

All in a Day's Work

by Susan Paris

Summary

Jenny is a photographer for a small-town newspaper. She talks about her working day, the problems that she faces, and how she uses technology and her initiative to find solutions.

Features of the Text

- Specialized vocabulary – *photo editor, breaking news, press releases, photo library, memory card, card reader, viewfinder*
- Chronological sequence
- First-person narrative in the present tense
- Newspaper article

Purpose

All in a Day's Work can be used to introduce and reinforce the following skills:

- S** exploring and evaluating text organization;
- S** identifying problems and solutions in a text;
- S** summarizing and restating information.

The Guided Reading Lesson

- S** Exploring and evaluating text organization
- S** Identifying problems and solutions in a text

Introducing the text

Show some newspapers to the students. Discuss the photographs and the role of a newspaper photographer. Have the students choose a photograph they like and explain why they have chosen it.

- *How does the photo you have chosen support the article?*
- *Why are photographs important in a newspaper?*
- *What kind of person would make a good photographer?*

Explain to the students that this is a “day in the life” story of a newspaper photographer. Read the title and contents page, then flick through the book together. Discuss the way the text has been organized and the possible reasons for this. Ask the students to think about the text’s organization as they read.

Following Up

The students can:

- use the blackline master on page 27 to summarize the events in the text
- brainstorm alternative solutions for the problems in the story
- look back at the photographs from the introduction and discuss the possible problems involved in getting those photographs
- write a job description for a newspaper photographer.

Reading and discussing the text

Ask the students to read to the end of page 3 and to think about how the text changes. When the students have finished reading, discuss the differences. (Page 2 has a heading and an introduction. Page 3 has a time indicator, a recount, and an explanation). Discuss how the page layout supports the story.

- *What is on Jenny's schedule?*
- *What would be the positive and negative aspects of breaking news?*

Ask the students to read to the end of page 9 and to think about Jenny’s problems and solutions as they read.

- *What problem does Jenny have with the loons?*
- *Do you think her solution is a good one? Why?*
- *Why was Jenny worried about the shots of the band?*
- *How else could she have solved her problem?*

The students can now read the rest of the text. When they have finished reading, discuss other problems and solutions in the text.

- *How does the article help you to understand the way a newspaper story is prepared?*
- *How does the way this text has been organized match its purpose?*
- *On a scale of 1 to 5, how would you rate the way this text has been organized? Why?*

