

Task-Based Activity: Terry Fox Research Report

Laubach Connection: Laubach Way to Reading (LWR) Book 4, Lesson 22

OALCF Link

Relevant Goal Paths

Postsecondary, Secondary School Credit

Rationale: Learners on the Postsecondary and Secondary School Credit will need to write research reports in courses required to complete their goal path.

Task-Based Activity Description: The learner will read a text (Terry Fox story) and do internet research to write a research report.

Competency, Task Group and Level Indicators

(See Assessment page for performance descriptors)

A: Find and Use Information

A1: Read continuous text

- **A1.3:** Read longer texts to connect, evaluate and integrate ideas and information

B: Communicate Ideas and Information

B2: Write continuous text

- **B2.3:** Write longer texts to present information, ideas and opinions

D: Use Digital Technology

- **D.3:** Experiment and problem-solve to perform multi-step digital tasks

Materials Required

- Pen or pencil and eraser
- Internet access
- Access to word processing software
- Question sheets
- People and Places 4

Overview

Activity Introduction

One of the topics in lesson twenty-two is Terry Fox: Marathon of Hope. Discuss with the learner if they had ever heard of Terry Fox before. The learner should read the story in the level 4 correlated reader, People and Places (p. 19-29) as part of this activity. They will also need to research additional information online. Discuss with the learner the importance of being able to research and write short reports if they want to move on to Secondary School Credit or Postsecondary.

New words

Determine any new words that you think are being introduced in the activity and review those words with the learner.

Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Have the learner complete the task-based activity.
4. After completing the activity, have the learner complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

Extension activities

- If you are working in a small group or classroom setting, prepare a 5-10 minute presentation on your report.

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Learner Name: _____ Date: _____

Pre self-assessment

I need to improve my skills at writing reports:

☐ Yes

☐ No

Activity

1. Research and write a 2-3 page report on Terry Fox. Make sure that you include the following:

- Who he is
- What he did
- Why he was important
- Where and when the next closest Terry Fox run is

1. Create a final copy of your report using word processing software.

Post self-assessment

I think my skills have improved as a result of completing this activity.

☐ Yes

☐ No

Learner comments:

Assessment

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Learner Name: _____ Date: _____

Practitioner Name: _____

Performance Descriptors	Needs Work	Improving	Excellent
<p>A1.3: Read longer texts to connect, evaluate and integrate ideas and information</p> <ul style="list-style-type: none">• integrates several pieces of information from texts• manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks• identifies the purpose and relevance of texts• skims to get the gist of longer texts• begins to recognize bias and points of view in texts• infers meaning which is not explicit in texts• compares or contrasts information between two or more texts• uses organizational features, such as headings, to locate information• follows the main events of descriptive, narrative, informational and persuasive texts• obtains information from detailed reading• makes meaning of short, creative texts (e.g. poems, short stories)• identifies sources, evaluates and integrates information			

B2.3: Write longer texts to present information, ideas and opinions

- writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade
- manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
- selects and uses vocabulary, tone and structure appropriate to the task
- organizes and sequences writing to communicate effectively
- uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details

D.3: Experiment and problem-solve to perform multi-step digital tasks

- experiments and problem-solves to achieve the desired results
- manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks
- makes inferences to interpret icons and text
- selects appropriate software when required by the task
- identifies sources, evaluates and integrates information
- customizes software interfaces (e.g. toolbar, homepage settings)
- performs advanced searches (e.g. refines search terms, uses advanced search features, cross-refers between websites)

The learner needs to work on the following:

This task was successfully completed

This task needs to be tried again

Practitioner Comments:

Learner Comments: