Learning Objectives

The goal of this exemplar lesson is to provide students an opportunity to explore targeted passages of complex texts. Through teacher Read Alouds, audio listening, student independent reading and rereading, and scaffolded discussion of text-dependent questions, students will analyze the words and actions of the characters in “All Summer in a Day” by Ray Bradbury. Vocabulary is learned from context and writing fosters deeper understanding of text. The lesson culminates in an evidentiary writing activity. Teachers may need to further scaffold activities to address individual students’ needs depending on the intent of the lesson and specific learners’ needs.

Rationale:

This lesson explores character traits and how Bradbury creates characters with various personality traits and actions through the use of plot, conflict and setting. Students will conduct a close, analytic reading of this text to understand characters’ motivations, perspectives, and roles.

Text Title(s):
“All Summer in a Day” - Ray Bradbury, Weather That’s Out of This World - Alan Dyer, Space Settlements - Al Globus, Space Colony

Genre/Text Structure: Science Fiction/Informational Text

Common Core Standards (CCSS)

http://www.corestandards.org/

Lesson Sequence

PERFORMANCE TASK/CULMINATING INDEPENDENT WRITING ASSESSMENT:
The lesson culminates in the generation of 3 letters in which students describe the events from the perspective of the victim in the story (Margot), the bully (William), and a follower (a student in the class) from careful reading and rereading of texts.

Activity 1:
GUIDING QUESTION(S):
1. The teacher/students will read “All Summer In A Day” by Bradbury. McDougal Littell textbook; pages 62-81. The opening sections of the piece may be read aloud or played on audio at www.classzone.com. Rereading on day one is embedded in the text-dependent questions and discussion activities.
2. Students will independently read lines 59-75 on page 67, lines 98-114 on page 68, and lines 164-196 on page 70.
3. Students should discuss and write about the initial meaning they have made from reading of lines 59-75, lines 98-114 and lines 164-196.

Activities 2, 3 and 4:
GUIDING QUESTION(S):
Returning to the text, the teacher asks students a small set of guiding questions about lines 59-75, lines 98-114 on pages 67-68 and lines 164-196 on page 70.
1. The targeted text should be in front of the students as they engage in their discussions.
2. Graphic organizers or Reader Response Journals serve as a means to organize thoughts for prewriting activities.

3. Respond in writing: Make Inferences About the Motivations of the Characters
Explain to the students that contrasting personalities often clash, and that conflicts often arise between friends, acquaintances, and strangers. Inform the class that there is a definite conflict among the characters in “All Summer in a Day.” As students read, ask them to pay close attention to the words and actions of the characters and make inferences about what motivates each of them. Have students create a chart listing quotations from the story in one column and inferences about the character’s motivation in the other.
Use Communication, Information and Media connections at www.classzone.com, www.discoveryeducation.com, or other online resources to provide extension activities.

1. “All Summer in a Day” features people from Earth who have colonized another planet—in this case, Venus. You may wonder how these colonists of the future keep themselves alive. What do they do for water, food, air, and livable temperatures? You might be surprised to learn that some projects on planet Earth today are tackling just such questions. Use the Internet and other resources to see what is going on at the International Space Station. Gather information on projects, such as Biosphere 2 and similar efforts at NASA that are creating and testing closed environments that can support human life. Write an informative essay on one project or one aspect of the scientific research you have investigated. Illustrate your report.


Activity 5: GUIDING QUESTION(S):
1. Bob Marzano’s Power Thinking activities at www.classzone.com

Invention
The children on Venus think Margot is strange. She won’t play with the other children, and they make fun of her for being different. What makes Margot so unhappy on Venus? Ray Bradbury reveals almost nothing about Margot’s past, so you’ll have to invent a history for her that explains why she acts the way she does.
• List what you know about Margot.
• Think about what might cause a young person to keep apart from a group.
• Consider what Margot’s life on Earth might have been like. What do you think her life at home on Venus might be like?
• Think about your experiences with loneliness or missing people or a place.
• Finally, write a brief story about Margot’s past that helps explain the character we meet in “All Summer in a Day.” If you like, write your story in the first person, as if you were Margot speaking directly to the reader.

2. Carol Booth Olson’s lesson plan found at www.classzone.com

Role-Play and Question the Characters
Have students work in small groups to discuss the motivations of Margot, William, and the students based on the entries in their charts. Then ask for three volunteers to take on the roles of the three characters. They will come to the front of the room one by one and answer questions from the rest of the class about their individual motivations and roles in the story. Examples of questions the class might ask each character are listed below. Have the class take notes on the answers given by each character.

