

All Summer in a Day

Short Story by Ray Bradbury

VIDEO TRAILER



KEYWORD: HML6-66

What if your whole **WORLD** changed?

COMMON CORE

RL 1 Cite textual evidence to support inferences drawn from the text. **RL 3** Describe how the characters respond as the plot moves toward a resolution. **RL 5** Analyze how a particular sentence fits into the structure of a text and contributes to the development of the setting or plot.

People often become comfortable in the familiar world of their family, friends, and daily routines. However, people move and traditions change. When your world changes, whether by a little or a lot, it can have an impact on your life. In “All Summer in a Day,” a young girl feels lost in a new place.

SKETCH IT Think about the people, places, events, and ideas that are most precious to you. Create a sketch of your world, showing some of the things that make it a special place. How would you feel if any of these things disappeared?



Meet the Author

Ray Bradbury

born 1920

Vivid Imagination

As a boy in Illinois, Ray Bradbury had a passion for adventure stories, secret code rings, and comic strips. He started writing fiction to create his own imaginary worlds.

Creative Genius

While some of Bradbury's most famous stories are science fiction, he doesn't think of himself as a science fiction writer. Instead, he thinks of himself as someone who simply writes what he sees, just "through a different lens." Though he writes about future technology and space travel, Bradbury is a bit old-fashioned. He has never learned to drive a car, preferring to get around by riding a bicycle.

BACKGROUND TO THE STORY

Beyond Summer

When Bradbury wrote "All Summer in a Day" in 1954, very little was known about Venus. The mysterious planet lay hidden beneath a very heavy layer of clouds. Scientists learned a few years later that this dense cloud cover did not result in constant rain, as occurs in Bradbury's story. Instead, the clouds appear to trap heat. The temperature at the surface of the planet is about 860°F, which is much too hot for rainfall.



Author
Online



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● TEXT ANALYSIS: PLOT AND SETTING

The **plot** is the series of events that make up a story, including the conflict and its resolution. **Setting** is *where* and *when* a story takes place. In science fiction stories, the setting is often the distant future. This setting usually causes the events of the plot to unfold in an unexpected way. As you read "All Summer in a Day," look for clues that tell you when and where the story takes place. Then think about the setting's influence on the story's conflict and resolution, or denouement.

Review: **Conflict**

■ READING SKILL: MAKE INFERENCES

As a reader you are a detective. Details, events, and dialogue in a story are your clues. You put the clues together with your own knowledge to **make inferences**, or guesses.

As you read "All Summer in a Day," use an equation like the one shown to record the inferences you make about the characters' feelings and their actions.

Clues from the Story + My Knowledge = Inference

<i>Margot is not part of the group.</i>	<i>+ Not being part of a group can make you feel sad.</i>	<i>= Margot feels sad.</i>
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Review: **Identify Cause and Effect**

▲ VOCABULARY IN CONTEXT

Ray Bradbury uses the words below to create a world that is very different from our own. Complete each sentence with an appropriate word from the list.

WORD	apparatus	resilient	slacken
LIST	immense	savor	tumultuously

1. The leaves shook _____, and we were scared.
2. The _____ planet offered many areas to explore.
3. The sturdy shelters are built to be _____.
4. After the storm, the wind began to _____.
5. The _____ used to open the hatch was broken.
6. She sat quietly to _____ everything around her.



Complete the activities in your **Reader/Writer Notebook**.

ALL SUMMER IN A DAY

Ray Bradbury

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Analyze Visuals ►

What words would you use to describe this photograph?

Language Coach

Dialogue Reread lines 1–8. Notice that Bradbury does not identify who is speaking. Who is speaking?

A SETTING

Reread lines 7–18. What do the **details** in each sentence tell you about where and when the story takes place?

1. **concussion** (kən-kŭsh'ən): pounding.





Exploration of Venus began with a “flyby” spacecraft from the Soviet Union in 1961 and another from the United States in 1962. Since then, orbiting spacecraft and robotic equipment have provided pictures and information about conditions on Venus.

