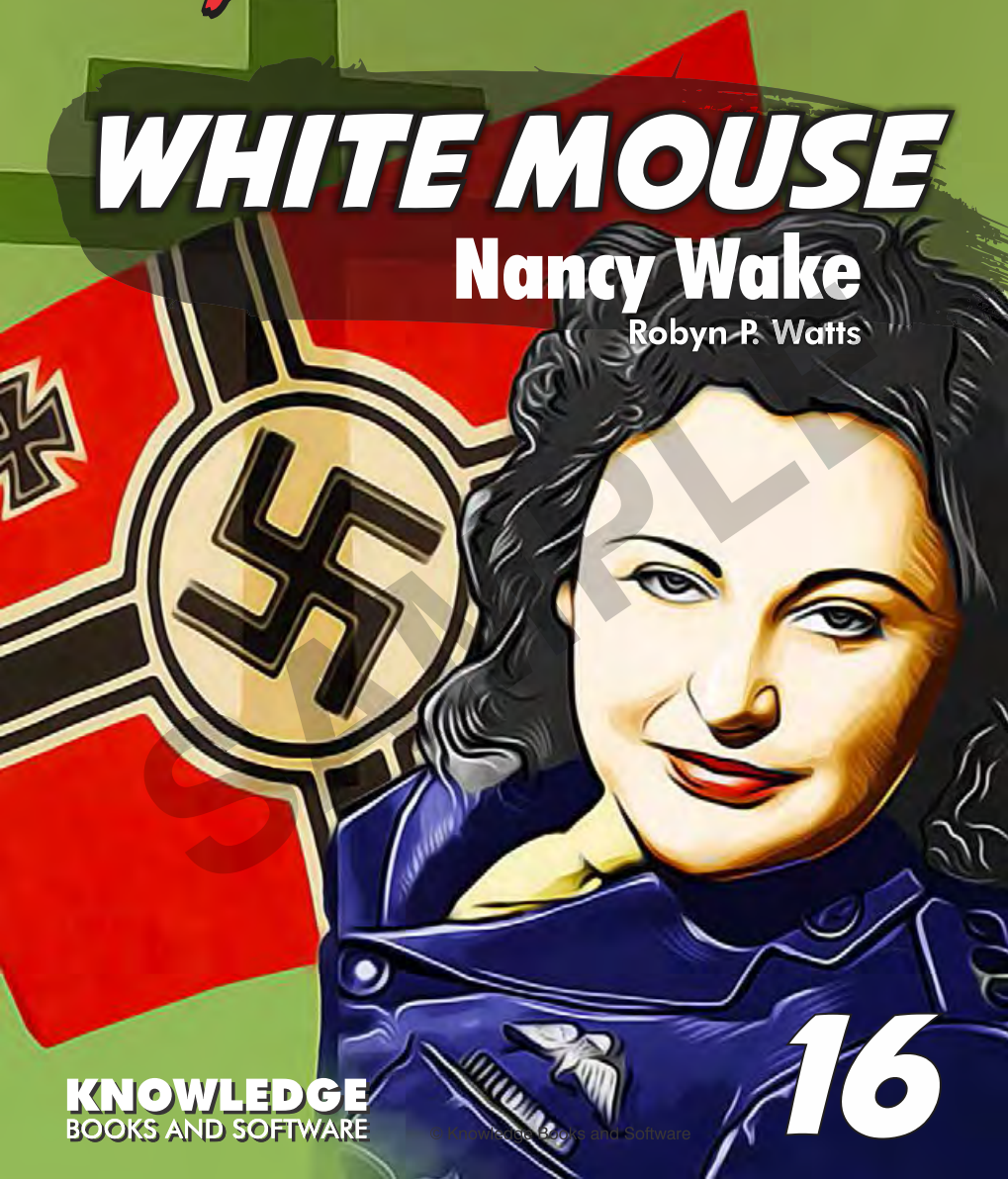
Mars is a planet going around the Sun. It is a lot smaller than Earth. It is about 20% the size of Earth and much lighter. Mars is a long way away - about 250 million kilometres! It would take about 250 days to get there.

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WHITE MOUSE

Nancy Wake

Robyn P. Watts



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16

Reading Recovery Level: 27

Word count: 2050

Content: Information report, Explanation and Recount.

