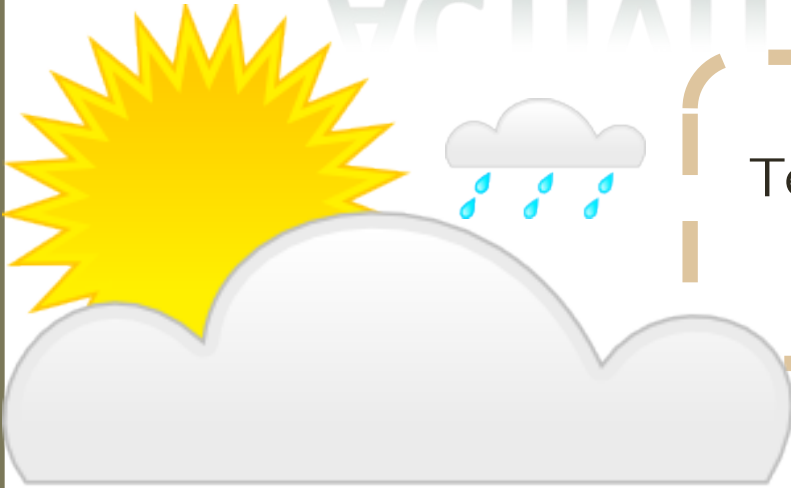


# ALL SUMMER IN A DAY COMMON CORE ACTIVITIES



Handouts to  
Teach Theme &  
Imagery  
Included!



Comprehension  
Questions  
&  
Open-Ended  
Response Questions  
Included!



## ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Thank you for purchasing this teaching unit. We hope you love it, and we look forward to your feedback!

Tammy and Shannon



**DO NOT PHOTOCOPY**  
(Except for your own classroom)



**DO NOT POST ONLINE.**

By Shannon Temple and Tammy Lewis

ELA Core Plans

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## Included in this teaching unit...

- A pre-reading activity – A suggested journal entry is provided along with a creative pre-reading activity.
- Vocabulary – Students look at the selected vocabulary in context. They define it using context, then use a dictionary to confirm the meaning. Finally, they use the word in their own sentence.
- Comprehension check – There are five basic comprehension questions that you can give after the initial reading.
- Setting – A handout is provided where students record elements of the setting – place, time, and environment. After this, students respond to open-ended response questions which focus on details of the surroundings.
- Understanding Characters and Conflict – This activity has students describe both Margot and the other children from the story. They also list the reasons that the other children dislike Margot.
- Imagery - This handout helps students analyze how the author creates imagery. With this activity, students will find a passage; then, using the information provided on the handout, they will explain how imagery has been created by the author.
- Theme – There are several handouts included to guide students in determining the theme of this story, including a handout with important tips when finding the theme.
- Constructive Response Questions – There are constructive response questions based on the story for students to answer.
- Two short poetry activities are included as well!
- Answer keys are provided!

To the teacher:

A fun way to prepare your students for reading this short story...

Download an audio of rain and thunderstorms. Play this constantly for a good length of time during bell ringer work or while you are going over last night's homework, etc. Do not mention anything to your students as to why you are having them listen to the rain and thunder. (They will ask! 😊 ) After ten to twenty minutes have passed, have your students respond to this journal topic.

**How would you feel if you had to listen day in and day out to rain and thunderstorms for many years straight? How would you react if you could not go outside because of the horrific storms and the sun stayed hidden behind clouds for many years?**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary

These vocabulary terms will appear in the story. Clarifying the meanings of these terms will help you as you read the story.

**Directions:** For each term, first, use context clues to define the word. Then, consult a dictionary (print or digital) to determine the precise meaning. Finally, use the word in your own sentence. Be sure your sentence reflects the meaning of the word.

Word in context	1) My Definition 2) Dictionary Definition 3) My Sentence
<b>Frail</b> <i>She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue of her eyes and the yellow from her hair.</i>	1)  2)  3)
<b>Vital</b> <i>There was talk that her father and mother were taking her back to Earth next year; it seemed vital to her that they do so, though it would mean the loss of thousands of dollars to her family.</i>	1)  2)  3)
<b>Consequence</b> <i>And so, the children hated her for all these reasons of big and little consequence.</i>	1)  2)  3)

