



**Literacy Design
Collaborative**

The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"

★ TASK ★ LADDER

by Melissa L. Workman

In this unit, students will learn about the use of figurative language in literature. They will specifically study simile and metaphor to define what those terms mean. They will also develop an understanding of why authors choose to use these in their writing. Finally, students will write an essay in which they analyze the use of simile and metaphor in the short story "All Summer in a Day" by Ray Bradbury and explain how the similes and metaphors contributes to an understanding of the characters and/or the setting in the story.

GRADES

4

DISCIPLINE

 **ELA**

COURSE

Any

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

Why do authors use simile and metaphor in their writing? After reading the short story, "All Summer in a Day" by Ray Bradbury, write an essay in which you analyze how Bradbury's use of simile and metaphor contributes to an understanding of the characters and/or the setting in the story. Support your response with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.4

Focus

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.4.2

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.a

Focus

Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5.a

Focus

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.6


Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Texts

 **6_All Summer in a Day by Ray Bradbury.pdf** lexile 1080

 **Metaphor Definition.doc** lexile 1220

 **Why Do Poets Use Similes.doc** lexile 1320

 Skin Like Milk, Hair of Silk by Brian P. Cleary, illustrated by Brian Gable
ISBN 978-0-7613-3945-8

 You're Toast and Other Metaphors We Adore by Nancy Loewen, illustrated by Donald Wu
ISBN: 978-1-4048-6717-8

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information .	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

In this unit, you will learn what similes and metaphors are. You will learn why authors choose to include similes and metaphors in their writing. You will also learn how to identify similes and metaphors in a story, and how to analyze those similes and metaphors to figure out what they mean and how they help you better understand the characters and the setting of the story.

Extension

Possible Extensions:

- **Narrative Writing:** What is life like on another planet? Write your own short story about life on another planet. Include a variety of similes and metaphors to help your reader to visualize the setting and to understand the characters.
- **Argumentative Writing:** Are similes or metaphors more effective to help a reader understand a story? After reading the short story, "All Summer in a Day" by Ray Bradbury, write an essay in which you analyze some of the similes and metaphors from the story and conclude which of the two literary devices is more effective in helping the reader understand the setting and the characters in the story. Support your response with evidence from the text.
- **Informative Writing:** How does the literary device of personification enhance a story? After reading the short story, "All Summer in a Day" by Ray Bradbury, write an essay in which you identify instances of personification in the story and explain how the personification helps the reader to better understand the story.
- **Cross-curricular integration:** Ray Bradbury imagined what the climate on Venus is like. Today, scientists know the climate of Venus is nothing like Bradbury's vision. Research the planet Venus and discover what the climate is actually like there!

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to demonstrate new content knowledge prior to application to the literary text.

TASK ANALYSIS: Ability to understand and explain the task's prompt and to aid in students' ability to establish a focus and controlling idea in their final product.

Reading Process

INSPECTIONAL READING: Ability to prepare to engage in literacy task.

NOTE-TAKING: Ability to determine gist of the story, identify story elements, and to select relevant passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

CITING EVIDENCE: Ability to accurately quote from the story using quotation marks, commas, and ellipses appropriately.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

INTRODUCTORY PARAGRAPH: Ability to effectively familiarize the reader with the literature being analyzed. Ability to establish a controlling idea and to introduce what the body paragraphs will be about.





DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

PEER EDITING: Ability to utilize peer support to refine text, including a clear focus, language usage, and tone as appropriate to audience and purpose.



REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

FINAL DRAFT: Ability to submit final piece that meets expectations as identified by selected rubric.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	TASK ENGAGEMENT: Ability to demonstrate new content knowledge prior to application to the literary text.	SHORT RESPONSE After reading the prompt, do a quick write in which you record what you know about similes and metaphors. Include some examples of each. Afterwards, we will share our thinking and make a class chart about what we think we know about similes and metaphors.	Assess student responses in journals and during class discussion. Identify misconceptions about what similes and metaphors are. These misconceptions will be addressed in the next two mini tasks.	Write the task prompt on a large piece of chart paper. Read it to the class. Ask students to write in their writing journals what they know about similes and metaphors. Ask them to include examples, if they are able. Following the quick write, facilitate a whole class discussion about their responses. Create a class chart to record what they think they know about similes and metaphors.
Standards:				
L.4.5 : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
Additional Attachments:				
 prompt for poster.doc				
1 hr	TASK ENGAGEMENT: Ability to demonstrate new content knowledge prior to application to the literary text.	DEFINING SIMILE AND METAPHOR After viewing various videos and reading books about simile and metaphor, write the definition for each and write examples of each.	Check student journals for understanding. Assess student understanding during class discussion and creation of class chart.	Select some videos and/or texts which will explain what similes and metaphors are. See teacher resources for some suggestions. After viewing/reading, ask students to verbalize definitions for similes and metaphors. As a class, decide on the best definition for each and add these definitions to a class chart to exhibit throughout the unit. Add some favorite examples from discussion. Finally, return to original chart about what students thought similes and metaphors were after reading the prompt to help them clear up any misconceptions.
Standards:				
L.4.5 : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
Additional Attachments:				
 simile and metaphor class chart.jpg				
 Youtube video about simile and metaphor				
 Brainpop video- simile and metaphor				
1 hr	TASK ENGAGEMENT: Ability to demonstrate new content knowledge prior to application to the	PRACTICING WITH SIMILE AND METAPHOR Now that we know what	Assess student responses on worksheets for understanding.	Hand out worksheets on simile and metaphor. Have students complete these. This can be a summative assessment of students' understanding of similes and metaphors.

The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"

	literary text.	similes and metaphors are, let's show what we know with a little practice.	<ul style="list-style-type: none"> Meets expectations: majority of responses are correct Needs work: Many inaccurate responses 	
	Additional Attachments: 			
30 mins	TASK ENGAGEMENT: Ability to demonstrate new content knowledge prior to application to the literary text.	CLASS CHART: WHY DO WRITERS USE SIMILE AND METAPHOR? Why do you think writers use simile and metaphor in their writing? Write some ideas in your journal. Afterwards, we will share our ideas and create a class chart. We will add to this chart after reading some articles about writers' use of simile and metaphor.	Read student journals and/or assess during class conversation.	Now that we have established what similes and metaphors are, let's talk about why writers use them! Begin a class chart titled "Why writers use similes and metaphors". After students write their thinking about this in their journals, facilitate a class discussion to add ideas to the chart. You can add to this chart after reading the articles, "Metaphor Definition" and "Why do Poets Use Similes?" in subsequent lessons.
	Standards: RI.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
	Additional Attachments: 			
2 hrs	TASK ENGAGEMENT: Ability to demonstrate new content knowledge prior to application to the literary text.	READ ARTICLES AND ADD TO CLASS CHART We are going to do shared readings of the articles, "Why do Poets Use Similes?" and "Metaphor Definition". After we read, we can add some ideas about why writers choose to include similes and metaphors in their work.	Assess student responses during discussion to determine understanding of texts. Add accurate responses to class chart.	Read the article, " Why Do Poets Use Similes?" Due to the fairly high Lexile Level (1320), a shared reading may be the best strategy. Engage in the close reading cycle as outlined in the Teacher Resources. As you read, model note-taking- answer the question, Why do writers use similes and metaphors?
	Standards: RI.4.9 : Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. RI.4.2 : Determine the main idea of a text and explain how it is supported by key details; summarize the text.			
	Additional Attachments:			

The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"