ACARA F-10 references:

Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Teacher Notes:

Nancy Wake's role in the French Resistance is inspiring to all Australians. She was incredibly brave, fearless and clever in avoiding capture by the Gestapo. Her contribution and bravery is a role model for young women and for all fair-minded people.

Discussion points for consideration:

1. What was the French Resistance and why did Nancy want to join?
2. Discuss the many attributes that Nancy demonstrated during her life, eg bravery, resilience, persistence, determination, leadership, goal-setting, problem-solving skills. What others can you think of?
3. Nancy was a true and selfless heroine who always put others before herself. Discuss how this would have been for a woman during these times and how she managed to succeed in her mission.

Difficult words to be introduced and practised before reading this book:

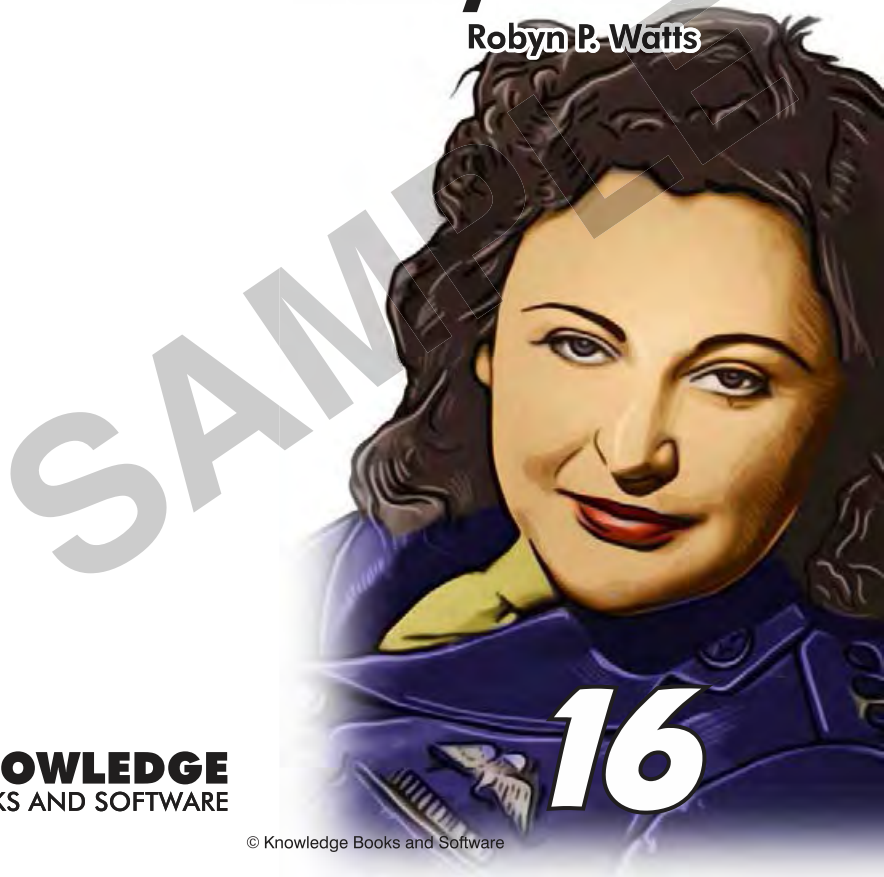
Resistance, underground, Gestapo, journalist, inheritance, interview, connections, refugees, unidentified, desperate, communicate, leadership, installations, executed, headquarters, international, heroine, recommended, contribution, commitment, outstanding, sacrifices, servicewomen, independent, resourceful.

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WHITE MOUSE

Nancy Wake

Robyn P. Watts



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Contents

1. Who Is the White Mouse?
2. World War Two
3. The Resistance
4. What Was Nancy Doing in France?
5. France Becomes Nancy's Home
6. The French Resistance
7. The White Mouse
8. Did the Germans Find the White Mouse?
9. The War Ends

1. Who Is the White Mouse?

Nancy Wake was from Australia. She was born in New Zealand. She lived in Australia from the age of two. Why is Nancy Wake known as the *White Mouse*?

Nancy was a spy in France during World War Two. Germany had control over most of France. A lot of people resisted the Germans taking over their country.

Nancy played such an important role in World War Two she was nicknamed, the *White Mouse* by the German secret police! They were called the Gestapo.







