

**Teacher Plans**  
**“All Summer in a Day” by Ray Bradbury**

1. Activating Strategy: Play audio of a rainstorm for two full minutes. Ask students to write down how they feel and what they think of while they are listening to the rain.

<https://www.youtube.com/watch?v=nDq6TstdEi8&t=15818s>

2. To prompt background knowledge and build anticipation, have students complete the anticipation word game and predict what the story will be about.

3. Direct students to define the vocabulary words and then review the correct answers with students; or, provide students with the definitions orally as they record them in the graphic organizer.

4. Have students read the short story “All Summer in a Day.” Read as a class or independently. Many free versions of the full text are available online.

5. Students should next complete the reading questions independently or in partners.

6. Have students analyze the different seasons and jot down the emotions or sentiments that they associate with each climate.

7. There are 4 different journal options for students to complete. Have them pick one prompt to write about.

8. Summarizing Strategy: Have students complete a story board. Template is included.

Name:

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### Anticipation Activity

**Part A Directions:** Write down the first word that comes to your mind as you read each word below.

**Example:**

**Field**

Baseball

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1. sun

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2. flood

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3. bully

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4. scientist

\_\_\_\_\_

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5. closet

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6. teacher

\_\_\_\_\_

7. jungle

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8. octopus

\_\_\_\_\_

9. memories

\_\_\_\_\_

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10. hide-and-seek

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**Part B Directions:** Write a prediction about what you think this story will be about.

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**“All Summer in a Day” by Ray Bradbury**  
**Reading Questions**

1. Explain the meaning of the following simile: “The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.”

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2. How long has it been raining on Venus? How would you describe the rain in your own words?

3. What is the mood in the beginning of the story?

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4. How is Margot different from the other children?

5. Explain the significance of the following metaphor: “But then they always awoke to the tatting drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone.”

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6. What type of character is Margot? Consider the following metaphor: “She was an old photograph dusted from an album, whitened away, and if she spoke at all her voice would be a ghost.”

7. "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." Why won't Margot play tag with the other kids and sing along when they do (other than songs about the sun)?

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8. Why did Margot refuse to shower in the school shower rooms?

9. Why don't the other children like Margot? Use textual evidence.

10. Why do the children believe they will finally see the sun on this day?

11. What do the children do before the teacher comes back into the room?

12. Explain the significance of the following quote: "The door slid back and the smell of the silent, waiting world came in to them."

13. Explain the following metaphor: "It was a nest of octopi, clustering up great arms of flesh-like weed, wavering, flowering in this brief spring."

14. "They could not meet each other's glances. Their faces were solemn and pale. They looked at their hands and feet, their faces down." What do these lines tell you about how the children were feeling?

15. What message about the sun is Bradbury trying to portray?

16. What theme is Bradbury sending to readers about the dangers of nostalgia?

17. Do the children accurately portray the behavior of kids who are nine years old? Why or why not?

18. How does the atmosphere and setting of Venus symbolize the behavior of the children?

19. Are the kids happier or sadder now that they've *really* experienced sunlight?

20. How are the other kids more like Margot after the sun disappears? Do you think it will change the way they treat her?

21. How does Ray Bradbury emphasize what seven years of rain must feel like? Use textual evidence.

22. What do you think happens after the story ends? What might be the consequences for what happened to Margot?

23. Why didn't anyone stand up for Margot? Do you feel sorry for Margot, why or why not?

24. Did the other children understand the implications of what they had done? How do you know?

25. What does the title of the story mean? Is this an effective title? What is another title you might give the story, and why?

## Answer Key

### “All Summer in a Day” by Ray Bradbury Reading Questions

1. Explain the meaning of the following simile: “The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.”

All of the children are intertwined like roses and weeds; they are so close together, you can't see where they separate. This demonstrates how excited the children are to look at the sun as they all squeeze together to look out the window; this image creates a chaotic mood.

2. How long has it been raining on Venus? How would you describe the rain in your own words?

It has been raining for seven years. The rain was not a light drizzle; it was harsh and consisted of great storms and tidal waves. The outdoors on Venus make up an inhospitable environment so that anyone who lives there must remain indoors at all times.

