

## **LPF Reading Exemplar**

### **Lend a Hand**

#### **Task Description**

In this reading activity, students read an information text about lending a hand to others by volunteering in different activities for the local or global communities. Students then responded to the related questions.

#### **Preparation**

Before the reading activity, the teacher elicited students' personal experience and feelings of helping others, and activated their background knowledge of volunteering by asking them the following questions:

- In what ways do you usually help people around you?
- Do you feel good after helping people around you? Why?
- Can you think of some organisations which offer help to people in need?
- Who do they offer help to and what do they do?

**Learning Outcomes: CVO s 3-4**

**CVO '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**

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**CVO '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**

<b>Questions</b>	<b>When students respond to the questions appropriately, they can:</b>
<p>1. a) Read up to page 9. People volunteer for different reasons. What are they?</p> <p><i>They volunteer to have fun, meet new people, try different things, learn new skills, get a good feeling and make the world a better place to live in.</i></p> <p>b) Do you think Jeremy volunteers for the same reasons? Give two examples to support your answer.</p> <p><i>Yes.</i></p> <p><i>Jeremy volunteers to have fun and feel good. He likes talking and reading the paper together with Mr Nelson. He also learns about the past when Mr Nelson tells him how he played soccer when he was a boy. He makes the world a better place for Mr Nelson by showing him the use of the Internet.</i></p> <p><i>(Any two)</i></p>	<p>CVO '3</p> <ul style="list-style-type: none"><li>locate specific information by recognising the text structure of an information text, e.g. the subheading 'Why Do People Volunteer?'</li></ul> <p>CVO '4</p> <ul style="list-style-type: none"><li>locate details which support the main ideas from different parts of the text, e.g. 'Jeremy and Mr Nelson like reading the paper together.', 'They have a great time', 'They learn a lot from each other.'</li></ul>

<p>2. Is the following food tray label for ‘Meals on Wheels’ a good one? Why or why not?</p> <div data-bbox="289 289 630 630" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p><b>Name: Mr. John White</b></p> <p><b>Meal: Rice with vegetables</b></p> <p><input checked="" type="checkbox"/> <i>Low salt</i></p> <p><input type="checkbox"/> Vegetarian</p> </div> <p><i>No, it isn't.</i> <i>The use-by date is missing.</i></p>	<p>ATM 4</p> <ul style="list-style-type: none"> <li>infer the idea of a good food tray label from pieces of information in the information text, e.g. ‘Each tray has a label with the person’s name on it. Each tray also has a use-by date.’, ‘Some people do not eat meat. Others should not eat salt.’</li> </ul>
<p>3. The ‘search and rescue’ volunteers offered help in a recent landslide. Guess how the volunteers saved people.</p> <p><del><i>They looked for people who were lost in the loose rocks and earth.</i></del></p>	<p>ATM 4</p> <ul style="list-style-type: none"> <li>infer the idea that the volunteers looked for the people lost in the loose rocks and earth from pieces of information in the text, e.g. “Search and rescue’ volunteers help to look for people who are lost in the snow or mountains.’, ‘Landslide: when lots of rocks and earth become loose and slide down a hillside.’</li> </ul>
<p>4. How do volunteers make the world a safer place for others? Give two examples to support your answer.</p> <p><u><i>‘Search and rescue’ volunteers save people in natural disasters.</i></u></p> <p><u><i>Lifesavers make sure people swim between the flags and rescue swimmers and surfers who are in trouble in the water.</i></u></p> <p><u><i>Lifesavers help to look after people on the sand and in the water.</i></u></p> <p><i>(Any two)</i></p>	<p>ATM 4</p> <ul style="list-style-type: none"> <li>locate details about the rescue work of ‘lifesavers’ and ‘search and rescue’ volunteers from different parts of a text to support the main idea that volunteers help keep others safe</li> </ul>

#### **P.4**

##### **Introduction**

What do these people have in common?

Arlene is 24 years old. She is a doctor working overseas. Jeremy is nine years old. He is visiting a retirement home.

#### **P.5**

Both Arlene and Jeremy are volunteers!

##### **Who can Volunteer?**

Anyone can be a volunteer. You do not have to be an adult. You do not have to be three metres tall. Everybody can help other people.

##### **Why Do People Volunteer?**

Volunteering is great fun! You meet new people. You do lots of different things. You learn new skills. Volunteering gives you a good feeling.

Volunteers help make the world a better place to live in.

#### **P.6**

##### **1 Helping Others**

###### **Meals on Wheels**

Some people volunteer to drive meals to people who are not able to cook for themselves. This is called Meals on Wheels. Volunteers get the meals from the Meals on Wheels office. Then they drive them to the people's homes.

#### **P.7**

###### **Meals on Wheels**

The food is put into a tray. Every tray has a label with the person's name on it. Each tray also has a use-by date. The person must eat the food before this date.

The trays are put into special cartons to keep the food warm. Volunteers put these cartons into their cars. They take the food to people's homes.

Some people like their food cooked in different ways. They have their own special meals. Some people do not eat meat. Others should not eat salt. The meals are very healthy.

#### **P.8**

##### **Visiting Old People**

Jeremy is a volunteer. He visits a retirement home that is near his school. He likes talking with Mr Nelson. Mr Nelson tells him about how he played soccer when he was a boy.

**P.9**

Jeremy and Mr Nelson like reading the paper together. Jeremy also tells Mr Nelson about computer games, and shows Mr Nelson how to use the Internet. They have a great time. They learn a lot from each other.

**P.14****2 Keeping Others Safe****Search and Rescue**

Sometimes there are natural disasters, such as fires or floods. Some volunteers are called upon to help put out the fires. Others help to save people and animals from flood waters. These volunteers have special training to learn how to do this.

Sometimes 'search and rescue' volunteers help to look for people who are lost in the snow or mountains.

**P.15****Types of Natural Disasters**

**Tsunami:** when a massive sea wave washes over the shore. It can destroy homes and towns.

**Hurricane/cyclone:** a violent storm with strong winds and lots of rain.

**Tornado:** a cloud of air in the shape of a funnel. It destroys everything in its path.

**Earthquake:** when the crust of the earth shakes and trembles.

**Volcanic eruption:** when lava shoots out from the top of a volcano.

**Flood:** when water overflows on an area that is usually dry.

**Drought:** when there is no rain and the land becomes very dry.

**Landslide:** when lots of rocks and earth become loose and slide down a hillside.

**Snowstorm:** when there is a storm with heavy snowfalls.

(Materials adapted from **Lend a Hand – Text** by **Kate Armstrong** with the permission of **Cengage Learning**)