	<p>📄 close reading steps.pdf</p> <p>📄 Metaphor Definition.doc</p> <p>📄 Why Do Poets Use Similes.doc</p> <p>📄 Class created chart- Why do Writers use simile and metaphor.JPG</p>			
30 mins	<p>TASK ANALYSIS:</p> <p>Ability to understand and explain the task's prompt and to aid in students' ability to establish a focus and controlling idea in their final product.</p>	<p>I CAN STATEMENTS</p> <p>After reading this prompt, identify the verbs. Next, write I can statements for each verb. Afterwards, we will discuss what you will need to do to successfully respond to this prompt.</p>	<p>During discussion, assess students' ability to identify verbs and to identify what they will need to include in their final essay in order to successfully respond to the prompt.</p>	<p>Refer to the prompt on chart paper (already prepared for previous mini-task). Re-read prompt. Ask students to identify the verbs in the prompt. Highlight the verbs on the chart. Next, ask students to write in their journals I Can statements for each verb. (i.e. I can DEFINE metaphor) Add I can statements to prompt poster. Ask students to verbalize what they need to do to effectively respond to the prompt.</p>
	<p>Standards:</p> <p>W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>			
20 mins	<p>TASK ANALYSIS:</p> <p>Ability to understand and explain the task's prompt and to aid in students' ability to establish a focus and controlling idea in their final product.</p>	<p>RUBRIC ANALYSIS</p> <p><i>Let's look at the rubric we will use to assess your final essay. After we examine each component, let's discuss what you will need to do to score a "3" or even a "4".</i></p>	<ul style="list-style-type: none"> Assess student responses during class discussion students could write down what they would need to do in order to successfully respond to the prompt I have included two different rubrics for teacher use- one is a district-created rubric designed to align with Common Core writing standards, the other is a score sheet in kid friendly language 	<p>Show selected rubric to the class. Read through the components that will be assessed on the final essay. Ask students to verbalize what they would need to do to score a "3" or above on the rubric. If using a point score card, students should explain what they would need to do to score all of the points for each section.</p>
	<p>Standards:</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>			


The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"

Additional Attachments:




 [district informational writing scoring rubric.pdf](#)

 [Essay Grading score card.docx](#)



Reading Process

1 hr	INSPECTIONAL READING: Ability to prepare to engage in literacy task.	PRE-READING: PRACTICE FINDING SIMILES AND METAPHORS IN TEXTS As we read the poem "A Bird Came Down the Walk" by Emily Dickinson, underline any similes or metaphors that you find.	During class discussion, assess that students are able to identify similes and metaphors.	Read the poem, "A Bird Came Down the Walk" by Emily Dickinson as a class. Have students identify instances of simile and metaphor as they read- they can highlight these in their own copies. Afterwards, discuss what each simile or metaphor means. Discuss why the poet may have chosen to use the similes and metaphors. Add to class chart: Why do writers use similes and metaphors?
	Additional Attachments:  a_bird_came_down_the_walk_NP_passage_and_questions.pdf			
1 hr	NOTE-TAKING: Ability to determine gist of the story, identify story elements, and to select relevant passages for use in one's own writing.	FIRST SHARED READING OF THE STORY Follow along in your text as I read the story aloud. After this first reading, you will respond to the story in writing in your journal.	Check journals to assess how students responded to the story. <ul style="list-style-type: none"> Meets expectations: Provides an adequate response- at least a paragraph which summarizes the story or explains student's own feelings about the story. Needs work: No response, or very short response. Assess student understanding during follow-up discussion.	Hand each student a copy of the story. Read through, without stopping. When finished reading, ask students to spend 10-15 minutes responding to the story in their journals. After journaling, ask students to share their responses. Discuss what happened in the story.
	Standards: RL.4.3 : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			

The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"