Language Coach

Dialogue Reread lines 40–42. How can you tell who is speaking in line 40?

slacken (slăk’ən) v. to slow down or lessen

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2. **tatting drum:** a continuous, soft, beating sound.

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B CONFLICT

What is the conflict between Margot and her classmates?

C MAKE INFERENCES

Why does Margot refuse to take a shower?

D SETTING

Reread lines 88–97. If Venus had a climate like Earth's, do you think Margot would have a problem with the boy? Explain how a change in setting would affect the conflict.

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E CAUSE AND EFFECT

A **cause** is an event that makes something happen. An **effect** is what happens as a result of a cause. What causes the other children to dislike Margot? What do they do to her as a result?

apparatus (ăp'ə-răt'əs)
n. a device or set of equipment used for a specific purpose

immense (ĩ-měns') *adj.*
extremely big; huge

F PLOT

Reread lines 115–126. What changes do the children notice when the sun comes out? What impact does the setting have on the plot in line 126?



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tumultuously

(tōō-mŭl'chōō-es'lē)

adv. in a wild or
disorderly way

G SETTING

What is unusual about
the plants on Venus?

resilient (rĭ-zĭl'yənt) *adj.*
flexible and springy

savor (sā'vər) *v.* to take
great pleasure in

H CAUSE AND EFFECT

Reread lines 144–153.
How do the children
react to the change in
the weather?

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◆ **GRAMMAR IN
CONTEXT**

A **speaker tag**, such as the phrase *whispered the girl* in line 190, identifies who is speaking. Since the quotation comes before the speaker tag, Bradbury correctly places a comma at the end of the quotation before the quotation mark and a period at the end of the speaker tag.

■ **MAKE INFERENCES**

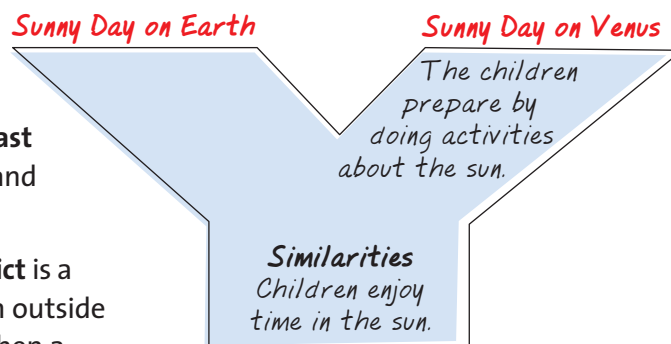
How might the children feel toward Margot now that they, too, have seen the sun?

Comprehension

1. **Recall** How often does the sun shine on Venus?
2. **Clarify** Why is Margot the only child who remembers the sun?
3. **Summarize** What is the conflict and resolution of this story?

Text Analysis

4. **Make Inferences** Review the inferences that you recorded as you read the story. Were any of your ideas wrong or incomplete based on what you learned later on in the story? Adjust your equations as needed.
5. **Identify Cause and Effect** A cause-and-effect relationship occurs when one event causes another event to happen. What events in the story and prior to the story lead to Margot's unhappiness?
6. **Analyze Setting** Think about what happens on a sunny day on Earth. How is that day different from the sunny day in the story? Use a Y chart to **compare and contrast** which details might stay the same and which might be different.
7. **Examine Conflict** An **external conflict** is a struggle between a character and an outside force. An **internal conflict** occurs when a character is struggling with his or her own feelings. Reread lines 182–196. Are the children facing an external or internal conflict as they walk to the closet and unlock the door for Margot? Explain.
8. **Analyze Plot and Setting** How does the **setting** of this story influence the **plot**, including the conflict and resolution? Would there still be a story if Bradbury's Venus had less extreme weather? Explain.



COMMON CORE

RL 1 Cite textual evidence to support inferences drawn from the text. **RL 3** Describe how characters respond as the plot moves toward a resolution. **RL 5** Analyze how a particular sentence fits into the structure of a text and contributes to the development of the setting or plot.

Extension and Challenge

9. **SCIENCE CONNECTION** Venus and Earth have often been referred to as “twin planets.” Research Venus and Earth to learn more about their similarities and differences.