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THE SAMURAI

Servants of Bushido

Robyn P. Watts

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17

Reading Recovery Level: 23

Word count: 2370

Content: Information report, Explanation and Recount.

ACARA F-10 references:

Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Cross Curriculum Perspectives: Asia and Australia's Engagement with Asia.

Teacher Notes:

Students will have the opportunity to learn about Japan's ancient history and the incredible Samurai culture that was such an important part of it. Their skills with traditional and very deadly Japanese weapons are explored, along with the responsibilities they held for their masters and the people they protected. The values of loyalty, devotion, trust and commitment can also be explored.

Discussion points for consideration:

1. Why were the Samurai such an important part of Japanese history and culture?
2. Compare and contrast the roles of the Samurai and the medieval knights. How were they alike and different?
3. Japanese history and culture continues to be a big drawcard for tourism today. Discuss this further.

Difficult words to be introduced and practised before reading this book:

Japanese, backpacker, university, powerful, Singapore, armour, accuracy, naginata, distance, beautiful, everywhere, important, gatherers, different, peasants, merchants, protected, struggle, treatment, special, hundreds, victory, maintaining, problems, guard, soldiers, foreigners, bushido, ancient, samurai, ronin, shoguns, emperor, loyalty, swordsmith, longbow, incredible, dangerous.

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THE SAMURAI

Servants of Bushido

Robyn P. Watts

武士道



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Contents

1. Ancient Japan
2. Japanese Life
3. The Samurai
4. Samurai Code of Bushido
5. Samurai Armour and Weapons
6. The Ronin
7. Women Samurai
8. An Aussie Samurai!



1. Ancient Japan

Japan is a beautiful country. The people are friendly and kind. The cities are jammed with new tech. We see their comics everywhere. How did Japan start? What made it a great country? Why were the samurai important?

People have been living in Japan for a very long time. People have been living there for over 30,000 years, and maybe even longer.

These early people, the Jomon people, came across from Siberia during the Ice Ages. There were land bridges as the seas were lower than they are today. The Jomon people were hunters and gatherers.



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LEICHHARDT

The Great Explorer

R.T. Watts



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18

Reading Recovery Level: 22

Word count: 2030

Content: Information report and historical recount.

ACARA F-10 references:

Key Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Cross Curriculum Priorities: Aboriginal and Torres Strait Islander Histories and Cultures.

Teacher Notes:

Ludwig Leichhardt was one of Australia's great explorers. His most successful exploration was to Port Essington near Darwin from just outside of Brisbane, a journey of nearly 5,000km. His disappearance created interest for many years after his death and this mystery is still being talked about today. This is an ideal discussion starter for students as they consider the factors involved in his disappearance and speculate on what happened to Leichhardt and his team as they bravely set out to explore Australia's vast inland.

Discussion points for consideration:

1. How many expeditions did Leichhardt make and where did he go? What do you think happened on his last trip?
2. What attributes would be important for Leichhardt and his team members in order to be successful, eg leadership, goal-setting, determination, resilience, bravery, preparation skills. What else?
3. Make a list of the supplies and people you would take to trek across Australia? Why is preparation so crucial to your success?

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book:

Leichhardt, Queensland, Northern Territory, Kimberley, Australia, Port Essington, Western Australia, explorer, discovers, difficult, Wiradjuri, guarded, inventions, technology, university, geology, biology, medicine, sciences, excellent, collections, dangerous, Brisbane, government, Kakadu, exploration, expedition, equipment, malaria, disappeared, compass, sextant, position, direction, Indigenous, Aboriginal.

Acknowledgement of the First Nations' People: We acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.



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LEICHHARDT

The Great Explorer

R.T. Watts



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Contents

1. What is an Explorer?
2. About Ludwig Leichhardt
3. Australian Visit
4. First Expedition
5. Second Expedition
6. Third Expedition
7. The Search for Leichhardt



1. What is an Explorer?

Explorers are people who travel far to find new places. An explorer must return home alive to be successful. If they die before they get back home, no one will know what they found.

Explorers went to all parts of the world. Australia was first explored by sea. Explorers sailed around Australia. It was very hard to go overland. There were no roads that they could follow. Some of the tracks they followed were made by First Nations people.

These First Nations paths would guide the explorer through the difficult parts of cliffs and gullies.

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JAMES COOK

The Pacific Explorer

R.T. Watts



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Reading Recovery Level: 24

Word count: 2399

Content: Information report and historical recount.

