

Name: Dharma Mowatt

Topic: Analyzing Tone in Literature in Ray Bradbury's *All Summer in a Day*

Grade Level/Subject: 6th Grade Language Arts

Essential Question(s)	
<ul style="list-style-type: none">• How does the author's choice of imagery transform the reader's emotional experience?• How does the author use vocabulary to “show” what the characters are feeling instead of telling?	
Daily Learning Objectives/Skills/Dispositions (SWBAT)	Corresponding Assessments <i>(e.g., graphic organizer, exit slip, written assessment, guided observation)</i>
<p>SWBAT identify specific evidence of evocative diction and figurative language within the text.</p> <p>SWBAT analyze how tone shifts in Bradbury's language influences the reader's understanding of the stories themes and the characters' actions.</p>	<ol style="list-style-type: none">1. Objective 1: At the beginning of the lesson, students will be given markers and specific “color code” instructions to help them identify different tones in the story.2. Objective 2: Students will complete an exit ticket where they will choose a Tier 2 vocabulary words to describe the shift in tone of Bradbury's writing and connect it directly to a quote from the story.
Curricular Standards Associated with your Objective(s) listed above	
RL.6.4.: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	
Student Prior Knowledge	
Students will already have an understanding of plot structure as well as figurative/literal language. They will have also briefly learned of tone in the past, however, the purpose of this lesson is to help build and support their understanding. Students will also have practiced utilizing tier 2 vocabulary.	
Beginning (/Opening/Hook)	
<i>Begin the lesson</i> by having 2 photos up on the board: a photo of a dark gray sun and the other a bright sunny day. Give students two sticky notes each and instruct them to write on one how the	

darker sky makes them feel, and on the other how the brighter sun makes them feel. Allow students to come up and stick their words onto their corresponding photos.

After students do so, review student answers and discuss their commonalities. Tell students that today, we will be reading *All Summer in a Day* by Ray Bradbury. Similar to how these photos evoked a specific emotion in us just by looking at them, we are going to analyze how Bradbury uses language to make us feel certain emotions without telling us what they are. Tell students this specific language can also be called the “tone”.

Lesson Activities (Include key questions & examples)

Have student leaders pass out copies of Bradbury’s work, along with one yellow and one blue marker per student.

While they do this, pull up your own copy of the story on the white board.

2 Minutes: Explain to students that today we are going to be “tone detectives”. We are going to use colors to help us identify the emotions certain words may invoke. We will use blue for words or phrases that seem upsetting or heavy, and yellow for ones that are positive and joyful. “By marking up, or annotating, the text we can clearly see how Bradbury uses language to showcase how the characters are feeling!”.

3 Minutes: Tell students we will begin annotating the story as a group. Read the first paragraph of the story out loud, and stop after reading the sentence “A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again”.

Tell the class you noticed that the author has used the word “crushed” twice. Ask students to close their eyes and think for a moment. When they hear that something was “crushed under” something, is that usually positive or negative? Allow 2 students to answer (scaffold if needed), and explain that this is a word that creates a negative feeling. Underline the word in blue and have students copy.

5 Minutes: Continue reading the story aloud until the end of Margot’s poem. Tell students “Before the author used the term ‘crushed’ because it is a word we associate with negativity. Now before we continue on, let’s see if we can use the writing to see how Margot feels about the sun. She writes ‘I think the sun is a flower, that blooms for just one hour’. Look at the words bloom and flower, turn and talk to the person next to you. How do you think she feels about it? What words does she use that makes you think that?”. While students answer, circle the room and listen to student responses. Give them about 1 minute to answer.

After time is up, draw student attention back to the board. Have 2 students share their answers and thoughts. Explain to students that Bradbury uses the terms “bloom” and “flower” to make us feel positive emotions, as those are things we associate with happiness. Underline the words in yellow on the board and have students repeat.

10 Minutes: Continue to read the story up until the scene where Margot is shoved in the closet. After reading this part aloud with students, tell them it is time to be detectives. Have students look back through the text and “find two words that describe the sun and underline them in yellow. Then, find two words from how the others see Margot that you could underline in blue”. Walk around the room to support students. For struggling students, clearly point out the dialogue.

After giving them about 3-4 minutes to do this, bring class attention back to you. Allow a few students to share the yellow words they found and the blue. Ask the class “Why do you think the author is using such happy words about the sun, but such upsetting and blue words about how they are treating Margot? Based on Bradbury’s language, how do you think the students feel?”. Allow a few students to share.

“You all recognized that even though the sun is things like 'flaming bronze' and 'radiant', Bradbury explains how they treat Margot by using terms like 'cold' and 'heavy'. By using this vocabulary, he is shifting the tone of the story based on what the characters are discussing. Bradbury is showing us that the students are so excited for the sun that they would not listen to Margot, even though she had seen the sun much more than them.”

8 Minutes: Instruct students to finish the story independently. Tell them to try to find at least 3 yellow words/phrases for when the sun comes out, and 3 blue for what happens when the sun goes away. Walk around and support students during this, specifically highlighting phrases like “unbelievable” and “a warm iron” for the yellow words and “their faces down” and “unlocked the door even more slowly” for when the sun goes away.

2 Minutes: Have students turn to their partner and compare answers.

5 Minutes: Call students attention back to the front. Ask students to look back at their work and ask “I want you to look and think, did most of the blue start when the sun came back out, or was it when they realized that Margot was still in the closet?”.

Explain to students that the author used tone to show us that although the environment of the sun could make them (and us) feel happy and excited, the realization of what they did to Margot made students feel sad and upset. By changing his vocabulary, he was able to show us how the characters emotions were altered.

End/Conclusion of the Lesson

Pass out an exit ticket with Tier 2 vocabulary words at the bottom. Ask students to choose one of these words to describe how the students felt at the end of the story, and write down a quote from the story as evidence.

Name:

My Vocabulary Word

Evidence:

Tier 2 Vocabulary:

Solemn- Feeling quiet and serious because of a sad situation.

Remorseful- Feeling guilty or regretful of your actions.

Ashamed- Feeling embarrassed and/or upset over something you have done.

^^ example exit ticket

Materials

- Sticky notes
- Blue markers
- Yellow markers
- Copies of *All Summer in a Day* by Ray Bradbury

Differentiation for Specific Children

- Vocabulary list to support student understanding
- Visual examples
- Multi-sensory instruction` (visual, physical, and auditory)
- Reading parts aloud to support students
- Teacher circulating room for support
- Collaborative work amongst peers