# AIS English 7th & 8th grade
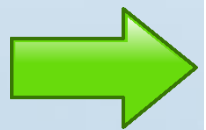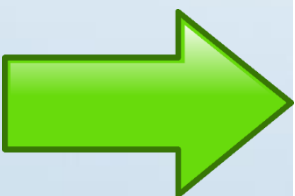
"All Summer in a Day" by Ray Bradbury
Short Story Unit, Lesson 1
Week of January 6th, 2019

# Do-Now: Learning Target Tracker

I can analyze Ray Bradbury's development of the setting and make inferences about the impact of this on the characters in the short story "All Summer in a Day."

**Learning Target**

_____
_____
_____
_____

| 1 – I can't meet this target yet. | 2 – I can meet some of the target, but I am still a little confused. | 3 – I can meet this target. | 4 – I can meet this target and help others meet it, too. |
|---|---|---|---|
| Circle one: **B**    **E** | Circle one: **B**    **E** | Circle one: **B**    **E** | Circle one: **B**    **E** |

**Evidence of Learning & Reflection:**_____

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**Journal Entry –** Respond to the following journal entry in 3 or 4 sentences.

*Write about a time when you felt different from your peers/classmates. How did it make you feel?*

**Agenda**
"All Summer in a Day" by Ray Bradbury

- *Learning Target Tracker*

- *Journal Entry*

- *Getting to know you as a student*

- *Getting to know me as a teacher*

-*Begin close reading short story, "All Summer in a Day" by Ray Bradbury*
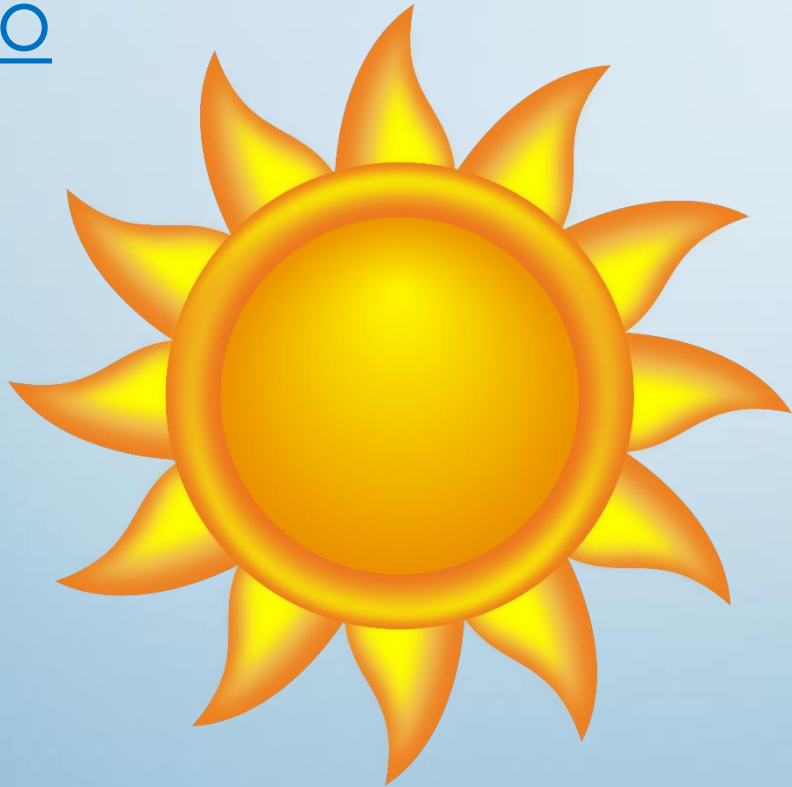
- *Exit Ticket: LT Tracker*

# Setting & Characterization
"All Summer in a Day" by Ray Bradbury

**- *Link to audio story:***
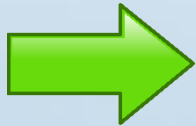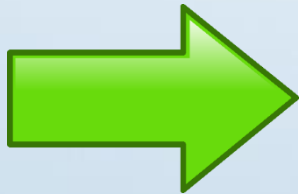https://www.youtube.com/watch?v=A5SP0Q-Ca7o

# Exit Ticket: Learning Target Tracker

I can analyze Ray Bradbury's development of the setting and make inferences about the impact of this on the characters in the short story "All Summer in a Day."

**Learning Target**

_____
_____
_____
_____

| 1 – I can't meet this target yet. | 2 – I can meet some of the target, but I am still a little confused. | 3 – I can meet this target. | 4 – I can meet this target and help others meet it, too. |
|---|---|---|---|
| Circle one: **B** **E** | Circle one: **B** **E** | Circle one: **B** **E** | Circle one: **B** **E** |

**Evidence of Learning & Reflection:**_____

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