3. What is the mood in the beginning of the story?

There is a chaotic mood due to the excitement of the children. They are incredibly eager which builds anticipation for the reader. Readers also feel some anxiety from the impatience of the children.

4. How is Margot different from the other children?

Margot can actually remember the sun because she lived on Earth whereas the other children were too young the last time the sun appeared in Venus. Because she remembers the sun, there is a sadness about her; she misses it greatly.

5. Explain the significance of the following metaphor: “But then they always awoke to the tatting drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone.”

The two metaphors, of a "tatting drum" and "clear bead necklaces," compare the rain to objects and/or the sound they make in order to help readers hear what the children hear on a daily basis.

6. What type of character is Margot? Consider the following metaphor: “She was an old photograph dusted from an album, whitened away, and if she spoke at all her voice would be a ghost.”

Margot is seemingly more mature because of her experiences on Earth. She was as “washed out” as an old photograph because it seems that living on Venus wiped away her happiness and personality; nothing was left; no friendliness or sign of expression in her eyes. Her voice would be like a ghost because no one would hear her or listen to her. She isn't living in the present.

7. “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.” Why won't Margot play tag with the other kids and sing along when they do (other than songs about the sun)?

Margot was still clenching to her life on Earth. Margot was fixated on the sun and feeling the warmth again for the first time in years. This demonstrates the danger of relying on fleeting moments and holding on to old memories.

8. Why did Margot refuse to shower in the school shower rooms?

The shower reminds Margot of the endless rain which further depresses her. Margot wants to be dry and warm, not wet and cold; she has had enough of the rain.



9. Why don't the other children like Margot? Use textual evidence.

"They hated her pale snow face, her waiting silence, her thinness, and her possible future."

Margot has much more life experience than the others. Their personal feelings of being deprived of the sun makes them angry with Margot for being different and having that knowledge.

"There was talk that her father and mother were taking her back to Earth next year." They are jealous of her. She has more opportunities in life.

10. Why do the children believe they will finally see the sun on this day?

The scientists predicted that the sun comes out once every seven years.

11. What do the children do before the teacher comes back into the room?

They lock Margot in the closet.

12. Explain the significance of the following quote: "The door slid back and the smell of the silent, waiting world came in to them."

For the first time, the children are experiencing silence. They are used to hearing downpour and thunder, so the silence is so strong, they can feel it with their other senses, including smell. This emphasizes how strong of an impact the weather is having on the children. It also juxtaposes the typical weather on Venus which is angry and loud.

13. Explain the following metaphor: "It was a nest of octopi, clustering up great arms of flesh-like weed, wavering, flowering in this brief spring."

This description helps readers imagine what a jungle on Venus might look like as opposed to a jungle on Earth (lots of green, grass and moss, blooming plants, trees, full of life). Instead, Bradbury paints an image of a jungle deprived of the sun. The colors are rubber and ash and look like an octopus' tentacles. Rather than earth-like leaves, the plants have more of a skin-like appearance. They are coming to life for the first time in seven years.

14. "They could not meet each other's glances. Their faces were solemn and pale. They looked at their hands and feet, their faces down." What do these lines tell you about how the children were feeling?

They were ashamed of what they did to Margot. They forgot they locked her in the closet and could not look at one another. They were embarrassed and guilty feeling.

15. What message about the sun is Bradbury trying to portray?

Sunshine and warmth can make people feel physically and mentally stronger and positive; staying indoors in the darkness for too long can make people feel sad, lethargic, and like life is meaningless.

16. What theme is Bradbury sending to readers about the dangers of nostalgia?

If you are stuck in the past, you will struggle to enjoy the present. (Like Margot)

17. Do the children accurately portray the behavior of kids who are nine years old? Why or why not?

Answers may vary. Yes: their language and immaturity. They don't know how to process their feelings.

18. How does the atmosphere and setting of Venus symbolize the behavior of the children?

The atmosphere is inhospitable, tangled, cruel, harsh, just like the children and their mistreatment of Margot. The children are *also* harsh, cruel, and unrelenting.