What if your whole **WORLD** changed?

Describe what you sketched for your vision of your world. What elements of your world would you most hate to see disappear, and why?



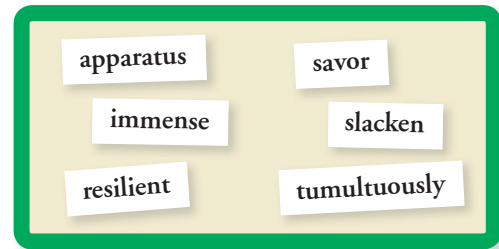
Venus Earth

Vocabulary in Context

▲ VOCABULARY PRACTICE

For each numbered item below, choose the word that differs most in meaning from the other words.

1. (a) prepare, (b) appreciate, (c) enjoy, (d) savor
2. (a) appliance, (b) device, (c) apparatus, (d) operator
3. (a) slacken, (b) lessen, (c) decrease, (d) enlarge
4. (a) enormous, (b) immense, (c) gigantic, (d) distant
5. (a) tumultuously, (b) carefully, (c) thoughtfully, (d) cautiously
6. (a) elastic, (b) nervous, (c) flexible, (d) resilient



ACADEMIC VOCABULARY IN SPEAKING

• affect • analyze • evidence • impact • provide

With a partner, discuss the possible **impact** on Margot of being shut in the closet. **Provide evidence** from the text to support your response. Use at least two Academic Vocabulary words in your discussion.

VOCABULARY STRATEGY: FIND THE BEST SYNONYM

A **synonym** is a word that has the same or similar meaning as another word. A book of synonyms is called a **thesaurus**. You can use a thesaurus, which is available in print and online versions, to find words that express a specific meaning. When you look up a common word like *big* in a thesaurus, you will find many alternate word choices: *immense*, *enormous*, *huge*, and so on. In this story, the writer uses *immense* to describe the silence that occurs after the rain stops. This word gives the reader a clearer sense of the silence than a word like *enormous* or *huge* would.

PRACTICE Choose the synonym from the box that best fits the meaning of each sentence. Use a thesaurus if you need help.

1. The ____ poster did not fit into the small frame.
2. The ____ theater easily held the 600 students.
3. Fields of wheat stretched for miles across the ____ plains.
4. The ____ package was hard to lift.

COMMON CORE

L.4c Consult thesauruses, both print and digital, to clarify meaning.

Synonyms for *big*

hefty
oversized
spacious
vast

Interactive Vocabulary **THINK** central
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Language

GRAMMAR IN CONTEXT: Punctuate Dialogue Correctly

Keep the following rules in mind when you write **dialogue**:

- Put quotation marks before and after a speaker’s exact words.
- Place punctuation marks such as commas and periods inside the quotation marks.
- If a speaker tag, such as *he said*, comes before the quotation, set a comma after the speaker tag.
- If a speaker tag follows the dialogue, set a comma after the quotation (before the closing quotation mark) and a period after the speaker tag.

Original: Margot said I have seen the sun.

Revised: Margot said, “I have seen the sun.”

PRACTICE Rewrite the following sentences. Correct the misplaced punctuation marks and insert any missing marks.

1. “It’s been raining for years” the girl said.
2. “Let’s go outside the teacher said.”
3. The boy said “What are you waiting for?”
4. The sun looks like a penny Margot said

For more help with punctuating dialogue, see page R50 in the *Grammar Handbook*.



L 2 Demonstrate command of the conventions of punctuation.
W 3 Write narratives to develop imagined events.

READING-WRITING CONNECTION



Broaden your understanding of “All Summer in a Day” by responding to this prompt. Then use the **revising tip** to improve your writing.

WRITING PROMPT

Extended Constructed Response: Dialogue
What would Margot say to her classmates and teacher now that she has been freed? How would they respond to her? Write a **brief dialogue** that begins at the moment Margot walks out of the closet.

REVISING TIP

Review your response. Have you used correct punctuation in your dialogue? If not, revise your writing.

Interactive Revision

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