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| University of Richmond |
| All Summer in a Day |
| UR Lesson Plan |
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| **Rachel Dailey** |
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Lesson Plan Outline

***Introduction***

* **All Summer in a Day**
* **90 minutes**
* **VA Standards of Learning**
* 8.5 - The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.

d) Describe the impact of word choice, imagery, and literary devices including figurative language.

g) Make inferences and draw conclusions based on the text.

* **Context** – This lesson is given in an 8th grade Standard English class in Henrico County. All students have their school-provided laptop. This lesson falls into a larger unit on short stories. The focus of the unit is on the strategies authors use to make a quick, emotional impact on their audience in limited space and through limited action. This is the second of 2.5 lessons on All Summer in a Day, a short story by Ray Bradbury. In the previous lesson, we did several activities to prepare for the reading, read the story aloud as a class, defined key words as we went, wrote down immediate reactions to the text and created a plot outline. This lesson will focus on analysis of the text (figurative language, characterization, setting, etc.) and prepare for a discussion on day 3 about the personal, emotional reaction to the text and it’s tone, mood and moral. Following this lesson, we will read another short story, The Landlady, by Roald Dahl, and focus on author’s use of foreshadowing, imagery and tone to create impact. Students will then take a unit test and write their own short stories to conclude the unit.

**Cognitive Objectives**

1. The student will identify figurative language used in the story, especially as it relates to presentation of characters and setting.
2. The student will analyze figurative language used in the story, especially as it relates to presentation of characters and setting.
3. The student will map out the main qualities of setting and character, based on literal or implied descriptions in the text.

**Assessment**

* *Formative* –

1. Figurative language partner challenge and review.
2. Student contributions to class discussion about figurative language (highlighting, classifying and analyzing examples on the smart board).
3. Completion of character and setting maps, in partners and during class discussion that follows.

* *Summative* – Students will read another short story in the next two lessons and then take a unit test. Students will write their own short stories using elements analyzed in this lesson.

***Materials/Technology and Advanced Preparation***

* Student laptops
* Teacher laptop
* Smart board
* Smart board presentation
* Text of story, highlighters
* Can with student names on popsicle sticks
* Setting/character map worksheets
* Student journals
* Standard room setup – desks arranged in groups of 4 around the room

***Teaching and Learning Sequence***

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| **TIME** | **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| *Introduction/Anticipatory Set* – Outline how the lesson will begin. How will you focus student attention on lesson content, build on prior knowledge, motivate students to learn, etc.? | | |
| 5  5 | The teacher will use smart board to display 5 reading comprehension questions about All Summer in a Day and prompt students to respond on their laptops.  The teacher will show question results and discuss correct answers. | Students will answer the questions using the response software on their school-provided laptops.  Students will listen, provide rationales or ask any questions. |
| *Lesson Development* – Outline the sequence to be followed in the development of the lesson. Pay particular attention to concept development and questioning. | | |
| 10  10  8  2  15  10  15 | The teacher will show a video production of All Summer in a Day, performed by a middle school class and lead a brief discussion about the differences of the text and the video. <http://www.youtube.com/watch?v=Zqrxuw8_bUs>  The teacher will review literary devices that will be used in the next activity with the smart board drag and drop game and ask for student responses. Teacher will explain literary device partner challenge.  Teacher will monitor as students work in partners to highlight as many literary devices possible in 8 minutes and identify them.  Teacher will give students 2 minutes to independently write the meaning created by any 2 literary device examples they highlighted.  The teacher will facilitate the review of the partner challenge on the smart board by asking students to come up, one-by-one and highlight an example of figurative language and then define it. Teacher will then ask students to determine its meaning.  The teacher will explain how to create the setting and character maps and assign half of the class the first, and half the other, to be completed with their partners.  The teacher will ask for student answers as she builds the class version of a character map and setting map on the whiteboard. | Students will watch the video and participate in the discussion.  Students will participate in the review and listen for teacher’s/students explanations.  Students will work with their partner to identify and define literary devices in All Summer in a Day.  Students will write the meaning created by 2 of the literary devices they highlighted.  Students will share their answers to the partner challenge and contribute thoughts about the meaning of specific literary devices when called on.  Students will work in partners to create their map.  Students will contribute answers, follow along and fill in any missing information on their maps. |
| *Closure* – Outline how the lesson will be concluded. How will you summarize, review, reinforce, enrich, and/or encourage students to reflect on what they have learned? | | |
| 10 | The teacher will share the 3 short answer questions about the motives and feelings of Margot’s classmates and ask students to answer them in their journals. | Students will respond to the short answer questions independently in their journals. |

***Homework***

Student will complete tone/mood/theme concept check worksheet in preparation for next class.

***References***

UNC Pembroke (2013) All American; Glossary of Literary Terms. Retrieved from: [***http://www.uncp.edu/home/canada/work/allam/general/glossary.htm***](http://www.uncp.edu/home/canada/work/allam/general/glossary.htm)

Hgilbvids (May, 2012) All Summer in a Day. Retrieved from: <http://www.youtube.com/watch?v=Zqrxuw8_bUs>

Baker, Danielle (2013) All Summer in a Day Text. Retrieved from: <http://staff.esuhsd.org/danielle/English%20Department%20LVillage/RT/Short%20Stories/All%20Summer%20in%20a%20Day.pdf>

***Appended Materials***

Attach the following forms and resources to the completed lesson plan.

