Nonfiction

Forty-Hour Runathon

by Pat Quinn

Summary

Each year, the students at James Sanders High School hold a fundraiser for charity. This title describes their effort to raise $50,000 for World Vision by holding a runathon.

Features of the Text

- Multiple text forms – *explanation, procedure, narrative*
- Timeline and schedule of events
- Use of math in an authentic context

Purpose

Forty-Hour Runathon can be used to introduce and reinforce the following skills:

- S evaluating information to form an opinion;
- S questioning the text;
- S synthesizing information;
- S analyzing steps in developing a plan.

The Guided Reading Lesson

- S Evaluating information to form an opinion
- S Questioning the text

Introducing the text

Write the following headings on the board: "Working as a team," "Developing a plan," and "Accomplishing a long-term goal." Discuss what the students know about these concepts.

Write the students' ideas under the relevant heading. Add to the lists as they read.

– *What skills are important for all three?*
– *How do these three concepts influence each other?*

Reading and discussing the text

Ask the students to read to the end of page 3.

– *What qualities and skills will the students need to achieve their goal?*
– *What challenges do you think they'll face?*

Ask the students to skim through the remaining text to see how it's organized.

– *What did you see in the text that contributes to the success of a plan?* (timeline, outline, roles, evaluation)
– *What do you think will determine this plan's success?* (teamwork, motivation, flexibility)

The students can now read to the end of page 7. Explain that critical readers evaluate text for bias, inconsistencies, and inaccuracies. They also use what they know about a topic and ask themselves questions about the text. Model the type of questions that students might ask themselves about this text. These could include:

– *How did they choose the charity?*
– *What research did they do to find out about successful fundraising?*
– *Why did they think the juice boxes would get the attention of potential sponsors?*

Invite the students to ask their own questions.

The students can now read the rest of the text, looking for examples of good planning, teamwork, and preparation to add to the list on the board.

Ask the students to consider the effectiveness of the fundraising plan and think critically about the text as they read.

– *What did the students do well? What contributed to their success?*
– *What else could they have done to ensure the success of their plan?* (allocated roles, organized publicity)

Ask the students for evidence from the text and their own experience to support their opinions and recommendations.

Following Up

The students can:

• use the blackline master on page 57 to design their own fundraising plan • write five interview questions they would ask the Top Five • write a newspaper article about the runathon • write a letter from World Vision thanking the school for their efforts.