ACARA F-10 references:

Key Learning Areas: English, Humanities and Social Sciences, Science, Maths, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding.

Cross Curriculum Perspectives: Asia and Australia's neighbours, Sustainability.

Teacher Notes:

James Cook was one of the greatest Pacific Ocean explorers and remains an inspirational character for students today. He was an outstanding sailor, navigator and captain. Sentences, sight words and complex words have been repetitively presented to make it easy to practise these words with increasing fluency throughout the story.

Discussion points for consideration:

1. The Transit of Venus was the reason given for the first voyage. Why did the British keep the exploration of the Great South Land a secret?
2. The health of the crew was essential to continue exploring. How did Cook manage this?
3. The Endeavour was aptly named for the first voyage. Why?
4. Why was Cook so successful in his voyages? Discuss teamwork, leadership, persistence, determination and resilience.
5. Cook set goals and achieved them, often in the face of hardship. Discuss some of your own goals and how you can go about achieving them.

Words to be introduced as sight words, difficult to decode words, and infrequent words before reading this book: Endeavour, commander, Canada, France, Britain, Adventure, Resolution, Discovery, Fitzroy, Melbourne, sauerkraut, Hawaii, Siberia, Continent, Antarctica, Batavia, Jakarta, panicked, navigator, exploration.

Acknowledgement of the First Nations' People: We acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.

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JAMES COOK

The Pacific Explorer

R.T. Watts



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Contents

1. About James Cook
2. The Great South Land
3. The *Endeavour*
4. Scurvy
5. The First Voyage
6. Coral Reef Damage
7. Batavia
8. Second Voyage
9. Third Voyage



1. About James Cook

James Cook was born in November, 1728. He was a self-made sea captain. His father was a farm worker. James only went to school for five years. He was very good at maths. This got him a job as a shop boy. Later, he moved close to the port. He still worked as a shop boy but helped load the ships.

Cook's next job was in the stores on a ship. He sailed back and forth to America. Cook was slowly moving towards his goal of becoming a ship's captain. Cook was not wealthy or connected to famous people. He could only reach his goal by being better at his job.





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CORAL REEF

Diving into Wonderland

R.T. Watts

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Reading Recovery Level: 20

Word count: 2837

Content: Information report and Explanation.

ACARA F-10 references:

Key Learning Areas: Science, English, Humanities and Social Sciences, Health and Physical Education.

General Capabilities: Literacy, Critical and Creative Thinking, Personal and Social Capability.

Cross Curriculum Perspectives: Sustainability.

Teacher Notes:

This serves as a general outline of coral reef systems. The recreational opportunities of coral reefs are considered along with the responsibilities. The threats to our reef systems are many and need to be resolved to reverse declines. This chapter book is ideally suited to a conservation-themed science lesson, or a social sciences unit on conservation requirements.

Discussion points for consideration:

1. What is coral? How does a coral reef grow? Describe some forms of coral?
2. Which activities cause reef damage and how can you prevent this?
3. Coral can be damaged by physical means, or chemical means. What are some physical means of reef damage? What are chemical ways of damaging the reef? How can these be stopped and fixed?

Sight words, difficult to decode words, and infrequent words to be introduced and practised before reading this book:

chemicals, sewerage, coral, Barrier, Mackerel, Barracuda, Trevally, branches, possible, cowrie, Australia, beautiful, possible, explore, animal, different, fantastic, releasing, passenger, different, spawns, temperature, larvae, damaged, together, polluted, bright.

Acknowledgement of the First Nations' People: We acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.



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CORAL REEF

Diving into Wonderland

R.T. Watts



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Contents

1. What is Coral?
2. Where are Coral Reefs?
3. Types of Coral
4. Life on a Coral Reef
5. Caring for Coral Reefs
6. Fishing on the Reef



1. What is Coral?

Australia has beautiful coral reefs. It has the world's longest coral reef called the Great Barrier Reef.

What is coral? Coral is a living animal. There are many types of coral. On the Great Barrier Reef, there are over 600 types of coral. Coral comes in all kinds of shapes and colours, including purple, pink, red, blue, green and yellow. Some coral are soft like rubber and others are hard. Hard coral can look and feel like stone.

How does coral eat? Coral eat small things that move around in the water. The coral waves its arms to move these tiny plants and animals into its mouth.