<p>Word in context</p>	<p>1) My Definition 2) Dictionary Definition 3) My Sentence</p>
<p><b>Apparatus</b> <i>It was as if, in the midst of a film concerning an avalanche, a tornado, a hurricane, a volcanic eruption, something had, first gone wrong with the sound apparatus, thus muffling and finally cutting off all noise, all of the blasts and repercussions and thunders, and then, second, ripped...</i></p>	<p>1)  2)  3)</p>
<p><b>Tumultuously</b> <i>They stopped running and stood in the great jungle that covered Venus, that grew and never stopped growing, tumultuously, even as you watched it.</i></p>	<p>1)  2)  3)</p>
<p><b>Resilient</b> <i>The children lay out, laughing, on the jungle mattress and heard it sigh and squeak under them, resilient and alive.</i></p>	<p>1)  2)  3)</p>

## All Summer in a Day

Name: **KEY**

### Vocabulary

These vocabulary terms will appear in the story. Clarifying the meanings of these terms will help you as you read the story.

**Directions:** For each term, first, use context clues to define the word. Then, consult a dictionary (print or digital) to determine the precise meaning. Finally, use the word in your own sentence. Be sure your sentence reflects the meaning of the word.

Word in context	1) My Definition 2) Dictionary Definition 3) My Sentence
<b>Frail</b> <i>She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue of her eyes and the yellow from her hair.</i>	1)  2) <b>lacking in strength; weak</b>  3)
<b>Vital</b> <i>There was talk that her father and mother were taking her back to Earth next year; it seemed vital to her that they do so, though it would mean the loss of thousands of dollars to her family.</i>	1)  2) <b>of primary importance; essential</b>  3)
<b>Consequence</b> <i>And so, the children hated her for all these reasons of big and little consequence.</i>	1)  2) <b>importance; significance</b>  3)

<p>Word in context</p>	<p>1) My Definition 2) Dictionary Definition 3) My Sentence</p>
<p><b>Apparatus</b> <i>It was as if, in the midst of a film concerning an avalanche, a tornado, a hurricane, a volcanic eruption, something had, first gone wrong with the sound apparatus, thus muffling and finally cutting off all noise, all of the blasts and repercussions and thunders, and then, second, ripped...</i></p>	<p>1)  2) <b>something created or invented for a particular purpose</b>  3)</p>
<p><b>Tumultuously</b> <i>They stopped running and stood in the great jungle that covered Venus, that grew and never stopped growing, tumultuously, even as you watched it.</i></p>	<p>1)  2) <b>in a wildly excited, confused, or disturbed way</b>  3)</p>
<p><b>Resilient</b> <i>The children lay out , laughing, on the jungle mattress and heard it sigh and squeak under them, resilient and alive.</i></p>	<p>1)  2) <b>capable of springing back into shape or position after being bent, stretched, or compressed</b>  3)</p>



# *All Summer in a Day*

## Comprehension Check

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. At the beginning of the story, why are the children so excited?
  - a. It is almost time for recess.
  - b. Their teacher has gone to get things for playing in the sun.
  - c. They are hoping that the rain is about to stop.
  - d. It is the last day of school for summer vacation.
2. Who is William?
  - a. the teacher
  - b. the lead scientist on Venus
  - c. Margot's brother
  - d. a boy that is hateful to Margot
3. How is Margot different from all of the others in her class?
  - a. She loves the rain.
  - b. She remembers the sun.
  - c. She has both her mother and father on Venus.
  - d. She can write poetry and the other children cannot.
4. How does Margot end up in the closet?
  - a. She goes in to get her jacket, and the door locks behind her.
  - b. Her teacher shuts it when she returns, not knowing Margot is inside.
  - c. The other children lock her inside the closet on purpose.
  - d. Margot goes inside to get away from the other children and locks the door herself.
5. What happens while Margot is inside of the closet?
  - a. The rain stops, and the sun comes out.
  - b. The others go outside and play.
  - c. The others go on a picnic outside.
  - d. both a and b
6. While the children are outside, which of the following do they NOT do?
  - a. have a picnic
  - b. play tag
  - c. run
  - d. squint at the sun
7. How does Margot get out of the closet?
  - a. The teacher hears her cries and lets her out.
  - b. The other children let her out.
  - c. She knocks the door down herself.
  - d. Her mother and father let her out of the closet.
8. How long does the rain last at a time on Venus?
  - a. seven hours
  - b. seven days
  - c. seven weeks
  - d. seven years

# All Summer in a Day

## Comprehension Check

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- At the beginning of the story, why are the children so excited?
  - It is almost time for recess.
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  - seven hours
  - seven days
  - seven weeks
  - seven years**

# *All Summer in A Day* Setting

In each box, list details that relate to the setting. Under **place**, list details that pertain to the place the story takes place. Under **time**, list details that pertain to time, and under **environment**, list details that pertain to the environment in which the children must live.