To Margot:
• How did you feel when the rest of the students didn’t believe you?
• How did you feel when the class shunned you and picked on you?
• What could you have done differently to be accepted by your peers?
• Why do you think your classmates don’t like you?

To William:
• Why don’t you believe Margot?
• What makes you think you can pick on someone?
• Why did you instigate putting Margot in the closet?
• Do you think it was fair that Margot missed the sun? Why or why not?

To the students:
• Why did you follow William’s lead and pick on Margot?
• Do you think what you did to Margot was right? Why or why not?
• How would you feel if you were Margot?

Targeted Text Selection - Page 67, Lines 59-75

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Teacher Activities and Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>They edged away from her, they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow. When the class sang songs about happiness and life and games, her lips barely moved. Only when they sang about the sun and the summer did her lips move, as she watched the Edged—to move sideways&lt;br&gt;Echoing—to emit an echo; resound with an echo&lt;br&gt;Tagged—a&lt;br&gt;(Q1) CONFLICT-- What is the conflict between Margot and her classmates (T.E. p.67)? Possible answer: Margot doesn’t have any friends because she doesn’t join in</td>
<td>Return to the text, and ask students a small set of guiding questions about the targeted section.</td>
</tr>
</tbody>
</table>
**GRADE 6 ELA EXEMPLAR LESSON**

**Quarter 1, Weeks 6 & 7: 09/24/12 – 10/05/12**

<table>
<thead>
<tr>
<th>Targeted Text Selection - Page 68, Lines 97-114</th>
<th>Vocabulary</th>
<th>Teacher Activities and Techniques Text-Dependent Questions</th>
</tr>
</thead>
</table>
| “Oh, but,” Margot whispered, her eyes helpless. “But, this is the day, the scientists predict, they say, they know, the sun...” 100 “All a joke!” said the boy, and seized her roughly. “Hey, everyone, let’s put her in the closet before teachers comes!”  
“No,” said Margot, falling back. They surged about her, caught her up, and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door. They stood looking at the door and saw it tremble from her beating and throwing herself against it. Then, smiling, they turned and went out and back down the tunnel, just as teacher arrived.  
“Ready, children?” She glanced at her watch. 110 “Yes!” said everyone. “Are we still all here?”  
“Yes!” The rain slackened still more. They crowded to the huge door. | Helpless—deprived of strength or power; powerless; incapacitated  
Predict—to declare or tell in advance  
Seized—to take hold of suddenly or forcibly; grasp  
Surged—a strong, swelling, wavelike, forward movement, rush, or sweep  
Bore—to force, as though a crowd (an opening), by persistent forward thrusting (usually followed by through or into); to force or make (a passage)  
Protesting—an expression or declaration of objection, disapproval, or dissent, often to something a person is powerless to prevent or avoid  
Pleading—to appeal or entreat earnestly  
Tremble—(of things) to be affected with vibratory motion  
Slackened—to make or become |

Extend the discussion—is it better to remember a wonderful experience than never to have had the experience at all?

Q2 What happens to Margot as a result of the other children’s dislike of her?

Possible answer: Because the other children dislike Margot and want to prevent her from seeing the sun, they lock her in closet deep inside in a tunnel.

Q3 How does the specific word choice (surged, bore, protesting i.e.) in lines 103-104 impact the meaning and tone of the passage?

Possible Answer: Word choice creates a feeling of a ‘mob mentality’ and Margot is at the center of the rioting coup.
A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cool around them. They turned and started to walk back toward the underground house, their hands at their sides, their smiles vanishing away.

A boom of thunder startled them and like leaves before a new hurricane, they tumbled upon each other and ran. Lightning struck ten miles away, five miles away, a mile, a half-mile. The sky darkened into midnight in a flash.

They stood in the doorway of the underground for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling in tons and avalanches everywhere and forever.

“Will it be seven more years?”
“Yes. Seven.”
Then one of them gave a little cry.
“Margot!”
“What?”

“She’s still in the closet where we locked her.”
“Margot.”
They stood as is someone had driven them, like so many stakes, into the floor. They looked at each other and then looked away. They glanced out at the world that was raining and raining steadily. They could not meet each other’s glances. Their faces were solemn and pale. They looked at their hands and feet, their faces down.

“Margot.”
One of the girls said, “Well...?”
No one moved.

“Go on,” whispered the girl. They walked slowly down the hall in the sound of the cold rain. They turned through the doorway to the room, in the sound of the storm and thunder, lightning on their faces, blue and terrible. They walked over to the closet door slowly stood by it. Behind the closet door was only silence.

They unlocked the door, even more slowly, and let Margot out.

