Thoughtful Books

GRADES
4+

A Teacher's Guide to

All Summer in a Day
by Ray Bradbury

Literacy

Social Responsibility

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Note to parents and teachers

The Thoughtful Books Series makes use of exemplary children's literature to help young readers learn to read critically and to thoughtfully consider ethical matters. Critical thinkers rely on inquisitive attitudes, utilize thinking strategies, access background knowledge, understand thinking vocabulary, and apply relevant criteria when making thoughtful decisions. We refer to these attributes as intellectual tools. Each resource in this series features specific intellectual tools supporting literacy development and ethical deliberation. Teachers and parents can introduce the tools using the suggested activities in this resource, and then support learners in applying the tools in various situations overtime, until children use them independently, selectively, and naturally.

Reading as thinking

Reading is more than decoding words. It is the active process of constructing meaning. Good readers understand this process as engagement in critical thinking. They employ specific literacy competencies as they engage with text, create meaning from text, and extend their thinking beyond text. The activities in this booklet help develop the following literacy competencies:

- *Accessing background knowledge:* Good readers draw on what they already know to establish a foundation for approaching new texts. In this case, students relate the story to their positive feelings about summer.

- *Reading with a purpose:* Good readers are clear about why they are reading a text, either by bringing a specific objective to their reading or by anticipating the author's objectives. In this case, students listen to identify Margot's qualities.

- *Finding important ideas:* Good readers discriminate between details and key or important ideas. In this case, students identify the criteria for determining which events are important and select and sequence the most important events in the story.

- *Anticipating:* Good readers apply their prior knowledge and experiences to anticipate what might come next. In this case, the author does not indicate what the students will find when they open the door. Using their knowledge of the story, students write a plausible ending.

- *Synthesizing ideas:* Good readers thoughtfully apply key ideas and issues raised in text to their own lives and in broader global and community contexts. In this case, students examine the concept of intervention and determine the most appropriate intervention for the story.

Ethical considerations

A second focus of the activities in this booklet helps learners develop the intellectual tools necessary to think critically about ethical considerations. It is important to teach the tools, often through modelling and illustrating with examples, and continue to apply the tools in a variety of situations over time, until learners internalize them. The following ethical consideration is addressed in this resource:

- *Empathy/bullying:* Critical thinkers are able to recognize the position of others in a situation. In these activities, students explore the concept of bullying and the quality of empathy that would lead someone to intervene in order to change a situation.

TEACHER'S GUIDE FOR:
All Summer in a Day

by Ray Bradbury

Grades 4+

3–4 sessions

Critical task	Identify the most effective intervention that would stop the incident in the story.
Story	*All Summer in a Day* by Ray Bradbury. Available online at: http://www.westburyfriends.org/online/ela/giver/all%20summer%20reading.pdf. If this website is not effective, search *All Summer in a Day* to find a copy of the story.
Summary	This emotional story takes place in a classroom on Venus, where the rain stops and the sun shines only once every seven years. In the story, one student is mistreated while the children anxiously await the arrival of the sun. Students examine the unkind act committed by the children in the story and explore the roles of all the participants. They then discuss the consequences of bullying and generate ideas for possible effective interventions in bullying situations.

Main focus

Literacy competencies
- accessing background knowledge
- reading with a purpose
- finding important ideas
- anticipating
- synthesizing ideas

Ethical considerations
- empathy
- bullying

Levels of involvement

Consider students' interest and their level of maturity to determine whether or not all three levels of after-reading activities are appropriate.
- *Exposure:* Outline the important events in the story and describe the feelings of Margot and the other children.
- *Investigation:* Create a plausible ending for the story.
- *Application:* Identify an effective intervention that would stop the incident in the story.

Activities

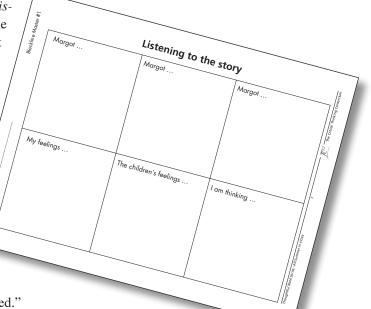**Accessing background knowledge**

Before reading

➤ Print the word "summer" on the board. Ask students to talk with a partner and brainstorm a list of words that describe summer.