## Place

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## The physical location

### Examples:

In the country, state, or city?  
Mountains? Lake? Forest?  
Beach? Under a bridge?

## Time

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Calendar and clock times  
What is the day, month, year?  
What is the season?  
Does it take place  
in the past, present, or future?

## Environment

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What are the details in the  
surroundings?  
What else is going on around the  
characters?  
Is it crowded? Isolated? What is the  
weather like?

## KEY

# *All Summer in A Day* Setting

In each box, list details that relate to the setting. Under **place**, list details that pertain to the place the story takes place. Under **time**, list details that pertain to time, and under **environment**, list details that pertain to the environment in which the children must live.

### Place

Planet Venus – mainly  
in underground  
tunnels

### Time

Future – On the one  
day the rain stops  
on Venus

### Environment

It rains and storms all  
day and all night for  
seven years at a time.  
The intense rain and  
lack of sunlight causes  
the vegetation to grow.  
The rain brings storms  
with intense lightning  
and thunder.

### The physical location

#### Examples:

In the country, state, or city?  
Mountains? Lake? Forest?  
Beach? Under a bridge?

### Calendar and clock times

What is the day, month, year?  
What is the season?  
Does it take place  
in the past, present, or future?

### What are the details in the surroundings?

What else is going on around the characters?  
Is it crowded? Isolated? What is the weather like?

*All Summer in A Day*

How does the rain affect Margot?

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Ray Bradbury describes with great imagery the moments just after the rain stopped. Why does he most likely include this imagery?

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Describe in detail the things the children did outside while the sun was out and shining.

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## KEY

## *All Summer in A Day*

How does the rain affect Margot?

The rain makes her feel sad and greatly miss the sun. The only time she seems to talk above a whisper is when the sun is mentioned in conversation or in a song, etc.

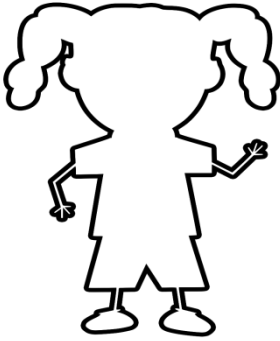
Ray Bradbury describes with great imagery the moments just after the rain stopped. Why does he most likely include this imagery?

The use of the imagery demonstrates just how intrusive the rain has been in the lives of the children. So much so, that when the sounds of the rain and storms end, their ears hurt.

Describe in detail the things the children did outside while the sun was out and shining.

They ran and turned their faces toward the sun. They took off their jackets. They lay on the floor of the jungle. They ran in the trees and slipped and fell. They pushed one another and played tag and hide and seek. They squinted at the sun. They held their hands to the sun and admired the blue sky. They breathed in the fresh air and listened to the silence. They looked at everything. For an hour, without stopping, they ran in circles.

*All Summer in a Day*  
*Understanding Characters & Conflict*



**Margot**

Describe her:

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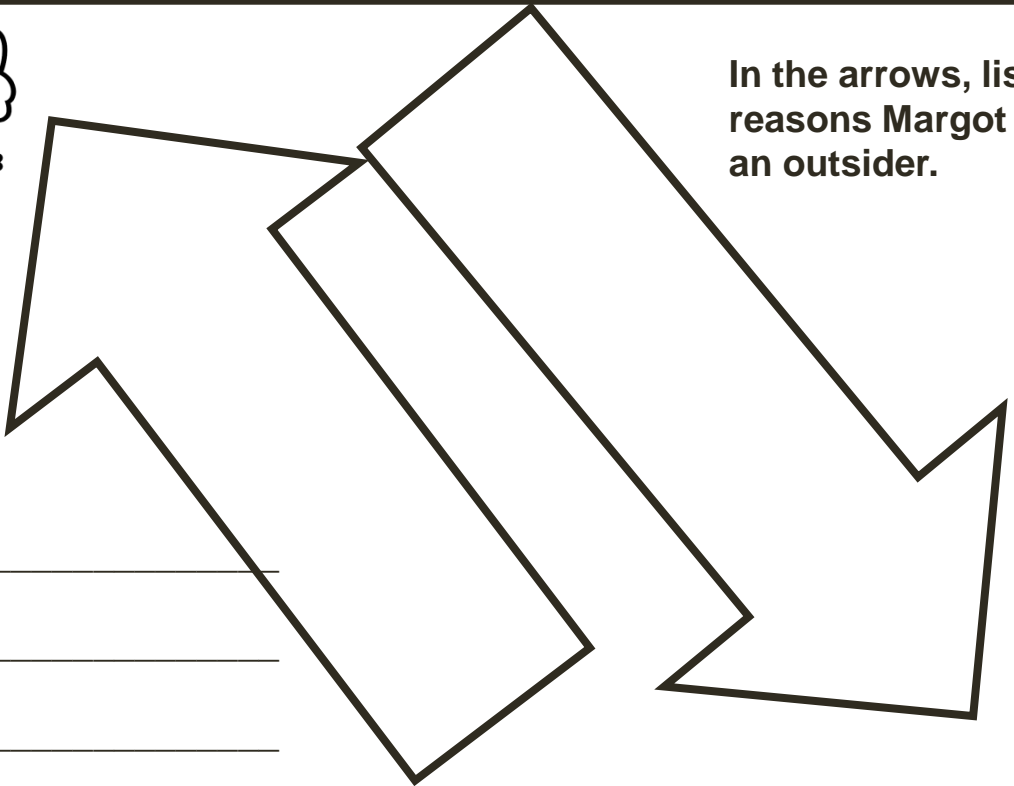
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In the arrows, list reasons Margot is an outsider.

