



RPM Connections Presents:  
Companion Guide To  
"All Summer In A Day"  
(A short story by Ray Bradbury)

THIS COMPANION GUIDE CONTAINS:

- OPEN-ENDED DISCUSSION QUESTIONS
- LINKS TO LESSON RELATED YOUTUBE CONTENT
- ART ACTIVITIES
- AND A BIT OF SCIENCE  
+ BONUS GAME!

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# How To Use This Guide

We are Level 3 RPM Practitioners and we are also parents homeschooling our teenage sons using RPM. Reading stories together has become one of our favorite pastimes. It's a great way to build auditory tolerance, but it's also just fun and lays a solid foundation for future writing. We designed this guide as a way to enjoy discussing this story while incorporating activities for skill development in a fun way. We hope you enjoy this story and this guide as much as we have!

## **This guide is separated into 3 parts:**

1. **Pre-reading Discussion Questions and Activities** - Start here, you'll learn a bit about the author and the setting for the story before you start reading.
2. **First Half Discussion Questions and Activities** - Read the first half of the story up until right before the line "*Ready, children?*" *She glanced at her watch.*" Then use these questions and activities to discuss the first half of the story.
3. **Second Half Discussion Questions and Activities** - Finish the story then use these questions and activities to discuss the rest of the story.

All Summer In a Day by Ray Bradbury is available for free online, here are 2 links to choose from:

- <https://www.mukilteoschools.org/site/handlers/filedownload.ashx?moduleinstanceid=183&dataid=731&FileName=6-All-Summer-in-a-Day-by-Ray-Bradbury.pdf>
- <https://xpressenglish.com/our-stories/all-summer/>

***We recommend reading the story first yourself so you know where to stop in the middle. It might be easier to print the story and just mark off where to stop reading. Once you read the story you'll see that the first half of the reading is before the rain, the second half is when the rain begins.***

As you go through this guide you will come across open-ended discussion questions as well as more advanced skills like chorus reading, drawing and other "beyond the board" activities.

It may be easiest to print off this guide and make notes about how you want to use it. Be mindful of the tolerance of your student. You do not have to do all the questions and activities in one day or in the order we present them here. **Do what works for you and your student!**

## Some notes about what is included in this guide

👉 Indicates open-ended discussion questions - we've included some background information for each question with **key words** in bold that you can write down as you "teach" to help keep your student's engagement.

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✂️ Indicates action / movement required - this provides a break from spelling. You can prompt or motor model as needed.

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📖 Indicates some extra reading you can do at another time to dive deeper into a subject.

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🎬 Indicates a YouTube video to watch, so you can have it ready ahead of time. If you find a link that doesn't work let us know and we will find you a replacement.

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🎨, 🧪 We've include art and science activities.

If you don't have a lot of experience doing beyond the board activities we recommend the following books written by Soma Mukhopadhyay; they are available in her online store: <https://www.halo-soma.org/shop> - *"Growing Sensory Tolerance for Autism Using RPM"*, *"Building Life Skills Using Rapid Prompting Method"*, *"Craft and Fine Motor Skill Kit"*.

If you have any questions about how to modify activities so your student can participate and be successful, just ask! We put some suggestions in this guide but each student is unique so please ask us if you need some ideas on how to modify activities for your student. You can reach us at [pamandlisa@rpmconnections.ca](mailto:pamandlisa@rpmconnections.ca).

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🗣️ Indicates chorus reading. If you haven't worked on chorus reading (reading together aloud) before you can learn more about it in Soma Mukhopadhyay's booklet

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“Developing the Visual Skill of Reading Using Rapid Prompting Method” available in her online store: <https://www.halo-soma.org/shop>.

The text you will be reading together appears in a box like this. Some students benefit from adding slashes between syll/a/bles as explained in Soma's booklet. You can do this with a pencil if needed. You can also shorten the amount they will need to read if it is too much for them. You can also write out the sentence for them if they need the text bigger.

There will be two kinds of questions following the reading. One kind will indicate (*Answer by pointing to the text*) - in this instance the question can be answered by pointing to and reading a word from the text. If this isn't indicated, the student can answer using their letterboard as usual.

If you are not currently working on the skill of reading aloud, you can also just use it as a regular teaching point and they can answer using their letterboard.