➤ Invite students to share their ideas with the class, and write the words on the board. Briefly discuss the images and feelings of summer.

➤ Print the story title on the board and explain that the story you are going to read takes place on a planet where the sun only shines once every seven years.

➤ Ask students to close their eyes and visualize as you read the paragraph that describes the rain ("It had been raining … out their lives").

➤ Brainstorm the feelings and images that emerge from the reading or invite students to draw a picture.

During reading

➤ Explain to students that the story begins as the children are anticipating the arrival of the sun.

➤ Give students a copy of *Listening to the story* (Blackline Master #1) and explain that you are going to read the story in chunks and they are to record their thinking after each chunk. Explain that their first listening task is to find out about Margot.

Reading with a purpose

➤ Begin reading and stop at the following points:

- "their dreams were gone."

- "But Margot remembered."

- "and her possible future."

➤ After each passage, invite students to record information about Margot. If necessary, provide examples or allow students to discuss the passages with a partner before recording their ideas.
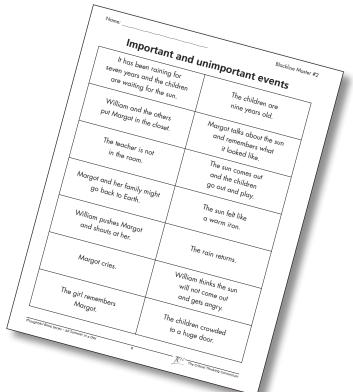

➤ Continue reading the story. Stop at the following points and invite students to respond according to the cues on the Blackline Master.

- "just as the teacher arrived." (record your feelings)
- "did not stop running." (record the children's feelings)
- "Yes, seven." (what are you thinking?)

➤ Finish reading the story.

After reading: exposure level

Examine the feelings of Margot and the other children

➤ Invite students to discuss their immediate reaction to the story. As a class, discuss the characteristics of Margot and the feelings the story evoked.

Finding important ideas

➤ Explain that students are going to look at the important events in the story to examine the feelings of the characters and the situation that evolved. Discuss the difference between important and unimportant events using examples and non-examples such as: Margot remembered seeing the sun (important event); the children took off their coats (not an important event).

➤ Develop the criteria for identifying an important event (for example, if it did not occur, the story would be very different).

➤ Cut copies of *Important and unimportant events (*Blackline Master #2) into cards and distribute one set of cards to each pair of students. Invite students to divide the cards between events that are important and events that are not important, using the established criteria for deciding which events are important.

Name: _____

Important and unimportant events

Blackline Master #2

It has been raining for seven years and the children are waiting for the sun.	The children are nine years old.
William and the others put Margot in the closet.	Margot talks about the sun and remembers what it looked like.
The teacher is not in the room.	The sun comes out and the children go out and play.
Margot and her family might go back to Earth.	The sun felt like a warm iron.
William pushes Margot and shouts at her.	The rain returns.
Margot cries.	William thinks the sun will not come out and gets angry.
The girl remembers Margot.	The children crowded to a huge door.

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➤ With partners or as a class, sequence the important events in the story. Paste the events in order in the first column of Blackline Master #3.

➤ Re-read the story, stopping after each important event. As a class or with partners, using *How do we feel?* (Blackline Master #3), record the feelings of Margot and William and the other children. Encourage students to consider evidence from the story that supports the identified feeling by asking the question, "How do you know?"

Begin new session

After reading: investigation level

Create a plausible ending for the story

➤ Ask students how they felt about the ending of the story. Did they feel the story was finished? What questions remain?

Anticipating

➤ Ask students to think about Margot and what might happen to her as a result of the actions of the other students.

➤ As a class, discuss criteria for identifying a plausible ending (it aligns with events in the story). For example, would it be reasonable that Margot came out of the closet smiling and laughing at the children. Why or why not?

➤ Invite students to take turns being Margot as the closet door was opened. As students take turns role-playing, encourage them to look at how people might react differently.

➤ Review Margot's feelings in the story and those illustrated in the role-plays.