	<p>Additional Attachments:</p> <p> All Summer in a Day Word.doc</p> <p> student response to first reading.pdf</p>			
1 hr	<p>NOTE-TAKING: Ability to determine gist of the story, identify story elements, and to select relevant passages for use in one's own writing.</p>	<p>HIGHLIGHTED SIMILES AND METAPHORS</p> <p>As we read through this story again, identify similes and metaphors when you find them. Highlight as you identify them. Afterwards, we will determine if each simile or metaphor helps readers to understand a character or the setting.</p>	<ul style="list-style-type: none"> As students read, assess if they can accurately identify similes and metaphors Assess if students can explain what the similes and metaphors mean and how they enhance understanding of the characters, setting, and events in the story 	<p>As a class, re-read the story. Each student needs a highlighter. As you read, ask students to raise their hands when they identify a simile or metaphor. Model how to highlight similes and metaphors. Have students highlight their own copies as you model. Afterwards, discuss each identified simile and metaphor. As a class discuss whether each helps readers to understand a character or the setting. Label each highlighted simile and metaphor with an "S" if it helps the reader understand the setting of the story. Label with a "C" if it helps the reader understand a character. See highlighted and labeled sample in student work samples.</p>
	<p>Standards:</p> <p>L.4.5 : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL.4.4 : Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>			
	<p>Additional Attachments:</p> <p> annotated text-student.pdf</p>			
1 hr	<p>POST-READING > ENHANCING COMPREHENSION:</p> <p>Ability to identify the central point and main supporting elements of a text.</p>	<p>ANALYSIS OF SIMILES AND METAPHORS</p> <p>Now that we have identified similes and metaphors in the story, let's analyze what they mean.</p>	<p>Determine students' ability to analyze the meanings of similes and metaphors during discussion.</p> <p>Check journals to assess student understanding of identified similes and metaphors.</p> <ul style="list-style-type: none"> Meets expectations: students are able to write the meaning of their selected similes and metaphors. For example, the student chooses the following 	<p>Lead a discussion in which students analyze what each identified simile and metaphor means. Have students write the meaning in the margins of the text, or give students copies of the identified similes and metaphors. They can cut these out, paste them in their journals, and write the meanings underneath each. This can be done whole group, or in small groups. Alternatively, after discussing each simile and metaphor, ask students to choose at least three similes and metaphors that they would like to discuss in their essay. Tell students they may choose to focus on similes that help describe aspects of the setting, or they may choose to focus on a character, or they may choose to analyze a variety of similes and metaphors. In their writing journals, have them copy the selected similes or metaphors from the text, then write an explanation of how each helps the reader understand an aspect of character or setting. Model how to do this before students begin working: See teacher resource for modeled sample, student samples.</p>

The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"

			<p>simile: "They stood as if someone had driven them, like so many stakes, into the floor." An accurate response would be: This means the students stood very still, unmoving, as though they were hammered into the floor. They felt bad about locking Margot in the closet, so they couldn't move.</p> <ul style="list-style-type: none"> Needs work: student is unable to explain the meaning of the simile or metaphor, or student describes meaning by repeating the wording of the simile or metaphor (i.e. "They stood as if someone had driven them, like so many stakes, into the floor." It means they are like stakes.) 	
	<p>Standards:</p> <p>L.4.5 : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>			
	<p>Additional Attachments:</p> <p> teacher sample explaining simile or metaphor from story.pdf</p> <p> writing and explaining similes and metaphors- student work.pdf</p>			
15 mins	<p>POST-READING > ENHANCING COMPREHENSION:</p> <p>Ability to identify the</p>	<p>SELECTION OF SIMILES AND METAPHORS TO ANALYZE IN ESSAY</p> <p>Now that we have</p>	<ul style="list-style-type: none"> Meets Expectations: Students can verbalize a 	<p>Before students decide which similes and metaphors they would like to analyze in their essays, they should decide if they want to focus on an element of the setting (for example, the sun or the rain); on a</p>

The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"

	central point and main supporting elements of a text.	discussed the meanings of the similes and metaphors in the story, you need to decide if you will focus your essay on the element of character, the elements of the setting, or if you would like to write about a variety of similes and metaphors.	<p>preference for their focus. Students can identify which element(s) of the story are enhanced by their chosen similes and metaphors.</p> <ul style="list-style-type: none"> Needs Work: Student cannot verbalize which element(s) of the story he wishes to focus on. Student cannot differentiate between setting and character. 	character (Margot or the other students); or if they would like to analyze a variety of similes and metaphors. Lead a group discussion in which you explain the need to make that decision before planning and pre-writing begins. You may create a class chart with the options available.
	<p>Standards:</p> <p>RL.4.10 : By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.4.3 : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>			
30 mins	<p>CITING EVIDENCE:</p> <p>Ability to accurately quote from the story using quotation marks, commas, and ellipses appropriately.</p>	<p>STRATEGIES FOR QUOTING FROM STORY</p> <p>You will be quoting from the story in your essay. Let's learn how to write quotes correctly.</p>	<p>As students write their rough drafts, check that they are quoting correctly.</p> <ul style="list-style-type: none"> Meets Expectations: Students demonstrate an ability to quote directly from the text using quotation marks, as well as commas and ellipses when necessary. Needs Work: Student does not write quote word for word or does not use appropriate punctuation. 	Using a quote from the text, model how to lead in to and quote the chosen example. Write the quote and explain the steps as you write. Afterwards, use a highlighter to draw attention to the comma, the quotation marks, and the ellipses (as necessary). See sample modeling in teacher resources.
	<p>Standards:</p> <p>L.4.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			