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We designed this to be a fun way to read a story and work on skills in an enjoyable and meaningful way. We hope you enjoy it as much as we enjoyed creating it, let us know if you have any questions along the way!

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## 1. Pre-reading Discussion Questions and Activities

We are going to read a short story about **Ray Bradbury**. Before we do that, let's learn a bit about him by watching an interview he gave back in 2012.

👉 Have you heard of Ray Bradbury before?

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*Here are 2 links, they are of the exact same interview so you do not need to watch both. The first is cut down and is only 8 minutes long, the second is the full interview and is 22 minutes long. Choose the one that works best for your student's tolerance.*

🎬 Shorter Version (8:00): Watch "A Conversation With Ray Bradbury" by TheRedCarChannel

▶ A Conversation with Ray Bradbury

🎬 Longer Version (22:19): NEA Big Read: Meet Ray Bradbury by The National Endowment for the Arts

▶ NEA Big Read: Meet Ray Bradbury

👉 Did that interview make you MORE or LESS interested in reading his work?

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🗣️ Let's read one of his famous quotes together:

The things that you do should be things that you love, and things that you love should be things that you do.

👉 (Answer by pointing to the text) Practice pointing to all the times he says "things" in the text.

👉 (Answer by pointing to the text) How should you feel about the things that you do?

👉 Do you AGREE or DISAGREE with his statement?

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Ray Bradbury loved **books** and loved the **library**. He even wrote one of his most famous books, Fahrenheit 451 in a library!

- 👉 If someone asked you how you felt about books what would you say?
- 👉 Have you had good experiences at your local library?

Once Ray Bradbury started **writing** he never stopped, he would write something **every** single **day**.

- 👉 That is very disciplined to write everyday! Practice spelling DISCIPLINE
- 👉 He must have had a lot of ideas to write so much! How many days in a week do you think you could commit to practicing your writing?

The Ray Bradbury story we are going to read is a **science fiction short story** called “All Summer In A Day”. It was written back in 1959. Science fiction stories imagine the **future**, what the technology and science will be like, maybe there’s time travel, or space exploration and aliens! The possibilities lie in the author’s imagination.

- 👉 What do you think is something that could realistically happen in the future? (*if stuck, can suggest some ideas like - flying cars, living on mars, mind reading technology...*)


Who knows - There is technology that we use today that was first predicted in science fiction!

Short stories are designed to be a **complete story** you can read in **one sitting**. We’re going to stop halfway through it to discuss it a bit, so we will read it in two sittings.


- 👉 Generally speaking, do you think it would be harder to write a complete story, with a beginning, middle and end in a SHORTER format or a LONGER format?


I won’t give away too much of the story, but we do know the title is **All Summer in a Day**.


- 👉 If you only had one day to enjoy all of summer, what would you do on that day?

 Ray Bradbury shared his philosophy of life and joked about putting it on a t-shirt. Let's read it together:


Stand at the top of the cliff and jump off and build your wings on the way down.

-  What do you think he means?
- A) Take risks and hope for the best
  - B) Don't wait to be ready, start then figure out how to do it
  - C) None of these, you have your own idea
- 

 Let's finish this section by designing your own t-shirt. *(see template on page 7)*