* Lesson Organizer
* Smart board presentation
* Text of story
* Setting/character map worksheet
* Curriculum Framework Document

**Lesson Organizer**

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| **Prior Knowledge and Instructional Content** | | |
| Prior Knowledge  Prior to this lesson, students have:   * Done a pre-reading vocabulary inventory of unfamiliar words in the story (underlined in the text) * Defined unfamiliar words in the story as a class * Analyzed their own personal reactions to prolonged rain * Analyzed, through use of an anticipation guide, the emotions felt immediately before and after an emotionally important or life-changing event, and their thoughts on having bullied, or having been bullied. * Read the story * Wrote a 3 minute immediate reaction to the text * Discussed their immediate reactions in small groups and with the class   Students are also familiar with basic definitions of imagery, personification, metaphors, simiiies and other literary devices.  Instructional Content  **Anticipatory Set**  We’re going to do a quick comprehension check for All Summer in a Day, which we read last class, just to jog your memory. Pull out your laptops and be ready to respond to the questions on the smart board. We will go over them to make sure we are all on the same page.  1. What makes Margot most different from her classmates  D. She remembers seeing the sun.  All of the other answers are true, but in this case, we are looking for the one answer that makes her most different, which would be her knowledge of the sun. It makes her disliked by the others, it makes her sad and more angry about life on Venus.  2. Based on the evidence in the text, what is the best description of the rain on Venus?  A. Violent and crushing.  The story describes, in great detail, the way that the rain beats down on Venus, crushing the forests, only to build them back up again. We’ll talk more about this description of the setting later.  3. How old will Margot be next time it is sunny on Venus.  A. 16. She is currently nine and it is sunny every 7 years.  4. Margot defined the sun in all of the following ways except:  C. A lemon – that was the way the class/teacher described it when learning about the sun. Margot did not describe it that way. This question may not be about something crucially important in the reading, but it is the type of question you may see on an SOL that requires you to read for details closely.  5. Did Margot’s classmates feel bad at the end of the story?  Who said yes? Who said no? Can you support your answers? (students will raise their hands and share) First of all, is this question an opinion question, or does it have a strictly right and wrong answer? (anticipate that some students will read it as an opinion) If you look back at the end of the story, the text does not directly state that the students felt bad, the students don’t directly say something about their feelings, but is it possible to infer that her classmates did feel bad? (YES) How do you know? This paragraph:  *They stood as if 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 now and 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.*  When they realize what they have done, they are ashamed and unable to react or look at each other because of their guilt. They look instead out at the rain and the weight of what they’ve done to Margot hits them, and we can infer that they are imagining how she will feel when she comes out and sees the rain again.  This is the kind of question that could be given as an essay or short answer question. Did they feel bad, why or why not – but if the question doesn’t ask you for your opinion, specifically, you would need to look closely at the text, which in this case should have made your answer “yes”. We’ll talk more about the motives and feelings of Margot’s classmates a bit later, but I wanted to get you thinking about this now.  **Lesson Development**  Before we go any further, I thought as a way to recap the story a bit more, I would show you an interpretation of the story recorded by a class of students about your age. I think watching the story is a good way to recall the events that happened, but I do want you to think about what is different when you watch it. Is there anything that the text did a better job of? What would you say were the biggest focal points in the written story, and what was the focal point in the video.  (Play video)  So what did you notice as differences between the movie and the text? (teacher will call on students, looking for something like this) The text spends a lot of time describing Margot and filling us in on her past, her strange habits, her inner thoughts. The movie just shows her as a kind of quiet awkward girl, which makes the action in the story look like simple bullying with no real purpose. So the characterization of Margot – and even her classmates and their motives - was not as strong.  Another thing that takes up a lot of space and time in the text is the description of the setting of Venus and of the rain. Bradbury really paints a picture of the environment as gloomy and crushing and terrible, makes you understand the excitement the sun would bring. He also describes what changes when the sun comes out, how the students act and what happens when it rains again in a lot of detail. These descriptions just have much more impact in the story than they do in the video. Part of that is because the video wasn’t professionally made, but the bigger reason is that the internal thoughts of a character and the rich description of the character and the setting is powerful because of the words and techniques Bradbury uses and those get lost in the visual recreation.  So, we’re going to spend a lot of time talking about the description of character and setting today and why Bradbury is so successful in his creation of both. Can anyone give a general reason why the writing is strong? What does Bradbury do? What strategies does he use? (looking for something like: he uses figurative language, he uses a lot of metaphors, similes, imagery, personification etc.)  In a few minutes, you guys are going to go through this tory with a fine-toothed comb looking for examples of literary devices and figurative language, but before you do, let’s do a bit of review.  I’m going to draw a name out of the can (students names are written on popsicle sticks and drawn from a can often in class to encourage engagement and participation) and ask you to come up and match on of the literary devices to an appropriate example. Then I’ll draw another name and ask that person to give us a definition of the literary device.  