➤ Invite students to write a paragraph that concludes the story and justifies their conclusion with evidence from the story.
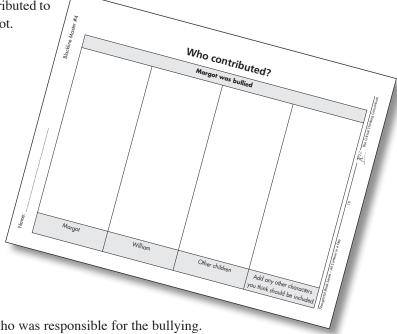
After reading: application level

Identify an effective intervention

➤ Ask students what word(s) describe what happened to Margot in the story. Introduce the terms bullying, discrimination, and empathy.

➤ As a class, review the events of the story. Give each pair of students a copy of *Who contributed?* (Blackline Master #4). Invite students, working with a partner, to brainstorm and record the story character's actions and determine if and how the actions contributed to the bullying of Margot.

Blackline Master #4

Who contributed?
Margot was bullied

Name: _____

| Margot | William | Other children | Add any other characters you think should be included |

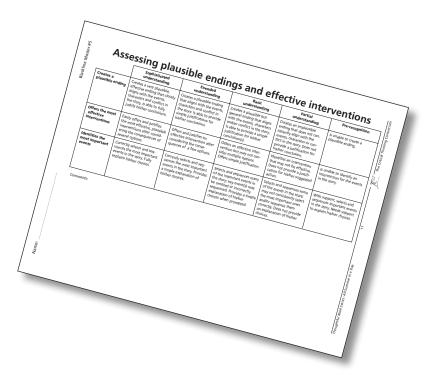➤ As a class, discuss who was responsible for the bullying. Encourage students to examine the actions of a variety of characters.

Synthesizing ideas

➤ Pose the following questions: "Who could have supported Margot and stopped the bullying?" "What could have been done?"

➤ Explain the term intervention as an action that could change the outcome of a situation. Provide an example, such as: "Someone is walking down the street and they do not see a hole in the road. If you warn them, that will stop them from falling."

➤ As a class, develop the criteria for formulating an intervention (for example, is safe, do-able, changes the outcome).

➤ With partners or as a class, have students examine the story events identified in the previous session and brainstorm: **Who** could have intervened? **When** could they have intervened? **What** would the intervention have looked like? **Why** would this have been a good intervention?

➤ Invite students to discuss this with partners and then answer the question: "What would be the most effective intervention that would support Margot and change the outcome of the story?" Remind students that their response must answer the questions, who?, what?, when?, and why?

Assessment

➤ Use the rubric *Assessing plausible endings and effective interventions* (Blackline Master #5) to assess students' ability to create a plausible ending and identify an effective intervention.

Blackline Master #5

Assessing plausible endings and effective interventions

	Sophisticated understanding	Extended understanding	Basic understanding	Partial understanding	Pre-recognition
Creates a plausible ending	Creates a very plausible, effective ending that closely aligns with the events, characters and conflict in the story. Is able to fully justify his/her conclusions.	Creates a plausible ending that aligns with the events, characters and conflict in the story. Is able to provide simple justifications for his/her conclusions.	Creates a plausible but general ending that aligns with the events, and/or conflict in the story. Is able to provide a simple justification for his/her conclusion(s).	Creates an implausible ending that does not consistently align with the events, conflict in the characters or conflict in the story. Does not provide a justification for his/her conclusion.	Is unable to create a plausible ending.
Offers the most effective interventions	Easily offers and justifies the most effective, plausible interventions after considering the consequences of several options.	Offers and justifies an effective intervention after considering the consequences of a few options.	Offers an effective intervention but may not consider multiple options. Offers simple justification.	Identifies an intervention that may not be effective. Does not provide a justification for his/her suggested action.	Is unable to identify an intervention for the events in the story.
Identifies the most important events	Correctly selects and sequences the most important events in the story. Fully explains his/her choices.	Correctly selects and sequences the most important events in the story. Provides a simple explanation of his/her choices.	Selects and sequences many of the important events in the story; key event(s) may be omitted or incorrectly sequenced. Provides a simple explanation of his/her choices when prompted.	Selects and sequences some of the events in the story; may not consistently select the most important ones and/or sequence them correctly. Does not provide an explanation of his/her choices.	With support, selects and sequences important events in the story. Needs support to explain his/her choices.