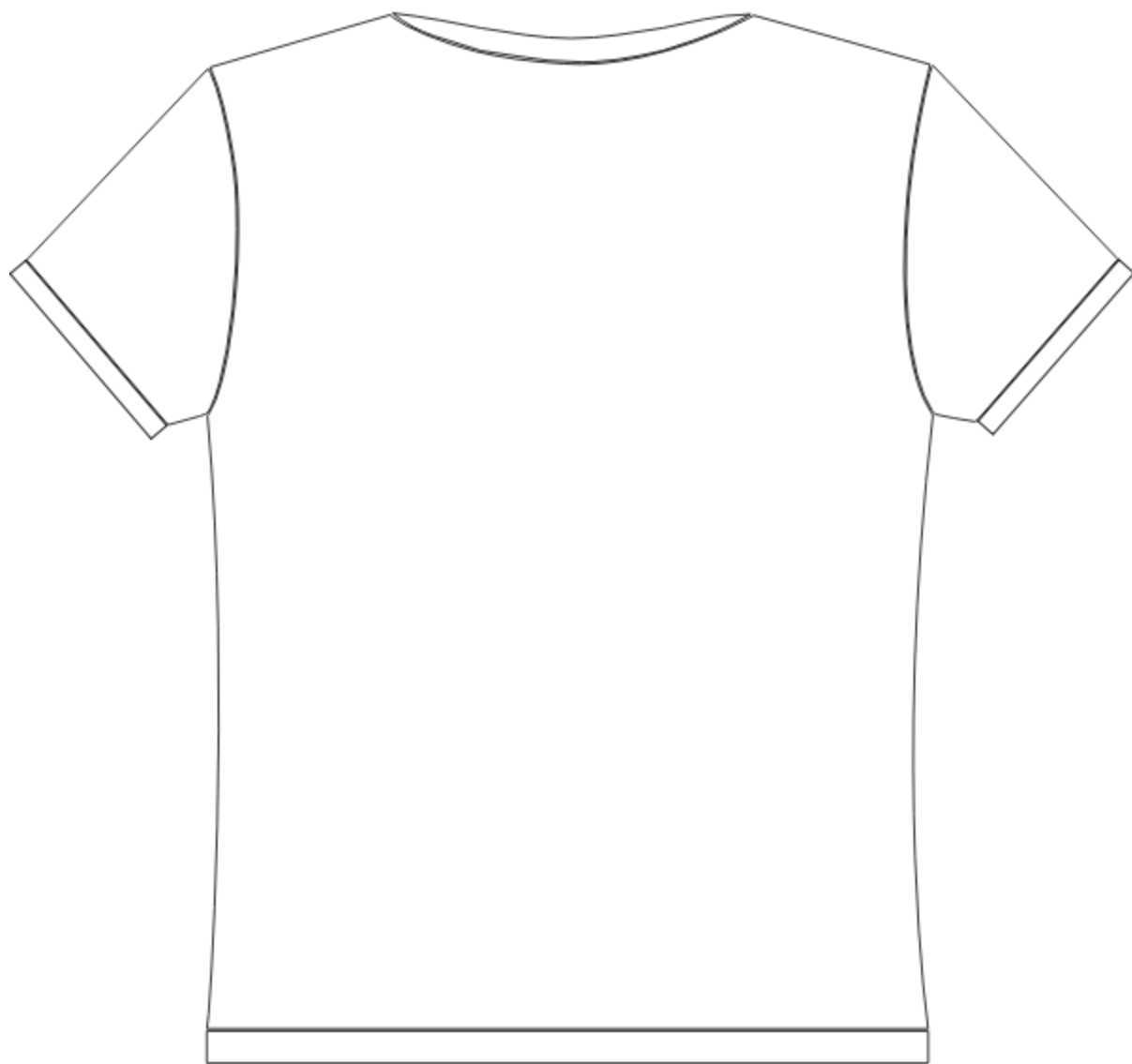
 What message would you put on your t-shirt, you can share your philosophy of life, or you can just say something meaningful or funny or share your favorite word. *(could practice printing some of the message on the template)*

 What color would you make this shirt? *(could practice coloring the template)*

 Would you add any pictures or designs? *(based on your student's choices, could print out some options from google images for your student to choose from and work together to cut and paste it onto the template)*

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*Ok it's time to start reading! Stop reading when you get to the point where it says "Ready, children?" She glanced at her watch." Then continue below.*





## 2. First Half Discussion Questions and Activities

This story takes place at some point in the future when humans are living on **Venus**.

👉 Spell VENUS

Venus is the second closest planet to the sun, but it is the **hottest planet** in our solar system. It has such a dense atmosphere of mostly **carbon dioxide** so heat gets trapped inside causing an extreme greenhouse effect. It's hot, I'm talking around **900°F / 475°C hot!**

✂️ We can make our own carbon dioxide, we just have to breathe out! Let's practice breathing out, or blowing into our hands.

But we wouldn't be able to breathe in an atmosphere filled with carbon dioxide, we need **oxygen** to breathe.

👉 What do you think would happen if we tried to breathe on Venus in real life?

👉 Besides the poisonous air, there's also the problem of the extreme heat that would just melt us. It never gets anywhere near that hot here, but what's your favorite thing to do on a hot day?

