



# GETTING IT ALL DONE

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Photographs by Wolf Kutnahorsky

**TEXT TYPE:** Non-fiction: Persuasive—Magazine Article  
**GUIDED READING LEVEL:** Q

**SUMMARY:** Many students lead busy lives. This magazine article offers suggestions on how students can plan and prioritize their activities so that they feel less overwhelmed and in greater control of their lives.

## TEXT FEATURES

- title/subtitle
- text box
- sidebar
- headings
- captions
- two-column text format

## VISUAL LITERACY

- insert photographs with captions
- timeline

## TEXT SUPPORTS

- timeline
- strong photographic support

## POSSIBLE TEXT CHALLENGES

- some difficult vocabulary, e.g., 'Styrofoam,' 'overwhelmed,' 'extracurricular,' 'prioritize,' 'saxophone,' 'determining'

## FOCUS COMPREHENSION STRATEGY

- evaluating

## FURTHER COMPREHENSION STRATEGIES

- predicting
- making connections: text to self

## ORAL LANGUAGE OPPORTUNITIES

- Value Line strategy
- discussing with a group
- dramatic performance of a day-in-the-life of a busy student (option 3 in Focused Rereading)

## WORKING WITH WORDS

- word solving and building: using knowledge of prefixes and suffixes
- word solving and building: recognizes and understands an increasing range of compound words

## ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- understand some features of a magazine article
- identify the author's opinion
- develop their own opinion about the textual content
- critique the author's craft
- make, confirm, and revise predictions based on evidence in the text
- connect ideas from the text to personal experiences
- use their knowledge of root and compound words to solve multi-syllabic words

## ASSESSMENT TOOLS

Select from the following:

- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

## BEFORE READING

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### Predicting

#### **Activate and build prior knowledge**

- Without showing the article to students, write the title, ‘Getting It All Done,’ on the board. Ask students to predict whether the text is fiction or non-fiction and have them explain their thinking. Now add the subtitle, ‘Get on the right track by carving out time to do what’s most important.’ Ask, *Are you keeping your prediction or do you want to change it? What do you think the author will try to teach us after reading this text?*

#### **Introduce supports and challenges**

#### **TEACHING TIP:**

Bring up the fact that this is a media text. That is, it is written as a form of media that might be different from a conventional non-fiction text (e.g., a poster, script, e-mail, flyer, and so on).

### Text and Visual Literacy Features

- Quickly scan the article with students. Draw their attention to the two-column text format which often indicates an article (magazine or newspaper). Point out the timeline and how it’s split across two pages. Remind them to read the sidebar, text box, and captions in order to better understand the author’s message. Ask, *Why do texts sometimes include sidebars and text boxes? Read the various headings and ask, How do headings help readers make sense of the main text?*
- Ask students to describe what they think the main elements of a magazine article are. Offer a prompt: *What do you think of when I say ‘magazine article’? How might it be similar to or different from a newspaper article?*

### Word Solving and Building

- Direct students to the ‘Learn to Prioritize’ heading on the second page. Break the word ‘Prioritize’ into its root word and suffix. Ask, *How does knowing about prefixes and suffixes help you read and understand the meaning of words?* Have students think of the root word/prefix/suffix in these and other words from the article: ‘addition,’ ‘numerous,’ ‘management,’ ‘earlier,’ ‘assignments.’
- Tell students that they will be reading many compound words in this article (e.g., ‘extracurricular,’ ‘to-do,’ ‘overwhelmed,’ ‘homework,’ ‘basketball,’ ‘jam-packed,’ ‘weekends,’ ‘after-school,’ ‘bedtime,’ ‘well-lit’). Point out that some compound words are hyphenated while some are not. Read the first sentence in the second column of page one, ‘According to Michele Goodstein...,’ and have students find the compound word (‘time-management’). Read the first sentence under the heading ‘Learn to Prioritize’ on page two; ‘Making to-do lists is a strong first step toward better time management.’ Ask students why the author uses a hyphen for ‘time-management’ on the article’s first page but not on the second page. Have them talk with a partner and then share with the group.

**TEACHING TIP:**

The same combination of words may sometimes have a hyphen and be without one at other times, as is the case here with ‘time-management.’ The general rule of thumb is that the hyphen is used when the two words act together as a compound adjective to modify a noun, e.g., ‘time-management skills.’ Use the article to draw students’ attention to other hyphenated compound adjectives and the nouns they modify, e.g., ‘after-school activities,’ ‘jam-packed schedule,’ and ‘well-lit place.’

**Evaluating****Set a purpose for reading**

- Say, *As you are reading the article, I would like you to think about the author’s opinion. Is the author trying to persuade us of something? Does the author do a good job of convincing you to try some of the suggestions? You will need to provide evidence from the text to support your ideas and evaluation.*

**Provide for early finishers**

- Encourage students to skim the text and jot down as many compound words as they can find. There are at least 20! Have students sort the compound words into categories of their choosing.

**DURING READING**

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**Monitor reading**

- Choose individual students to read a portion of the text aloud to you. Assist with word solving, vocabulary, and comprehension. Always provide a comprehension prompt that highlights the focus strategy (evaluating), e.g., *Does this sound like a fiction or non-fiction piece? Do you find the author’s suggestions are helpful?*

**ESL NOTE:**

Before monitoring an ESL student’s reading, allow them some time to practise reading aloud with non-ESL partners.

**Observe**

- Make observations on your assessment tools. (See the Evaluating Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

**AFTER READING**

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**Revisit the purpose for reading****Evaluating**

- Engage students in a discussion about the author’s craft by prompting with questions. Ask, *Did the author do a good job of presenting the information? Did you relate to the examples presented?* These questions can be presented as a Value Line oral language activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) to facilitate

discussion of students' evaluations. Supplement this activity by asking additional questions afterwards, e.g., *What would you have done differently? Is there a different or opposing opinion that was not mentioned* (e.g., perhaps kids are expected to take on too much, and should have more time for themselves)?

### **Check on outstanding challenges**

- Review and discuss any challenges students experienced. Are students using the features of a non-fiction media text to help them make sense of what they are reading?

### **Note successful strategy use**

- Commend students for thinking critically when they read. For example, *Aldo said to me that he thought kids his age had too much to do compared to when his dad was his age. He thought that this was the reason some students were tired at school, and that he would have focused the article more on lightening the loads for children. This is a nice example of evaluating the author's craft and work.*

## **FOCUSED REREADING**

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Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

### **Written**

- Ask students to write a letter to the editor of the magazine either supporting or opposing the article, 'Getting It All Done.' In their letter, students must take a stance and state their opinion as to whether they agree or disagree with the article. As well, students should provide evidence to support their opinion. Students should compose at least two drafts of their letter in order to ensure they have fully developed and recorded their thoughts and opinions. Be sure students use the appropriate tone—the language used should reflect a formal and serious tone.

### **Artistic**

- Have students choose their busiest night of the week and create a timeline with pictures to illustrate their activities.

### **Oral/dramatic**

- Have students work in pairs to create and perform a skit:
  - Scene 1: The first student begins by dramatizing the life of a busy student overwhelmed by a jam-packed schedule of activities that are poorly prioritized. The second student acts as the narrator, explaining the scene to the audience and giving suggestions from the article as to how life could be improved.
  - Scene 2: The first student dramatizes how life has improved after taking the suggestions. The narrator continues to provide commentary.

**Evaluating**

**Making Connections:  
Text to Self**

**Inferring**