What metaphor does the author use to describe Margot?

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**The other children**

Describe them:

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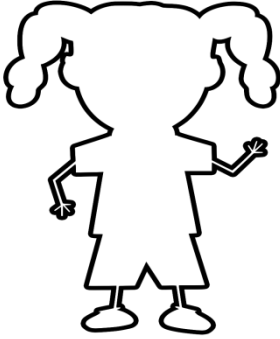
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# KEY

## All Summer in a Day Understanding Characters & Conflict



Margot

Describe her: possible

responses should

include things such as she is

frail, has faded blue eyes, has

pale blonde hair, is quiet and

aloof, is thin

What metaphor does the author use to describe Margot?

She was an old photograph dusted

from an album, whitened away,

and if she spoke at all her voice

would be a ghost.

She refused to shower at school.  
There was talk she was returning to Earth.  
They hated her pale face, her silence, her thinness, and her possible future.

She would not play games with them.  
She would barely sing songs about happiness.  
Margot had only arrived from Earth five years ago so she remembered the sun.

In the arrows, list reasons Margot is an outsider.



The other children

Describe them: possible responses

should include things such as cruel,

envious, harsh, sneaky, wayward



# *All Summer in a Day* *Imagery*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Imagery** is language that creates a sensory impression within the reader's mind. It allows the reader to see, hear, feel, smell, or even taste what is happening in the story – all in the mind of course. Imagery makes the reader feel like he/she is there, in the story, experiencing the same things that the character is experiencing. **This story is full of visual imagery – imagery that allows you to picture something. Let's examine how the author creates it.**

## Three ways to create visual imagery

### **Create imagery through descriptions and sensory language.**

Authors pay attention to detail when they write. They use words that pertain to all of our senses, not just our sense of sight. Read the following passage from the story. Underline the details and sensory language that help you imagine the scene.

*It was as if, in the midst of a film concerning an avalanche, a tornado, a hurricane, a volcanic eruption, something had, first gone wrong with the sound apparatus, thus muffling and finally cutting off all noise, all of the blasts and repercussions and thunders, and then, second, ripped the film from the projector and inserted in its place a peaceful tropical slide which did not move or tremor. The world ground to a standstill....The children put their hands to their ears. They stood apart. The door slid back and the smell of the silent, waiting world came in to them.*

### **Create imagery with strong verbs!**

Authors use action verbs when they want to create imagery. These words help you to imagine something happening. With a specific, strong verb, you can pinpoint exactly what is going on. Read the following passages from the story. Underline or highlight the action verbs that help you picture the action.

*...And the jungle burned with sunlight as the children, released from their spell, rushed out, yelling into the springtime.*

*...like animals escaped from their caves, they ran and ran in shouting circles.*

*They ran for an hour and did not stop running.*

*And then-*

*In the midst of their running, one of the girls wailed.*

**Create imagery with figurative language , adverbs, and adjectives.**

Authors use literary devices such as similes, metaphors, and personification to help them create imagery. Figurative language allows you to picture something in your mind and then relate it to something else. Adjectives describe nouns so that you can “see” them. Adverbs are words that modify verbs, other adverbs, or adjectives. An adverb answers how, when, where, or to what extent—how often or how much . Read the following passage. Underline the simile, adverbs, adjectives in this passage that help you picture the scene.