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Earth is the third planet from the sun so we are neighbors with Venus, but right now NASA is more focussed on **exploring Mars** instead of Venus because its atmosphere is less **hostile**.

👉 Are you curious what it's like on Mars?

(📖 If your student answered yes - here is a link that shows what NASA is doing on Mars: <https://mars.nasa.gov/> - this can be looked at later, or even used as material to create lessons)

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But in the **distant future** in this story, Venus is a raining world in which **rocket men** came to Venus long ago to set up civilization and live out their lives.

👉 Who do you think the rocket men were?

👉 Someday, maybe that will happen, maybe people will leave Earth knowing they will live out the rest of their lives on another planet. How do you think it would feel to be one of those explorers?

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🗣️ Let's read together some of how the weather of Venus is described in this story:

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain...

👉 (Answer by pointing to the text) - How many years had it been raining continuously when this story started?

👉 (Answer by pointing to the text) And how many days is that?

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🎧 We're going to listen to a minute of a recording of heavy rain, there are two options, would you rather hear ONLY RAIN or RAIN & THUNDER?

(The first link is just rain, the second link includes thunder, either is ok to use for this question)

Heavy Rain At Night 10 Hours by The Relaxed Guy

▶️ HEAVY RAIN at Night 10 Hours for Sleeping, Relax, Study, insomnia, Reduce Str...

Heavy Pouring Rain And Thunder by Rain Sound

▶️ Heavy Pouring Rain and Thunder | 24 Hours | "Rain" "Rain Sounds" "Sleep Sounds"

👉 How do you feel about the sound of rain?

👉 Does it DROWN OUT after a while or is it ALWAYS IN THE FOREGROUND?

👉 Do you think you would enjoy listening to it in the background for 7 years?

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This story is full of children who **don't remember** the sun. Except for Margot who only arrived on this planet 5 years ago.

- 👉 What is the main difference between Margot and the rest of the children?
- 👉 And the other kids hate her for being able to remember the sun, why do you think that is? Do you think they are ANGRY or JEALOUS?

This is a common story theme, people hating others for **being different** or **not fitting in**.

- 👉 Let's get philosophical for a moment, why do you think people have such trouble accepting other people's differences?
- 

Margot tried to tell them about what she remembered about the **sun**, but they either didn't believe her or bullied her.

- 👉 If you were describing the sun to someone who had never seen it before, what would you say? Try using many descriptive words, just like Ray Bradbury does when he describes things in this story.
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- 💡 Let's read Margot's poem together:

I think the sun is a flower,  
That blooms for just one hour.


- 👉 (Answer by pointing to the text) - What did she compare the sun to?
  - 👉 Her poem is a **rhyming couplet**, two lines where the last word in each rhymes, flower rhymes with \_\_\_\_ (Answer by pointing to the text)
  - 👉 Now it's your turn to write a rhyming couplet about the sun, you can use some of the words you used to describe the sun already. Remember the last word in each line should rhyme!  
I think the sun is \_\_\_\_\_  
That \_\_\_\_\_
-

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This part of the story ends with Margot getting shoved in the closet so she will miss the sunshine.

 Let's finish this section by drawing the stormy weather that is happening constantly on the world in this story.


*This can be as simple as breaking it into 3 steps, drawing a cloud, then some short lines for the rain and then some jagged lines for the lightning.*

 If you prefer to follow a step by step video, here are two options:

How to draw Thunderstorm by AZZ Easy Drawing

 [How to draw Thunderstorm](#)

How to draw Rainstorm step by step by Athaya Drawing

 [How to draw Rainstorm step by step](#)

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*Now read the rest of the story and continue below!*

### 3. Second Half Discussion Questions and Activities

Everyone forgets about Margot, because it finally happened, the rain stopped and the sun came out! And they were amazed at how **quiet** it was!

✂️ Let's practice covering our ears like the kids in the story when they couldn't believe how quiet it was!

👉 Do you prefer the quiet or do you prefer when there is background noise?

🗣️ Let's read together how this jungle of Venus is described:

It was the color of rubber and ash, this jungle, from the many years without sun. It was the color of stones and white cheeses and ink, and it was the color of the moon.

👉 (Answer by pointing to the text) What are some of the things the jungle is described as?

