

## Terry Fox and the Marathon of Hope

Terry Fox grew up in Canada. He loved sports, especially basketball. He was not tall, but he practiced basketball every day until he became an excellent player. Terry was also very good at soccer, rugby, baseball, and diving. In high school, Terry was so good at diving that his coaches thought he should train to compete professionally. But Terry decided to **sacrifice** that opportunity to go to college instead. He wanted to become a physical education teacher.

When Terry was eighteen years old, doctors told him that he had cancer. They found a type of bone cancer in his leg. They had to amputate, or cut off, his leg in order to save his life. Losing his leg made Terry very sad. He was afraid that he would not be able to play sports with this **disability**.

While he was in the hospital, Terry watched other patients who were **plagued** by cancer. He especially felt sorry for the children who had cancer. He saw their **agony** and wanted to do something to help them fight cancer. After the amputation, doctors fitted Terry with an artificial leg. Terry decided to run across Canada to raise money to fight cancer. There was some **controversy** among his doctors about whether he should do it, but Terry was determined. He called it the "Marathon of Hope."

Terry started to run across Canada in 1980. He started in Newfoundland, a Canadian island in the Atlantic Ocean. Before running, Terry dipped his leg into the Atlantic Ocean. His plan was to run about twenty-six miles a day, the distance of a marathon. No one had ever tried to do this before. Terry would be doing it using an artificial leg.

Terry was the topic of news reports all over the world. His goal was to raise one dollar from each citizen of Canada. It was hard for him to get up every day and run twenty-six miles, but he did it, mile after mile, day after day. He ran for 143 days.

Then Terry got some devastating news. The cancer had returned to his body and spread to his lungs. He had to stop running and try to get well. Unfortunately, the cancer took his life within a year. Millions of people whom Terry had inspired were upset by the **somber** news.

The Marathon of Hope was not started in **vain**. Terry's brave decision made him a hero. The Canadians even named a mountain after him. People continue to raise millions of dollars in his name to fight cancer. Terry proved that one person can change the world.

**COMPREHENSION** What helped Terry handle the challenge of losing his leg to cancer? Which words help you understand Terry's pain and difficulty?

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### Days 1 and 2

### "Terry Fox and the Marathon of Hope," Vol. 1, pp. 46–47

## A New Role for Tucker

"Tucker! What happened?" Ms. Ames exclaimed as I struggled to sit down with my cast and crutches.

"I broke my leg over the weekend," I said **bitterly**. "I have to wear this cast for six weeks." I couldn't hide my disappointment.

She looked at me in **agitation**. "The play will be over by then! You can't perform the lead role on crutches. I'm sorry, Tucker. David will have to take your part."

Even though her decision made sense, I **strained** not to show how upset I was. Ms. Ames clapped her hands. "Everyone, get in your places. No need to add to Tucker's **torment** by staring at him." The other kids in the cast and crew drifted back to their spots. All but Max, who ran the lighting and sound board. He went over to Ms. Ames and spoke to her quietly. Then he disappeared.

Watching the rehearsal was **tedious**. I realized there was no point in staying. I had reached the **threshold** of losing my patience, and I was just putting myself through extra **stress**. I got up, clanking and banging my crutches. "Wait, Tucker, don't go yet," Ms. Ames said. "Max thinks you'd be a big help on the board. Want to try?"

I nodded. "I'd like to help in some way."

Next thing I knew, I was sitting next to Max in front of a huge board full of switches. Max explained what each switch and knob did. I listened in silence. Controlling the sounds and lights for the whole play was more complicated than I'd guessed.

Max paused. "Hey, you aren't looking at this as some kind of **penalty**, are you?" he asked me.

"No way! This is cool. On stage, you think you're the only one in the play," I admitted. "Now I realize it's a team effort."

He grinned. "Sounds like you're learning! Come on, let's run through Act 1."

**COMPREHENSION** Which words help you understand that people are upset? Why does Tucker feel better at the end?

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### Days 3 and 4

### "A New Role for Tucker," Vol. 1, pp. 48–49

### Assessment

Pretest/Posttest Administration p. 73

Pretest/Posttest Blackline Masters pp. 114–115

T24 • Curious About Words

## Day 1

### Introduce Meanings

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 114–115. Use page 73 to administer the test.