*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.*

*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.*

**Find another passage in this story that contains visual imagery. Complete the following chart.**

Page #	Passage	How imagery is created...sensory language, strong verbs, figurative language, adjectives

## All Summer in a Day Imagery

Name: KEY

**Imagery** is language that creates a sensory impression within the reader's mind. It allows the reader to see, hear, feel, smell, or even taste what is happening in the story – all in the mind of course. Imagery makes the reader feel like he/she is there, in the story, experiencing the same things that the character is experiencing. **This story is full of visual imagery – imagery that allows you to picture something. Let's examine how the author creates it.**

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Page #	Passage	How imagery is created...sensory language, strong verbs, figurative language, adjectives

## *All Summer in a Day*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Genre is a category of literature based on form and style.  
*All Summer in a Day* is science fiction.

**Directions:** Read the list of the characteristics of science fiction below. Place a check mark in front of each characteristic of science fiction found in *All Summer in a Day*. Then, support your responses with text evidence. Record sentences and phrases that demonstrate why each characteristic you checked applies to *All Summer in a Day*.

### The characteristics of science fiction:

- often set in the future, in space, in a different world, or in a different dimension or universe

- often deals with aliens or with life on other worlds

- plot creates situations different from those in the present world

## *All Summer in a Day*

Name: **KEY**

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### The characteristics of science fiction:

**Possible responses are provided.**

- often set in the future, in space, in a different world, or in a different dimension or universe

*She had come here only five years ago from Earth.  
...the way of life...on the planet Venus...*

- often deals with aliens or with life on other worlds

*...they had been on Venus all their lives.  
The children live in underground tunnels.  
...the sky is as dark as midnight most of the time.  
...rain falls in avalanches*

- plot creates situations different from those in the present world

*It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain.  
...the children of the rocket men and women who had come to...set up civilization...*

# Notes to Give

If you prefer to have your students write the things to remember about theme, pass out the first handout and have them take the following notes.

## Things to Remember About Theme:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the story, play, novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the story.
- Theme is written as a statement, not just a word.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the story.



Some Things To Remember About Theme



## Some Things To Remember About Theme

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## Finding a Theme

### A Partial List of Common Universal Themes

When first trying to determine a theme, consider common universal themes like the ones listed below. Once you have chosen a few words that match the story or novel, expand one or more of the words into a message about life.

- Fear
- Acceptance
- Greed
- Beauty
- Honesty
- Death
- Heroism
- Escape
- Love
- Foolishness
- Patriotism
- Hope
- Betrayal
- Power
- Family
- Friendship
- Duty
- Survival
- Conformity
- Deception
- Loss
- Pride
- Suffering

**What is the theme from this story?**



**How is this theme true for the main characters in this story?**



**How is this theme true for life in general?**



*All Summer in a Day*  
Post-Reading Questions

1. What is one word that could describe William? Support your answer with evidence from the text.

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2. What is one word that describes the jungle that covers Venus? Support your answer with evidence from the text.

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3. Thinking about the things she did earlier in the story, what do you think Margot will do next? Support your answer with evidence from the text.

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4. An aloof person is uninvolved or unwilling to become involved with other people or events. Margot could be described as aloof. Support this statement with textual evidence.

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## **Extended Metaphor**

A **metaphor** is a comparison between two unlike subjects. An **extended metaphor** is when an author uses a metaphor throughout a long passage or even an entire poem. An author would use an extended metaphor to create a clearer comparison between the two items. It also allows the audience to visualize an idea more clearly and can make something that may be complex a little more simple.

Margot wrote an extended metaphor for her class.

*I think the sun is a flower*

*That blooms for just one hour.*

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Add at least three more lines to Margot's poem. Then, on a separate sheet of paper, write your own extended metaphor about rain.

## **Cinquain: a poem containing five lines**

Write a cinquain poem using a character or object found in the story as the basis of your poem. The cinquain format is listed below.

### Cinquain Poem Format

Line 1: a noun

Line 2: two adjectives to describe the noun in line one

Line 3: three -ing verbs

Line 4: a phrase describing the noun in line one

Line 5: a synonym for the noun in line one

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If you enjoyed this teaching unit, visit our website: [www.elacoreplans.com](http://www.elacoreplans.com)

We have tons of resources for ELA teachers including [novel units](#), [short story lessons](#), [writing activities](#), and [Common-Core bell ringer activities](#). You can print free samples from all of these online teaching materials!

Happy Teaching! 😊

Tammy & Shannon

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