The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"

Transition to Writing				
30 mins	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.	DISCUSSION ABOUT THE MEANINGS OF THE SIMILES AND METAPHORS Now that you have chosen the similes and metaphors that you would like to analyze in your essay and you have written about how each one helps the reader to better understand a character or an aspect of the setting, lets share some of our work.	Review student written work and analyze students' comments during the discussion.	Gather students for a whole class meeting. Students should bring their writing notebooks with them. Have volunteers share a simile or metaphor they have chosen and ask them to read their explanation of how that particular simile or metaphor helps the reader to better understand a character or an aspect of the setting. After discussion, allow time for students to modify their work as necessary.
Standards: L.4.5 : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. SL.4.3 : Identify the reasons and evidence a speaker provides to support particular points. SL.4.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. RL.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
Additional Attachments: 				
Writing Process				
1 hr	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	OUTLINE/ORGANIZER Now that you have quoted and analyzed at least three similes or metaphors from the story, you have written the rough draft of your body paragraphs.	Check students' work as they quote and analyze their chosen similes and metaphors. This activity serves as the planning, as well as the drafting of the body paragraphs.	Because we chose our similes and metaphors during the pre-writing phase, this activity serves as the planning phase for the writing as well.
Standards: W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
Additional Attachments: 				
1 hr	INTRODUCTORY PARAGRAPH: Ability to effectively familiarize the reader with the literature	OPENING PARAGRAPH We are going to write an opening paragraph which will briefly summarize the	<ul style="list-style-type: none"> Analyze student work to ensure inclusion of essential 	Explain to students that when they are writing literary analysis, they must assume that their reader knows nothing about the story. They must begin their essay with a brief synopsis in order to familiarize the reader




The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"

	being analyzed. Ability to establish a controlling idea and to introduce what the body paragraphs will be about.	story and will let your reader know that you are going to explain how the use of similes and metaphors contributes to an understanding of the characters and/or the setting of the story.	elements: <ul style="list-style-type: none"> Writes a concise summary statement about the story Identifies the focus of the essay: how Bradbury's use of simile and metaphor contributes to an understanding of the characters and/or the setting 	with the story. Offer the following prompt to help them write a brief summary of the story: "The story, "All Summer in a Day" by Ray Bradbury tells about..." This may be written on a piece of chart paper. Allow students to then write a short summary in their journals. The level of scaffolding for this activity will depend upon your students' familiarity with summary writing. Once summaries are written, have some students share their work. Next, explain that the opening paragraph must also include information that will enlighten the reader as to the focus of the essay. On the chart paper, write, "Bradbury's use of simile and metaphor helps the reader to understand the characters and the setting of the story". Allow students time to write their own versions of this sentence. Previously, students have decided if they want to focus their analysis on one aspect of the setting, one character, or if they wish to do a variety of similes and metaphors. Students should tailor their focus statement to their choice. See student examples for a variety of focus statements.
	<p>Standards:</p> <p>W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
	<p>Additional Attachments:</p> <p> intro paragraph starter.jpg</p> <p> introductory paragraph rough draft #2.pdf</p> <p> introductory paragraph rough draft #1.pdf</p>			
2 hrs	<p>DEVELOPMENT > BODY PARAGRAPHS:</p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>INITIAL DRAFT</p> <p>Write an initial draft complete with an introductory paragraph that gives a brief summary of the story AND addresses the prompt; at least three body paragraphs, each which quotes a simile or metaphor from the story and includes analysis; and a concluding paragraph which re-addresses the prompt ; use quotation marks when quoting from the text.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Students should use their previously written introduction, as well as the three similes and metaphors they selected and wrote about during the planning phase to construct their initial drafts. Check in with students as they work to make sure they are on track.
	<p>Standards:</p> <p>W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
	<p>Additional Attachments:</p> <p> rough draft-low.pdf</p>			

