

explore Readers **11-20**

BOOK 2

EXPLORE

TEACHERS' RESOURCE

Sharlene G. Coombs

SAMPLE

KNOWLEDGE
BOOKS AND SOFTWARE

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Author: Sharlene Coombs

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Knowledge Books and Software

ABN 75003053316

E: orders@kbs.com.au

W: www.kbs.com.au

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Introduction

Welcome to the Teachers' Resource for our exciting, new **eXplore**, high interest, low reading level series. This first set of 20 stories has been designed to engage even the most reluctant reader, with highly readable, interesting topics that take the reader on a journey of learning to read, and reading to learn. Chapter book formats, mature presentation and striking visuals will ensure that upper primary and early secondary learning support students are appropriately challenged and engaged, and most importantly, keen to continue their reading journey by exploring more titles within the series. Topics focus on how goal-setting, determination, patience, persistence and resilience can bring about achievement in all sorts of fields... strategies that help plant the seed for each student's path to their own unique achievements.

This guide has been designed to help your students engage in deeper learning opportunities through literacy activities that link with each of the stories.

Each story is supported by 4 full pages of activities which include:

Pre-Reading activities (pages 1-2) which help prepare students for the reading experience and address:

- spelling and vocabulary development
- grammar and punctuation work
- word study and dictionary work

Post-Reading activities (pages 3-4) which consolidate students' learning by addressing:

- oral language
- sentence structure
- writing
- comprehension
- critical and visual literacy

ACARA F-10 References addressed in this series include:

- Learning Areas: English; Humanities and Social Sciences; Science, Technologies; The Arts; Health and Physical Education.
- General Capabilities: Language; Literature; Literacy; Critical and Creative Thinking; Personal and Social Capability; Intercultural Understanding.
- Cross Curriculum Priorities: Aboriginal and Torres Strait Islander Histories and Cultures; Sustainability; Asia and Australia's Engagement with Asia.

We hope you find this latest release from Knowledge Books and Software an exciting and relevant new resource for your students as they continue on their path from learning to read, to reading to learn.

Sharlene Coombs

Author and Instructional Designer

Name: _____

KNIGHTS

11

Through the Ages

Word Bank

knights

Honours System

Palestine

Templar

rebellion

medicines

century

politicians

infections

squire

expensive

dysentery

armour

equipment

religious

United Kingdom

pilgrims

ceremony

British Government

crusaders

1

Spelling Builder

Look, Say, Cover, Write, Check the following:

knights

century

armour

expensive

religious

Syllable Count

Say each word out loud, breaking it down into syllables (sounds, or beats, within the word). Write the number of syllables in the box beside each word.

2

Vocab Builder

Add the missing letters to the Word Bank words below:

_ e _ p _ a _

c _ u _ _ d _ r _

_ e _ e _ _ n _

s _ _ i _ e

_ _ l _ r i _ s

3

Word Meanings

Draw lines from the Word Bank words on the left to their meanings on the right:

century

covering to protect body

expensive

people travelling to places far away

armour

100 years

pilgrims

remedies

medicines

costly

Name: _____

KNIGHTS

11

Through the Ages

4

Grammar Time - Suffixes

These words contain a suffix (word ending) - write down the root word for each one. This first one is done for you:

infections → infect _____

politicians → _____

rebellion → _____

expensive → _____

crusaders → _____

5

Dictionary Search

Use a dictionary to find the meaning for the following words:

Templar

Honours System

dysentery

6

Punctuation

Add punctuation to the following sentences from the story:

knights arent just people in suits
of metal armour they are still
around today what did these
knights do

Extension

Use a dictionary to help you sort the Word Bank into alphabetical order. Number each word in alphabetical order.

Write the 2nd word here:

Write the 8th word here:

Write the last word here:

Name: _____

KNIGHTS

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7

Discussion Time

With a partner, discuss the parts of the story you found interesting and surprising and why.

8

Sentence Work

Use the following Word Bank words to form a sentence about the story:

knights

Templar

armour

9

Word Meanings - Homophones (Extension)

Homophones - words that sound the same but have different spelling and meaning.

For example, knights → nights

Find other words from these pages in the story that are homophones:

Pg 10: _____ → _____

Pg 12: _____ → _____

Pg 22: _____ → _____

Pg 28: _____ → _____

Pg 30: _____ → _____

Pg 36: _____ → _____

Pg 38: _____ → _____

Name: _____

KNIGHTS

11

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10

Comprehension

What was the knight's job back in the Middle Ages?

What do you think it would have been like trying to manage a kingdom during these times?

How would it have been growing up during these times? List some of the challenges you would have faced.

11

Writing Time

Take on the character of a knight from the Middle Ages and write a journal entry explaining one of your more challenging days and how you dealt with it.

12

Make the Connections

Write your own **Acrostic Poem** using the word **KNIGHT**. See the example below for ideas:

Kingdom protector _____

Noticeable _____

In his shiny armour _____

Galloping off on his _____

Horse _____

To protect his country _____

K _____

N _____

I _____

G _____

H _____

T _____

Name: _____

EVEREST CLIMB 12

Explore the Extreme

Word Bank

Everest
dangerous
Tibetan
Nepalese
Sherpas
avalanche
oxygen
New Zealander
Sir Edmund Hillary

Tenzing Norgay
Kathmandu
expedition
descend
acclimatising
altitude
crevasses
elevation
determination

exhausted
attitude
handknitted
crampons
balaclava
frostbite
waterproof
exposure
mountaineer

1

Spelling Builder

Look, Say, Cover, Write, Check the following:

Everest _____
Sherpas _____
descend _____
attitude _____
mountaineer _____

Syllable Count

Say each word out loud, breaking it down into syllables (sounds, or beats, within the word).

Write the number of syllables in the box beside each word.

2

Vocab Builder

Find the following words in the maze below:

dangerous, oxygen, Kathmandu, altitude, crevasses, exhausted, crampons, Tibetan

P	H	T	A	E	T	I	B	E	T	A	N
Y	K	U	H	A	V	M	N	O	S	X	K
D	A	N	G	E	R	O	U	S	D	V	A
R	T	A	O	X	Y	G	E	N	U	A	S
G	H	U	E	H	O	I	T	C	B	O	C
I	M	L	G	A	V	N	E	H	M	E	R
U	A	E	R	U	T	H	D	P	U	N	A
C	N	U	B	S	U	O	T	H	A	K	M
M	D	A	L	T	I	T	U	D	E	R	P
K	U	O	G	E	A	X	N	E	S	L	O
R	Y	T	H	D	L	C	U	M	T	O	N
P	D	U	C	R	E	V	A	S	S	E	S

3

Word Meanings - Compound Words

A compound word is made up of two words joined together. Find the three compound words in the Word Bank and list them below:

_____ = _____ + _____
_____ = _____ + _____
_____ = _____ + _____



BOOK 2
EXPLORE
TEACHERS' RESOURCE

This teacher resource Book 2 supports the Set 1 series of books 11 to 20. This has a total focus on building literacy skills with an extensive range of literacy exercises. These cover two stages; the initial pre-reading activities to be able to sight read the difficult words, and post-reading exercises which are focussed on building comprehension and writing skills. The activities range from quick reviews to challenging exercises to extend the students in a structured approach managed by the teacher.

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