

At the End of the Day

story and photographs
by Trish Puharich

Overview

This report describes what happens in a much-enjoyed class message circle. It is accompanied by an audiotape.

Suggested purposes

This text supports the comprehension strategies of visualising, identifying main ideas, analysing and synthesising, and identifying point of view. It's also an effective model of clear, descriptive writing and a useful text for monitoring children's integration of reading strategies at the end of the Turquoise level.

Text features

(Focus on only one or two per session.)

- the precise descriptive language:
- the clear structure:
- the friendly, conversational style:
- the clear expressions of the writer's point of view:
- the use of commas for phrasing
- the engaging visual language features – the use of colour and patterns, the hand graphics, the different camera angles, and the use of frames.
- the verbs “dot”, “draw”, “guess”, “hug”, “lean”, “move”, “sit”, “start”, “thank”, “wiggle”, “write”
- the adverbs “slowly”, “softly”
- the use of similes (pages 5 and 6) and metaphors (page 7)
- the use of positional vocabulary
- the statement of purpose on page 2
- the indicators of time
- the first-person narrator
- the direct address of the reader, including the use of questions
- the use of words such as “Hi”, “really”, “Right”, “Well”
- the use of contractions
- the use of exclamation marks
- the direct references to the photographs on pages 4 and 5
- the statements on pages 2, 3, 11, and 12
- the use of exclamation marks to convey excitement
- the positive adjectives

Possible challenges

- some children's unfamiliarity with or discomfort about the idea of massage circles
- the word "Henderson" on page 3
- tracking the sequence of the photographs on some pages.

Introducing the text

Focus on the front cover. *What are these children doing? Why?* Confirm the children's predictions by reading page 2 together. Encourage the children to share their experiences of massage or massage circles. *How do you feel when someone gives you a massage?* Be aware that for personal or cultural reasons, some children may be uncomfortable with the idea of massage. If the children are not familiar with massage circles, talk about the photographs on pages 5 and 7.

During the reading

Read the title and the name of the author (and photographer). *Why has Trish Puharich chosen this title?*

Ask the children to read the text silently, pausing at various points for discussion or to clarify any difficulties.

Page 2 – Establish that Trish Puharich is writing about herself *and* her class. You may need to reassure the children about the similar spelling but different pronunciation of the words "ever" and "even". Clarify that on this page, the writer is telling the reader what she's going to do in this book.

Page 3 – Draw out the idea that this page introduces the class. If necessary, help the children to "chunk" the word "Hen-der-son". Note the link to the title.

Page 4 – Check that the children understand that the ellipsis refers to the small photo on this page. Talk about the friendly style of the writing – it sounds as if the writer is talking to the reader.

Page 5 – Check that the children are clear about the sequence of the photographs. Help the children visualise the activities by asking them to try them out on the floor in front of them. Encourage them to refer back to the text for clarification and checking.

Pages 6 and 7– *Show me what thunder and lightning would be like. How would it feel?*

Pages 8 to 12 – Ask the children to make a picture in their heads while they read of how they would do these actions. You may need to reassure the children about the verb "written" on page 8.

What parts of the massage circle do the children like best? How do you know? Return to page 4 and try out the massage circle ideas!

After the reading

(Choose only one or two per session.)

Listen to the children reread the text with a partner, observing their integration of reading strategies. Those children who are managing well and who show a good understanding are probably ready to move on to the Purple level. Use a running record to confirm this.

Talk about how the writer describes the activities. You could draw attention to the writer's use of specific verbs, adverbs, and adjectives, the similes and metaphors, the clear sequencing, the references to photographs, and the use of positional vocabulary.

Talk about how indicators of time in the text help the reader and how using a variety of sequence indicators helps to hold readers' interest.

Focus on the verbs in the text and role-play them to clarify their precise meanings.

Identify the similes and metaphors and talk about how they help to create a picture with words.

Talk about the writer's point of view. *How do you know what she thinks about the massage circle?*

Have the children work with a partner to identify features that make it seem like the writer is talking to them. *Why has the writer chosen to write this way?* Draw out the idea that she wants to sound friendly and to persuade the reader that massage circles are fun. Talk about how the use of questions can be an effective way to start a piece of writing.

Ask the children to identify a design feature that they think is effective and explain why.

Suggestions for further tasks

Listen to the audiotape.

Have the children in the group explain to the rest of the class how to do a massage circle.

Make a photo book or slide show of your class doing a massage circle.

Create a flow chart or set of instructions for a massage circle.

Think of three more kinds of massage that could be carried out in a massage circle. Write a description of these using some of the features that are in the text, such as the use of similes for clarification or referring to a picture or diagram.

Use the text as a model for shared writing using a conversational style.

Start a class collection of similes and metaphors.

Link the massage ideas to the relaxation activities in *Looking after Ourselves*, a book in the series *The Curriculum in Action* (page 11).

Read the photo article "Daisy Day" in *Junior Journal 27*, which is written by the same author in a similar style.