The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"

	 student rough draft with peer editing.pdf			
1 hr	PEER EDITING: Ability to utilize peer support to refine text, including a clear focus, language usage, and tone as appropriate to audience and purpose.	PEER EDITING LESSON In order to help you make your writing better, you will work with a classmate who will help you to revise and edit. Before we do that, let's look at this slideshow which will help us learn the steps to effective peer editing.	As students work in peer pairs, circulate to ensure they are communicating effectively and following the steps as outlined in the slideshow.	Explain to students that all writers engage in multiple steps during the writing process before they can publish their work. Working with a peer can help you to edit and strengthen your work. Go to the link in the Teacher Resources for an excellent PowerPoint that clearly sets the expectations for effective peer editing.
	<p>Standards:</p> <p>W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Additional Attachments:</p> <p> Peer editing PPT</p>			
1 hr	PEER EDITING: Ability to utilize peer support to refine text, including a clear focus, language usage, and tone as appropriate to audience and purpose.	REVISING AND EDITING ROUGH DRAFT Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	<ul style="list-style-type: none"> ● Provides complete draft with all parts. ● Supports the opening in the later sections with evidence and citations. ● Improves earlier edition. 	<ul style="list-style-type: none"> ● Model useful feedback that balances support for strengths and clarity about weaknesses. ● Assign students to provide each other with feedback on those issues.
	<p>Standards:</p> <p>W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Additional Attachments:</p> <p> student rough draft with peer editing.pdf</p>			
1 hr	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> ● Provides draft free from distracting surface errors. ● Uses format that supports purpose. 	<ul style="list-style-type: none"> ● Briefly review selected skills that many students need to improve. ● Teach a short list of proofreading marks. ● Assign students to proofread each other's texts a second time.
	<p>Standards:</p> <p>W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			

The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"

3 hrs	FINAL DRAFT: Ability to submit final piece that meets expectations as identified by selected rubric.	FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none">Fits the “Meets Expectations” category in the rubric for the teaching task.	Students may re-write or word-process their final drafts after peer editing and teacher conferencing.
	<p>Standards:</p> <p>W.4.6 : With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
	<p>Additional Attachments:</p> <p> student final essay-low.pdf</p> <p> student final essay- high.pdf</p> <p> final essay- handwritten, proficient.pdf</p>			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Meets Expectations

 [final essay- handwritten, proficient.pdf](#)

Advanced

 [student final essay- high.pdf](#)

Approaches Expectations

 [student final essay-low.pdf](#)

Teacher Reflection

I thoroughly enjoyed designing and teaching this unit. I read the short story, "All Summer in a Day" when I was in fourth grade, and it had a huge impact on me. I had forgotten the title, but I could never forget the haunting tale of a lonely girl whose classmates lock her in a closet, causing her to miss the sunshine which occurs for only two hours once every seven years. When given the opportunity to create a literary analysis unit, I immediately thought of this tale. With the help from a colleague, I was able to find the story, and thus this unit was born! I taught this unit at the end of the school year, so although we focused primarily on the use of simile and metaphor, we also had rich discussions about story elements, character traits, and theme, concepts we had been studying throughout the year. Additionally, we were able to integrate our ongoing character building lessons as we discussed the bullying that occurs in the story. I look forward to teaching this again, hopefully utilizing some of the extension possibilities.

Because I taught this unit towards the end of the year, my students had been exposed to the concepts of character and setting. If it were to be taught earlier in the school year, the template task could certainly be adapted to address either character or setting, rather than both simultaneously.

All Attachments

- 📄 6_All Summer in a Day by Ray Bradbury.pdf lexile 1080 : <https://s.ldc.org/u/ckus55iue0co2l037jzjvkbrm>
- 📄 Metaphor Definition.doc lexile 1220 : <https://s.ldc.org/u/4peel1oz8chrkaof37d34zq8y>
- 📄 Why Do Poets Use Similes.doc lexile 1320 : <https://s.ldc.org/u/9q5vlikz73vzfxrjznzbftp7d>
- 📄 final essay- handwritten, proficient.pdf : <https://s.ldc.org/u/d0zcxjeprbk3sslff0fpziu9w>
- 📄 student final essay- high.pdf : <https://s.ldc.org/u/eogc2yrylnskx8byu0curxt5m>
- 📄 student final essay-low.pdf : <https://s.ldc.org/u/3tqut3e89dovkgxkylymgwoyd>