👉 So what color do you think it is, if it looks like the moon or stones?

Right, the jungle isn't green, because unlike the plants on our planet they had to **evolve to not need the sun**. This is the really fun thing about science fiction writing, it uses scientific facts to make the imaginary worlds realistic. Plants on earth need the sun, they use a process called **photosynthesis** to get **energy from sunlight**.

👉 Let's practice spelling PHOTOSYNTHESIS - "photo" means light and synthesis means to "put together"

👉 So learning about science can make you a better science fiction author! What's a topic in science that you find really interesting?

We are going to use the diagram (*on page 14*) to understand photosynthesis a little bit better. Photosynthesis uses **chlorophyll** to absorb sunlight and that chlorophyll is what gives plants and leaves their **green** color.


👉 Point on the diagram to where you can see the chlorophyll.

It uses the energy it absorbs from the **sunlight** to convert the **carbon dioxide** it absorbs from the air and **water** it absorbs through its roots into its food, a form of sugar.

👉 Point to where the plant gets its energy? (*the sun*)

👉 Now you can see with the purple arrows it's absorbing carbon dioxide from the air, now point to the roots where it's absorbing the water.

👉 You can also see it's releasing oxygen into the air (*point to the blue arrows*), it's just a byproduct of photosynthesis, but an important one for us so we have it to breathe in!

 *It's possible to see photosynthesis at work with this simple science activity that you can do now or after you are done discussing the story.*

Step 1 : Fill a clear bowl with water

Step 2: Pick a fresh green leaf off a tree and put it in the water. Weigh it down with a stone so it stays underwater.

Step 3: Take a before picture so you can look back at it.

Step 4 : Put the bowl someplace where it will be in direct sunlight.

Step 5: Leave it there for an hour.

Step 6: Take a close up after picture.

👉 Tell me your observations, what do you see on the leaf now that it's been sitting in the sun? (*The student can either look at the leaf in the bowl or show the before and after pictures in their visual field. I provided an example on page 15 just in case you don't have access to a fresh green leaf.*)

All those bubbles are oxygen being released during photosynthesis!



