# **LPF Reading Exemplar**

# **A Young Hero**

# **Task Description**

In this reading activity, students read a biography about Terry Fox who raised money to help the cancer patients. They then responded to the related questions.

# **Preparation**

Before the reading activity, the teacher asked students to give some examples of biographies they read before and guided students to revisit the basic features of a biography, e.g. the chronological order of facts. The teacher also aroused students' interest in the young hero's biography by asking the following questions:

- Do you know of any young heroes? What did they do?
- What would you do if you knew you had cancer?
- Why do you think people call Terry Fox a hero?

**Learning Outcomes: ATMs 3-4** 

# ATM 3

Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate

ATM 4
Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate

	Questions	When students respond to the questions
		appropriately, they can:
1.	Terry Fox thought, 'Before I die, I want to do something great.' What was the great thing he wanted to do?  He wanted to start a run so that he could raise money and used the money to find ways to cure cancer.	<ul> <li>ATM 3</li> <li>process some compound and complex sentences, e.g. 'Before I die, I want to do something great.', 'Terry decided to start a run so that he could raise money.'</li> </ul>
2.	How do people around the world remember Terry Fox?  They hold the Terry Fox Run to raise money to find ways to cure cancer.	ATM 2 • locate specific information by identifying key words, e.g. 'people still remember Terry Fox', 'hold Terry Fox Run'
3.	Arrange the events about Terry in order from 1 to 5. (Number the first event as 1 and so on.)  4 a. He ran across Canada.  3 b. He started Marathon of Hope.  1 c. He had bone cancer.  5 d. He raised more than \$24 million.  2 e. He lost his right leg.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

4. Do people admire Terry Fox? Give two examples to show their attitude towards Terry Fox.

## Yes, they do.

People came out to greet and cheer him.

They donated a lot of money.

When Terry became ill and couldn't run,

people still continued to send money to him.

The Canadians were very sad when he passed away.

Every year, people in sixty countries still hold the Terry Fox Run to remember him.

(Any two)

#### ATM 4

- locate details which support the main idea that he is admired as a hero from different parts of a text
- infer the idea that Terry Fox is admired from pieces of information about people's positive reactions across different periods of time - when he was taking part in the run, when he couldn't run, when he passed away and today

# 5. Why do people call Terry Fox a hero?

He started Marathon of Hope to raise money to find ways to cure cancer. / He ran across Canada with an artificial leg to raise money. / He raised more than \$24 million.

(Accept any reasonable answers.)

- 6. Read the sentences. Change the underlined words. Use words in the story that have the same meaning.
  - a) Ben and his friends gave their old toys to the poor children. They are generous.
  - b) Tom's grandmother <u>died</u> when he was nine years old. But now he still misses her a lot.
  - c) It was raining heavily but the athletes <u>went on</u> to run in the marathon.

a) <u>donated</u> b) <u>passed away</u> c) <u>continued</u>

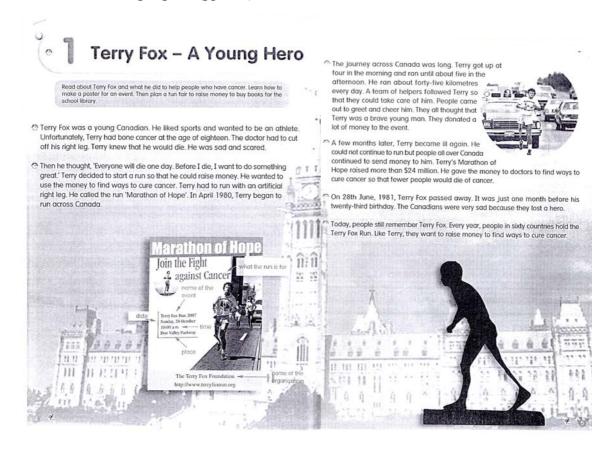
## ATM 3

details explicitly stated in the text, e.g.
'Terry decided to start a run... raise
money... to cure cancer.', '... run with an
artificial right leg... run across Canada.',
'Terry's Marathon of Hope raised more
than \$24 million.'

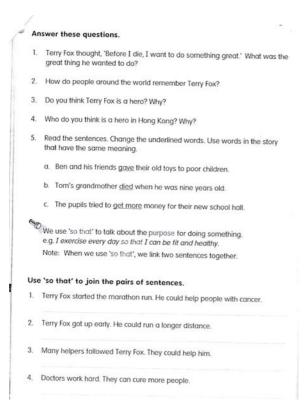
#### ATM 4

work out the meaning of words and phrases by using semantic clues, e.g. '... a lot of money...' to work out the meaning of 'donated', '... they lost a hero.' to work out the meaning of 'passed away', '... became ill again.' to work out the meaning of 'continue'

## Extract from **Step Up 5B** (pp. 4-6)



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