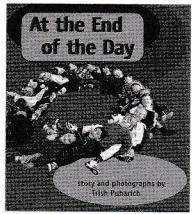


At the End of the Day

story and photographs by Trish Puharich



Book Summary

At the End of the Day describes how a class of children enjoy a massage circle at the end of their school day.

Features of the Book

- The sequence of steps involved in making a massage circle.
- The use of photographs to support the text.
- The use of “s” to denote the plural form – “hands”, “shapes”, “circles”, “fingers”, and “hugs”.
- The contractions – “we’re”, “we’ve”, and “it’s”.
- The use of question marks and exclamation marks.

Purpose

At the End of the Day can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- recognising and reading a variety of different word patterns, including word endings;
- understanding the punctuation cues and their meanings;
- discussing new vocabulary and extending understanding;
- writing using pictures to support the events in the story.

Introducing the text

Look at the cover of the book.

- What are the children doing?
- How do you think they are feeling?
- Have you ever been in a massage circle? Do you even know what it is?

Discuss the children’s ideas and experiences.

Explain to the children that this is an activity done in a classroom at the end of the day.

First reading

- Recognising and reading a variety of different word patterns, including word endings.

S Understanding the punctuation cues and their meanings.

S Discussing new vocabulary and extending understanding.

Pages 2 and 3

- Who is telling the story?
- Where are the children from?

Pages 4 and 5

- What are the children doing?

Pages 6 and 7

- What do you notice that is different on these pages?
- Why do you think there are raindrops and lightning drawn here?

Pages 8 and 9

- What else do the children do in the massage circle?

Pages 10 and 11 – Look at the faces of the children.

- How do you think they are feeling?

Page 12

- What are the children doing now?

The children now read the book independently.

Revisiting the text

Look at the word “hands” on page 5. Discuss how the final “s” makes the word plural.

- Can you find more examples on the page?

Encourage the children to pronounce the final sound clearly.

Identify the contraction “it’s” on page 2.

- Do you know the long form of this contraction?
- Can you find more contractions in this story?

List them showing the long and the contracted forms.

Following Up

S Writing using pictures to support the events in the story.

Ask the children to draw a picture of themselves in a massage circle with a speech bubble explaining how they are feeling. The individual pictures could be collated to make a group mural.

B Complete the blackline master opposite.