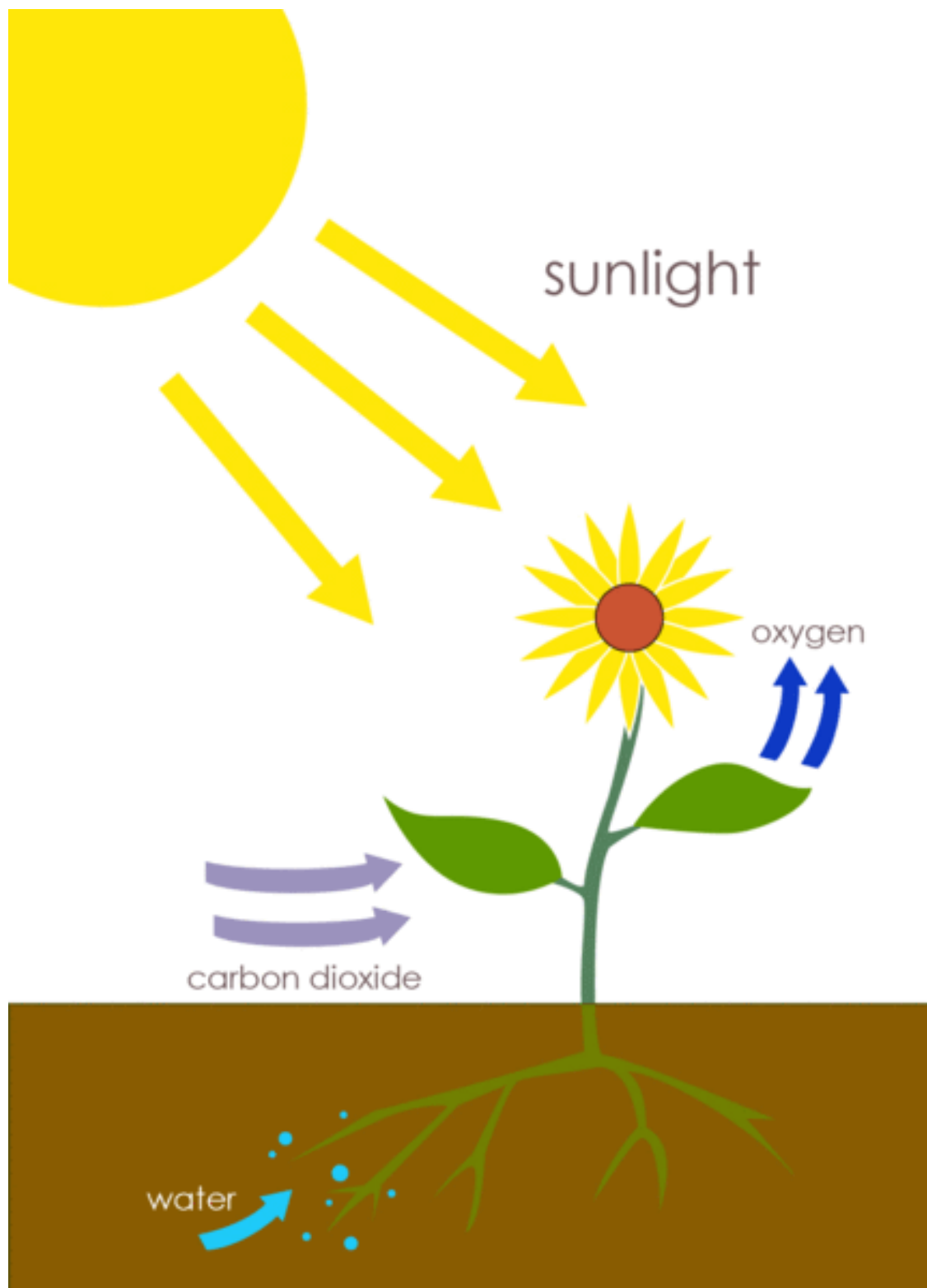




Image source: <https://commons.wikimedia.org/wiki/File:Photosynthesis.gif>

**BEFORE****AFTER**


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 Here are some bonus videos if your student is curious to learn more about photosynthesis:

This one is shorter and is a simple explanation of photosynthesis:


 [Photosynthesis | Educational Video for Kids](#)

This one is longer and is a much more technical explanation aimed at highschool students:

 [Photosynthesis: Crash Course Biology #8](#)

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Let's get back to the story!

 Just as quickly as it started, it ended. Let's read together how they spent their time in the sun:

They looked at everything and savored everything. 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.

- 👉 (Answer by pointing to the text) What does the author compare the children to?
  - 👉 How do you think they're feeling during this hour?
- 

Once they came back inside, they remembered Margot. And they **couldn't look** each other in the eye.

- 👉 Why do you think they could not meet each other's glances? Do you think they still found it FUNNY or now felt ASHAMED?
  - 👉 Do you think at the time they trapped her in the closet they really understood what they were taking away from her or did they need to experience the sun for themselves first?
- 

This is where the story ends, we don't find out what happens after Margot gets released from the closet.

- 👉 What do you think happens next? Do the children treat Margot better now that they understand her better? Or do things go back to normal? How would you write the next part of the story?
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🎨 Let's create a sunny day using: yellow, blue and green construction paper, pencil, scissors, and glue.



👉 Use the blue paper as your background. Do you want to position the paper as LANDSCAPE or PORTRAIT?

👉 Draw a circle on the yellow paper and cut it out and paste it to the top of the blue paper. *(Have your student point on the paper to where they think the sun should go and then help them position it there)*

👉 Cut out a rectangle from the green paper. Then draw short lines on it and practice cutting and stopping to make the grass. Paste the grass to the bottom of the blue paper. *(This is good practice for cutting and stopping, but don't worry if they make mistakes, it's all going to be glued to the bottom of the blue paper anyways)*

👉 Write a couple sentences about the perfect sunny day.