### Cross Genre Connections/Across Text or Non-Text Sources:

**Settling in Space**
- Magazine Article, p. 75
- Online Article, p. 76
- Illustrations, p. 80

**Page 75:** Focus on Form – Science article text features.

### (Q4) Cite textual evidence in lines 180-196 describing how the characters’ actions leads to the negative outcome of the short story.

**Possible answer.**

“She’s still in the closet where we locked her.”
They stood as is someone had driven them, like so many stakes, into the floor. They looked at each other and then looked away. They glanced out at the world that was raining and raining steadily. They could not meet each other’s glances. Their faces were solemn and pale. They looked at their hands and feet, their faces down.

They turned through the doorway to the room, in the sound of the storm and thunder, lightning on their faces, blue and terrible. They walked over to the closet door slowly stood by it. Behind the closet door was only silence. They unlocked the door, even more slowly, and let Margot out.

### (Q5) How might the children feel toward Margot now that they too have seen the sun?

**Possible Answer.**

- They understand why Margot missed the sun so much.
- They feel bad about what they did to her.
- They are scared to see how she has been affected by their cruelty and by the fact that she missed the sun.
- They will probably be nicer to her.

### (Q6) What is Venus really like? What would it be like to live in a space colony? Study the articles and images to get the science facts about these science fiction settings. Take notes in a Text Features chart.

**Possible answer.**
See what you can learn from the text features in the selections that follow. Take notes in a chart like the one shown here.

<table>
<thead>
<tr>
<th>Selection</th>
<th>Text Feature</th>
<th>What I Learn or Infer</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Weather That’s Out of This World&quot;</td>
<td>Title: &quot;Weather That’s Out of This World&quot;</td>
<td>This article will probably be about wild weather or weather on another planet.</td>
</tr>
<tr>
<td>&quot;Space Settlements&quot;</td>
<td>Subheadings &amp; Bulleted Items</td>
<td>- What is an Orbital Space Colony? - Giant spacecraft that travels endlessly through space</td>
</tr>
<tr>
<td>&quot;Artists’ Views of a Space Colony&quot;</td>
<td>Graphic Aid</td>
<td></td>
</tr>
</tbody>
</table>

Text Features
Identify Subheadings (T.E. 77)
Identify Bullets/Lists (T.E. 78)
Graphic Aids (T.E. 80)

(Q7) What do you think the author’s purpose was for writing this science article? (T.E. 79)

Possible Answer.
The author’s purpose is to explain what is involved in establishing space colonies and how close we are to being able to develop them.

Summative Assessment/Culminating Independent Writing Task
Carol Booth Olson lesson plan found at www.classzone.com:
Write a letter to the teacher from the perspective of Margot, William or a student in the class. Describe the events and why they took place, in the perspective of that character. Include textual support to make inference about the character’s personality traits and motivation for behavior.

Extension Activities/Further Resources
Technology:
www.discoveryeducation.com — (see links embedded in pacing guide)
www.classzone.com

Interdisciplinary Connections, Science & Space

Graphic Organizers at www.classzone.com
**Key Academic Vocabulary**

Have students use McDoagl Littell Best Practices Toolkit Word Questioning Transparency E9 to study this academic vocabulary from the selection: blinking (line 5), slammed (line 107), faded (line 162), stir (line 162), vanishing (line 165). This graphic organizer can be found at [www.classzone.com](http://www.classzone.com) or McDoagl Littell EASY Planner.

**Vocabulary Idioms/Figurative language/Sayings**

Explain these phrases, expressions to students and then help students use them in their own sentences:

- “…like leaves before a new hurricane they tumbled upon each other and ran”. *(simile)*
- “…they stood as if someone had driven them, like so many stakes into the floor”. *(simile)*

Remind students to use context clues to figure out the meaning of words used in an unfamiliar way. Make sure they understand how these words are used in the story:

- **barely** (line 65): { “…her lips barely moved.”) Though often used to mean “without color” or “empty”, here it means “a very little amount.”

**Vocabulary: Multiple-Meaning Words**

Use McDoagl Littell Best Practices Toolkit Setting Copy Master D32-33 and Transparency D61 and D62 for additional support in analyzing how the setting sets the tone for the reading selection. This graphic organizer can be found at [www.classzone.com](http://www.classzone.com) or McDoagl Littell EASY Planner.

**Literary Analysis**

Use McDoagl Littell Best Practices Toolkit T Chart/Two Column Chart Copy Master A25 and Transparency A57 to assist students in identifying and comparing and contrasting the selection’s internal and external conflict. *(Use targeted passage lines 59-75).* This graphic organizer can be found at [www.classzone.com](http://www.classzone.com) or McDoagl Littell EASY Planner.