19. Are the kids happier or sadder now that they've *really* experienced sunlight?

Answers will vary. They are devastated when they return inside.

20. How are the other kids more like Margot after the sun disappears? Do you think it will change the way they treat her?

The children now know what it's like to experience sunshine and know that it won't be back for a very long time. They now feel the emptiness and the yearning Margot felt. They can now relate to Margot, and the motivations for their bullying have been taken away. They most likely will stop bullying her although she may not accept their apologies or friendship.

21. How does Ray Bradbury emphasize what seven years of rain must feel like? Use textual evidence.

Answers will vary.

Through the children's excitement, Bradbury illustrates how big of a deal the sun is to the community. The kids would dream about the sun and learn about it in school. "All day yesterday they had read in class about the sun. About how like a lemon it was, and how hot. And they had written small stories or essays or poems about it."

"Thousands upon thousands of days compounded and filled from one end to the other with rain" is an example of how through his language, Bradbury exaggerates the endless rain.

The children never stopped enjoying the sun the entire time it was out: "Then, wildly, like animals escaped from their caves, they ran and ran in shouting circles. They ran for an hour and did not stop running."

Bradbury uses imagery: "they put their hands up to that yellowness and that amazing blueness and they breathed of the fresh, fresh air and listened and listened to the silence which suspended them in a blessed sea of no sound and no motion."

Through Margot's depression, Bradbury illustrates how empty a person can feel with constant rain, day in and day out. "Margot stood alone. 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 from her eyes and the red from her mouth and the yellow from her hair."

22. What do you think happens after the story ends? What might be the consequences for what happened to Margot?

Answers will vary.

23. Why didn't anyone stand up for Margot? Do you feel sorry for Margot, why or why not?

Answers will vary.

24. Did the other children understand the implications of what they had done? How do you know?

Answers will vary.

25. What does the title of the story mean? Is this an effective title? What is another title you might give the story, and why?

"All Summer in a Day" is a way for Bradbury to help readers imagine how tough it would be to live as the characters in this story. On Earth, people cherish their summers, so imagine if summer was only one day (not even a full day).

Answers will vary.



Name:

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“All Summer in a Day” by Ray Bradbury  
Vocabulary

Vocabulary Word	Part of Speech	Definition
feverish	adj	
vital	adj	
savagely	adj	
surge	verb	
immense	adj	
tumultuously	adv	
resilient	adj	
savor	verb	
solemn	adj	

Name:

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**“All Summer in a Day” by Ray Bradbury**  
**Vocabulary**

Vocabulary Word	Part of Speech	Definition
feverish	adj	displaying a frenetic excitement or energy
vital	adj	absolutely necessary or important
savagely	adj	in a fierce, violent, and uncontrolled manner
surge	verb	To move forward very quickly with force
immense	adj	extremely large or great, especially in scale or degree
tumultuously	adv	In a manner that is loud, excited, and emotional
resilient	adj	able to withstand or recover quickly from difficult conditions
savor	verb	to enjoy an experience slowly, and with great attention in order to enjoy it
solemn	adj	not cheerful or smiling; very serious

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“All Summer in a Day” by Ray Bradbury

Directions: In each box below, list any details that you associate with the following seasons. Include any emotions or sentiments that are attached to each season/climate as well.

Winter		Spring
Summer		Fall

What is your favorite season? If you could only live in one season for the rest of your life, what would it be and why?

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**“All Summer in a Day” by Ray Bradbury**  
**Journal Prompts**

**Pick one of the following journal prompts to answer. Answer in at least one full paragraph.**

- A) Do you believe weather can have an effect on people’s moods? Explain. How does weather affect you?
- B) Is it normal to resent someone who is in a better situation than you? Explain. Have you experienced this first-hand? Which side were you on?
- C) What is something that makes you feel nostalgic? Why does it make you feel that way? Explain.
- D) Have you ever been an outsider before? What was the situation? What was it like? How did you work through it?

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Create a story board to summarize the text “All Summer in a Day” by Ray Bradbury. Fill the blocks with colored drawings in chronological order to represent the events as they occur in the story. Your story board should illustrate the gist of the story.

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