She slipped away quietly, like a thief in the night. (simile – figurative language - a comparison using like or as)  The flowers swayed to the rhythm of the spring wind. (personification – assigning human or living characteristics to non-living things)  She jumped when she felt the cool drops of rain hit her burned skin. (imagery – language that appeals to the senses – this appeals to you sense of touch)  The man was a ghost of his former self. (metaphor – calling something that it is not literally.  The raindrops plopped into the river as the rain whooshed by. (onomatopoeia – using sound words)  Now, I want you to get with your A partner (students have A and B partners that the teacher assigned earlier in the year based on ability and personality) and take the next 8 minutes to highlight all examples of figurative language or literary devices you can find in the story. There are a lot of them! You should highlight the applicable text and write in the margin, or above/below it, what type of device is used, specifically. Be sure to keep an eye on your time!  Now, I want you to, individually, to take 2 minutes, choose 2 literary device examples that you highlighted and write down the meaning the author created with that device: why it was used, what it says about the setting/character, what mood/feeling it creates. Just some kind of critical description. Write your thoughts on a separate page of paper to be turned in as a pulse check. Be sure to write the text before you explain it. Teacher will collect after 2 minutes.  Now, we are going to go through the story as a class. I’ll call on each partnership to come up, one of you will highlight a device you found on the board with the highlight tool, and the other will write what it is with the pen tool. (You can scroll to any part of the story). Then you guys, as a class will talk about the meaning of the device, why the author used it and what feeling/description it creates. We should be able to get through all the partners and still have a few examples left to highlight. I’ll take volunteers for those.  See highlighted version of the story for this – I’ve highlighted all examples, defined them and briefly discussed the meaning. I will use this document to guide discussion, where necessary, but this review will be student-led.  To close this activity:  So we were able to find more than 40 examples of literary devices in this relatively short story. Why do you think that is? (Student answers will vary and teacher will ask probing questions to get to the following idea) In a short story, an author has limited space, time and few plot points at his or her disposal to make you care about the outcome, to hold your attention, etc. So in short stories, an author will use lots of literary techniques, usually to build a certain idea or feeling. How would you say Bradbury does that in this story?  Bradbury uses literary devices to paint you a vivid picture of characters and setting because understanding those two things is most important to your understanding of the story. There is actually relatively little action in this story. The action is the description of the characters and setting. So, with that in mind, I want you guys to get back with your partners and complete either a setting map for Venus or a character map for Margot. I will number you off in your partners, and all the 1’s will do the setting map and the 2’s will do the character map. Use what we’ve just discussed in our literary device activity to help you. I’m only giving you about 10 minutes, so be sure you stay on task. (Teacher will monitor the partner work.)  Teacher will call on volunteers from each partnership to come up and write in something from their maps. See attached sample maps for anticipated answers.  **Closure**  We’ve talked about a lot of the facts of the story, the things directly stated, and the use of language and literary devices to create meaning and impact. Tomorrow, we are going to talk a lot more about the larger meaning of this story and the things that aren’t directly stated or are inferred. Why the characters act the way they do, what the tone, theme and mood are of the piece as a whole, and what Bradbury’s central message might be to readers. In preparation for this, you will need to do 2 quick things. As a closing activity today, you will respond to three short answer question about Margot’s classmates, their actions and feelings and her relationship with them and then for homework, you will complete a super short worksheet to jog your memory about tone, theme and mood. Go ahead and take 10 minutes to answer your questions in your journal and I will pass out the homework as you do so.  Short answer questions are as follows:  1. Why do you think Margot's classmates dislike her so much? Defend your answer using the text.  2. Why is Margot generally so unhappy and quiet? Do you think that her reasons are legitimate?  3. Do you think that Margot's classmates meant to lock her in for the whole time the sun was out? Why or why not? | | |
| **Instructional Modifications to**  **ASSIST Students** | **Main Events of Instruction** | **Instructional Modifications to**  **CHALLENGE Students** |
| Review questions will help students remember story. Can use the text to help them.  Watching video will help students understand the events of the story.  Prepares students for upcoming partner challenge. Use of interactive smart board will help kinesthetic/visual learners.  Partnerships are pre-determined to put low-level learners with learners at the level right above, to help them, but make sure they don’t do all the work for them.  Class review and discussion will give students another touch point with this material. Use of interactive smart board will help kinesthetic/visual learners.  Same pre-determined partners. Graphic organizer will be a helpful study aid.  Class review and discussion will give students another touch point with this material.  Answering these in advance will prepare students for discussion in upcoming class. | Anticipatory set  Video of story  Literary device review  Partner challenge  Class review of partner challenge with smartboard.  Setting/character map  Review of setting character maps  Closure | High ability students are grouped to work with students who are average level, who can contribute, but that HA students can mentor.  High achieving students can be active in determining the purpose/meaning of specific literary devices.  Same pre-determined partners.  These are higher-level questions that will allow students to infer and give their opinions. |