Comments:

Name: _____

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TC^2 The Critical Thinking Consortium

Extension

➤ Students can examine or create scenarios that involve bullying and develop intervention strategies. Role-play these situations in order to teach others how to prevent bullying.

Listening to the story

	My feelings …	Margot …
	The children's feelings …	Margot …
	I am thinking …	Margot …

Important and unimportant events

It has been raining for seven years and the children are waiting for the sun.	The children are nine years old.
William and the others put Margot in the closet.	Margot talks about the sun and remembers what it looked like.
The teacher is not in the room.	The sun comes out and the children go out and play.
Margot and her family might go back to Earth.	The sun felt like a warm iron.
William pushes Margot and shouts at her.	The rain returns.
Margot cries.	William thinks the sun will not come out and gets angry.
The girl remembers Margot.	The children crowded to a huge door.

How do we feel?

Event	Margot's feelings	Feelings of William and the other children

Who contributed?

Margot was bullied

Margot	William	Other children	Add any other characters you think should be included

Assessing plausible endings and effective interventions

	Sophisticated understanding	Extended understanding	Basic understanding	Partial understanding	Pre-recognition
Creates a plausible ending	Creates a very plausible, effective ending that closely aligns with the events, characters and conflict in the story. Is able to fully justify his/her conclusions.	Creates a plausible ending that aligns with the events, characters and conflict in the story. Is able to provide simple justifications for his/her conclusions.	Creates a plausible but general ending that aligns with the events, characters and/or conflict in the story. Is able to provide a simple justification for his/her conclusion(s).	Creates an implausible ending that does not consistently align with the events, characters or conflict in the story. Does not provide a justification for his/her conclusion.	Is unable to create a plausible ending.
Offers the most effective interventions	Easily offers and justifies the most effective, plausible interventions after considering the consequences of several options.	Offers and justifies an effective intervention after considering the consequences of a few options.	Offers an effective intervention but may not consider multiple options. Offers simple justification.	Identifies an intervention that may not be effective. Does not provide a justification for his/her suggested action.	Is unable to identify an intervention for the events in the story.
Identifies the most important events	Correctly selects and sequences the most important events in the story. Fully explains his/her choices.	Correctly selects and sequences the most important events in the story. Provides a simple explanation of his/her choices.	Selects and sequences many of the important events in the story; key event(s) may be omitted or incorrectly sequenced. Provides a simple explanation of his/her choices when prompted.	Selects and sequences some of the events in the story; may not consistently select the most important ones and/or sequence them correctly. Does not provide an explanation of his/her choices.	With support, selects and sequences important events in the story. Needs support to explain his/her choices.

Comments:

SCHOOL DISTRICTS AND SCHOOLS

Balmoral Hall
Branksome Hall
Burnaby School District
Calgary Board of Education
Campbell River School District
Central Okanagan School District
Comox Valley School District
Delta School District
District School Board of Niagara
English Schools Foundation
Foundations for the
    Future Charter Academy
Halton District School Board
Little Flower School
Montgomery County Public Schools
Nanaimo School District
Okanagan-Similkameen School District
Peace Wapiti School District
Peel District School Board
Southridge School
St. John's School
St. Mildred's-Lightbourn School
Southridge School
Stratford Hall
Tall Pines School
Toronto District School Board
Toronto French School
Toronto Montessori Schools
Upper Canada District School Board
Vancouver School District
York House School

EDUCATIONAL ORGANIZATIONS AND ASSOCIATIONS

BC Provincial Intermediate Teachers' Association
BC Social Studies Teachers' Association
BC Teacher-Librarians' Association
Calgary Regional Consortium
Central Alberta Regional Consortium
Edmonton Regional Learning Consortium
Learning Network Educational Services
LesPlan Educational Services
Library & Archives Canada
Northwest Regional Learning Consortium
Ontario Association for Geographic and
    Environmental Education
Ontario Geography, History, Humanities
    and Social Sciences Consultants' Association
Ontario History, Humanities and Social Science
    Teachers' Association
Ontario Teachers' Federation
Southern Alberta Professional Development
    Consortium
Statistics Canada
The Begbie Contest Society

COLLEGES AND UNIVERSITIES

Antigua State College
Simon Fraser University
University of British Columbia
University of British Columbia-Okanagan

For more information about *TC²*

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