**Reading Comprehension**

Use McDoagl Littell Resource Manager Copy Master p.81 to assist students in making inferences about the characters’ motivations as they read the story selection. This graphic organizer can be found at [www.classzone.com](http://www.classzone.com) or McDoagl Littell EASY Planner.

**Writing Task**

Use McDoagl Littell Best Practices Toolkit Personal Letter Transparency C33 for additional student support and guidance in writing to respond to the text. This graphic organizer can be found at [www.classzone.com](http://www.classzone.com) or McDoagl Littell EASY Planner.
**Targeted Text Selection - Page 67, Lines 59-75**

| They edged away from her, they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow. When the class sang songs about happiness and life and games, her lips barely moved. Only when they sang about the sun and the summer did her lips move, as she watched the drenched windows. And then, of course, the biggest crime of all was that she had come here only five years ago from Earth, and she remembered the sun and the way the sun was and sky was, when she was four, in Ohio. And they, they had been on Venus all their lives, and they had been only two years old when the last sun came out, and had long since forgotten the color and heat of it and the way that it really was. But Margot remembered. “It’s like a penny,” she said once, eyes closed. “No it’s not!” the children cried. “It’s like a fire,” she said, “in the stove.” “You’re lying; you don’t remember!” cried the children. |
| Edged—to move sideways |
| Echoing—to emit an echo; resound with an echo |
| Tagged—a children’s game in which one player chases the others in an effort to touch one of them, who then takes the role of pursuer |
| Drenched—to wet thoroughly; soak |

(Q1) **CONFLICT**— What is the conflict between Margot and her classmates?  

(Q2) What happens to Margot as a result of the other children’s dislike of her?
GRADE 6 ELA EXEMPLAR LESSON

Object, disapproval, or dissent, often to something a person is powerless to prevent or avoid
Pleading—to appeal or entreat earnestly
Tremble—(of things) to be affected with vibratory motion
Slackened—to make or become less active, vigorous, intense

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| A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cool around them. They turned and started to walk back toward the underground house, their hands at their sides, their smiles vanishing away. A boom of thunder startled them and like leaves before a new hurricane, they tumbled upon each other and ran. Lightning struck ten miles away, five miles away, a mile, a half-mile. The sky darkened into midnight in a flash. They stood in the doorway of the underground for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling in tons and avalanches everywhere and forever. “Will it be seven more years?” “Yes. Seven.” Then one of them gave a little cry. “Margot!” “What?” “She’s still in the closet where we locked her.” “Margot.” They stood as is someone had driven them, like so many stakes, into the floor. They looked at each other and then looked away. They glanced out at the world that was raining and raining steadily. They could not

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</thead>
<tbody>
<tr>
<td>Mist—cloudlike water suspended in the atmosphere at or near the earth’s surface, reducing visibility to a lesser degree than fog</td>
</tr>
<tr>
<td>Startled—to disturb or agitate suddenly as by surprise or alarm</td>
</tr>
<tr>
<td>Avalanches—anything like an avalanche in suddenness and overwhelming quantity</td>
</tr>
<tr>
<td>Stakes—a stick or post pointed at one end for driving into the ground as a boundary mark, part of a fence, support for a plant, etc.</td>
</tr>
</tbody>
</table>

(Q3) How does the specific word choice (surged, bore, protesting i.e.) in lines 103-104 impact the meaning and tone of the passage?

(Q4) Cite textual evidence in lines 180-196 describing how the characters’ actions lead to the negative outcome of the short story.

(Q5) How might the children feel toward Margot now that they too have seen the sun?
meet each other’s glances. Their faces were solemn and pale. They looked at their hands and feet, their faces down.

“Margot.”
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Behind the closet door was only silence. They unlocked the door, even more slowly, and let Margot out.

<table>
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<tr>
<th>Glances</th>
<th>to look quickly or briefly.</th>
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</thead>
<tbody>
<tr>
<td>Solemn</td>
<td>grave, sober, or mirthless, as a person, the face, speech, tone, or mood</td>
</tr>
</tbody>
</table>

(Q6) Settling in Space—Page 74-75

(Q7) What do you think the author’s purpose was for writing this science article? (P. 79)

Write a SUMMARIZATION:

For further information regarding this document contact the Division of Language Arts/Reading, Secondary District Instructional Supervisors, Dr. Erin Cuartas, Ms. Laurie Kaplan or Dr. Sharon Scruggs-Williams, 305-995-3122; for ELL questions, contact the Division of Bilingual Education and World Languages District Supervisor, Ms. Caridad Perez, 305-995-1962.