

“All Summer in A Day” by Ray Bradbury

PRE-READING ASSIGNMENT

Before Reading

After Reading

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| _____ | 1. If the technology were available, I would want to live on another planet. | _____ |
| _____ | 2. I am willing to make friends with someone of a different background or culture. | _____ |
| _____ | 3. It is okay for people to pick on people if they are different because everyone gets teased from time to time. | _____ |

READING COMPREHENSION

1. Based off of the line “Margot stood apart,” what do you make of Margot’s character so far? Why do you think William reacts the way he does after she reads her poem?
2. Why do you think it is vital for Margot to go back to Earth? How do you think Margot feels living on Venus?
3. What do you make of the children smiling? Why do you think they are smiling?
4. What do you think the sun represents in the story? How does it have such a strong effect on the children?
5. Why can’t the children look at each other?
6. How do you feel about what the children have done to Margot? Do you feel sorry for her? Do you feel sorry for the children? Why?

POST-READING QUESTIONS (Beers, 2003)

1. If this story were to continue, what do you think would happen next? Why?
2. If you could change the ending, would you? How would you change it?

Tutoring Plans and Reflection

1. The focus for Tuesday's (June 27) lesson was to work on reading comprehension through pre-reading activities and synthesis of reading into a creative writing assignment.
2. My goal for the lesson was to make use of the pre-reading and post-reading strategies provided by Kylee Beers (2003) in *When Kids Can't Read: What Teachers Can Do* and to work on my ability to do a think-aloud in a small group. I also wanted to work on utilizing guided questions while reading out loud.

The included activities:

- Short story: "All Summer in A Day" by Ray Bradbury
- Pre-reading questions:
- Guided reading questions
- Post-reading questions
 - Return to anticipation guide

Ms. Marshall and I had the chance to work with Arielle* from one of the earlier sessions, a rising sixth grader, and she did a phenomenal job with the short story I had picked out. We had been expecting Brenton (who is a rising seventh grader and has expressed an interest in sci-fi stories) so the story was a relatively advanced for Arielle, but I feel that she had no problem using context clues to help her while she was reading. This also gave us a good chance to utilize the scaffolding Beers discusses in her textbook, especially in Chapter 13 where she discusses creating a classroom that encourages risk. Additionally, I feel that my guided reading questions definitely guide her and paired with Ms. Marshall's natural ability to model the think-aloud strategy, I think that we helped Arielle understand the plot and grasp further implications of the story. Specific moments where Ms. Marshall used the think-aloud technique were in the beginning to help ground us in Bradbury's alternative world, in time and setting. The area Arielle struggled the most with was not reading comprehension, but vocabulary. However, she was able to sound out most words, and the instances where she said the wrong word, she was able to replace that word (for example, "middle" for "midst") with a more familiar one by looking at the word's root. And for words like "tumultuously," she was able to use the word correctly in a sentence after we talked her through the definition, and she used a lot of figurative imagery to help her understand these definitions. On a personal level, something that I found striking was how much my understanding of the story changed after rereading it with Ms. Marshall and Arielle. Not only did we have a great discussion about the overall theme of the story (how do we treat people we are different from us), but we were able to have an organic conversation about the language Bradbury uses, and I think that even though Arielle might not have been able to appreciate the repetition of words like "silent/silence," she was able to build upon our comments with imagery and feelings of her own.

References

Beers, K. (2003). *When kids can't read, what teachers can do: A guide for teachers 6-12*. Portsmouth, NH: Heinemann.