**Explain** Write each word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

### Words About Pain and Difficulty

**agony** *n.* extreme pain  
*Gretchen was in agony after she fell and broke her arm.*

**controversy** *n.* disagreement  
*The new law caused a controversy in the town.*

**disability** *n.* when someone can't do something that others can  
*The blind man taught others about his disability.*

**plagued** *v.* bothered all the time  
*Salma was plagued by pain in her knee after she twisted it.*

**sacrificed** *v.* gave up something  
*Eddie sacrificed the last cookie so Matilda could have it.*

**somber** *adj.* sad and gloomy  
*We were all somber when we heard the bad news.*

**vain** *adj.* getting no result  
*Marcus was frustrated by his vain attempts to cheer up Bill.*

**Discuss** Guide children to see the relationship between each word and the category.

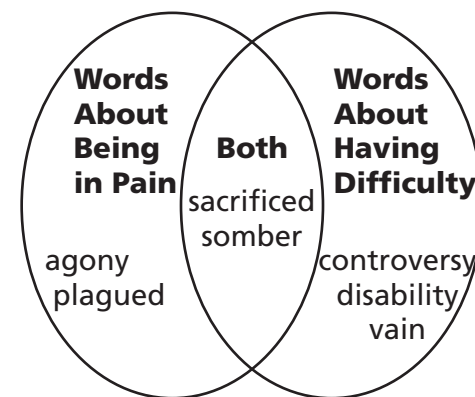
**Read Aloud** Explain that you will read aloud a story about a man who experienced much pain and difficulty. Then read aloud "Terry Fox and the Marathon of Hope." Discuss the Comprehension questions.

## Day 2

### Categorize and Classify

**Reread and Explain** Reread "Terry Fox and the Marathon of Hope." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. Suppose you gave up something you enjoy. What word describes that? (**sacrificed**)
2. If someone were **plagued** by an illness, would he or she get better quickly? (**no**)
3. Name some things that would cause a **somber** mood. (**Answers will vary.**)



## Day 3

## Introduce Meanings

**Explain** Write each word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

## Words About Frustration

**agitation** *n.* being annoyed or frustrated *I looked at my teacher with agitation when she told us about the project.*

**bitterly** *adv.* in an upset way *Evan bitterly handed the remote to his little sister.*

**penalty** *n.* punishment *Jacinda missed the party as a penalty for not doing her homework.*

**strained** *v.* tried very hard *I strained to carry the heavy pile of books.*

**stress** *n.* a feeling of worry or pressure *I felt a lot of stress about the upcoming test.*

**tedious** *adj.* boring *Doing chores can be very tedious.*

**threshold** *n.* the starting point *The sleepy toddler was on the threshold of a tantrum.*

**torment** *n.* a lot of pain *Losing the championship game left me in torment.*

**Discuss** Guide children to see the relationship between each word and the category. Ask: *Have you ever had to do something you didn't want to do? Use the vocabulary words to describe it.*

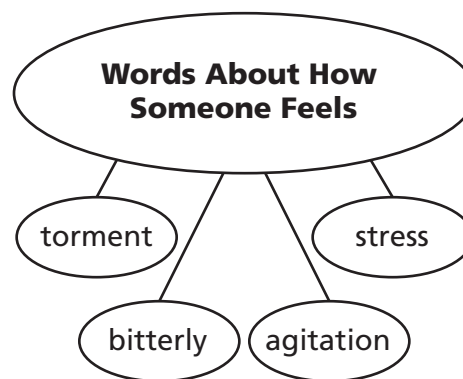
**Read Aloud** Explain that you will read aloud a story about a boy who is feeling frustration. Then read aloud "A New Role for Tucker." Discuss the Comprehension questions.

## Day 4

## Categorize and Classify

**Reread and Explain** Reread "A New Role for Tucker." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. Waiting in a long line can be very \_\_\_\_\_. (**tedious**)
2. What word describes what you would get if you broke a rule? (**penalty**)
3. If you are about to lose your temper, what word describes this moment? (**threshold**)
4. Would you **strain** if you were carrying a bag of feathers? Explain your answer. (**no; feathers are light**)

## Day 5

## Deepen Understanding

**Review** Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

**Guide Partner Activities** Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

**Categorize** Work with a partner. List three **tedious** activities. Then list three activities that cause you **stress**. Which ones make you feel **torment**?

**Examples** What is something you feel **plagued** by? Tell your partner. Then tell about something you have **sacrificed**. Finally, tell about a **penalty** that you were given.

**Word Parts** The prefix *dis-* means "not." The word **disability** means "not able to do something." Use a dictionary or a glossary. Work with a partner to find and list three other examples of words with *dis-*, meaning "not."

**Write** Write about a time when you were very frustrated. Use these words: **agony, bitterly, somber, strained, threshold, vain**.

**Role-Play** Tell about a time when there was a **controversy** between you and a friend. Show your **agitation**.

**Assess** To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 114–115. Use page 73 to administer the test. Compare scores with Day 1 assessment.