## Bonus Game - Hopscotch!

A classic game for the summer is Hopscotch! For full rules of a classic hopscotch game you can find them here:

<https://www.wikihow.com/Play-Hopscotch>

I've modified the game so it's shorter and more accessible. These are just some suggestions if your child is able to start with the full game that's ok too! I suggest starting off with a paper version so we are starting with known skills in the 2D environment to learn the rules and building up to playing the full game. *(See page 19 for the print out of the hopscotch board)*

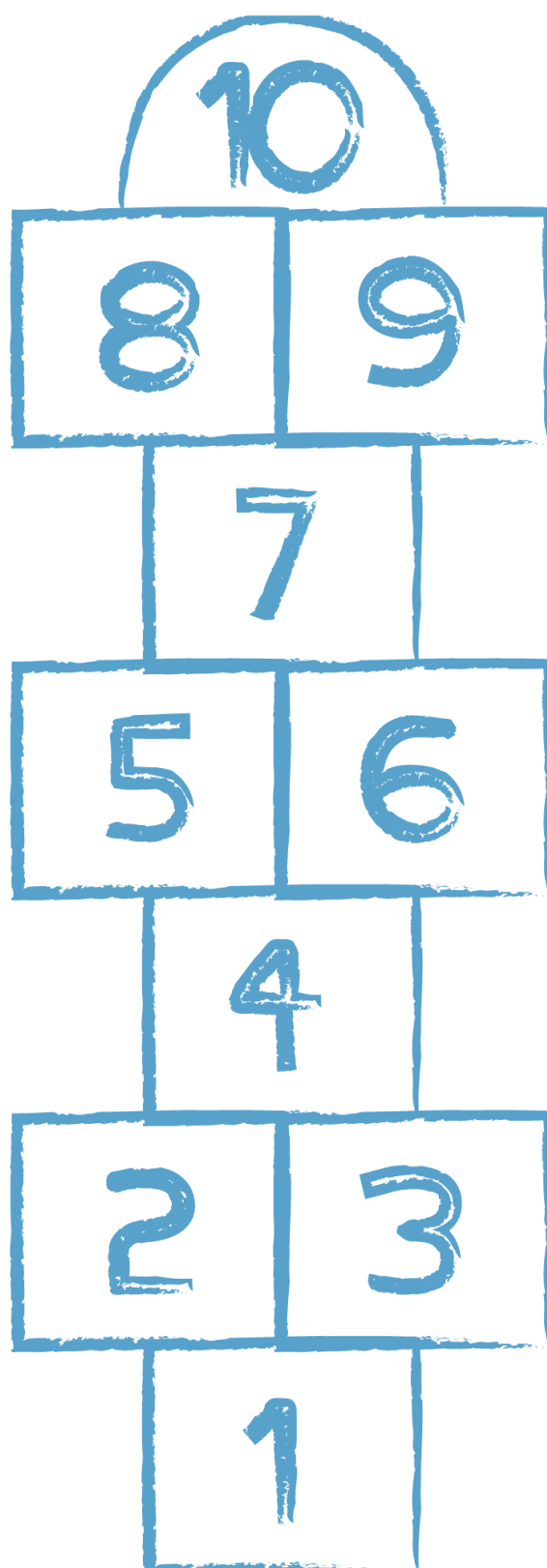
Explain the rules as follows:

1. The first step is to toss a pebble (or a small piece of paper rolled into a ball) onto the board. *(Practice this a few times until it lands on a number. Sometimes it's hard to let go at the right time, so you could practice just dropping it on the board to make it easier.)*
2. Now we're going to hop from 1 to 10 using our fingers instead of our feet. The trick is skipping the number the pebble fell on! (Demonstrate hopping along with your pointer finger on single digits (1, 4, 7, 10) and your pointer and middle finger on the double digits (2&3, 5&6, 8&9))

Once your student is comfortable playing this in their visual field, you can practice some of the movements for the full game. First hopping on both feet, then trying 1 foot holding hands to balance, then trying hopping on 1 foot in place, then hopping while moving forward. Just slowly add to the challenge as they get more comfortable.

Then get some chalk and draw the board and have some fun!

Just remember practice on skill at a time, and slowly add to the challenge. Play together, participate yourself to make it a fun joint activity rather than a performance.





## Sources:

[https://en.wikipedia.org/wiki/All\\_Summer\\_in\\_a\\_Day](https://en.wikipedia.org/wiki/All_Summer_in_a_Day)

[https://en.wikipedia.org/wiki/Ray\\_Bradbury](https://en.wikipedia.org/wiki/Ray_Bradbury)

[https://en.wikipedia.org/wiki/Short\\_story](https://en.wikipedia.org/wiki/Short_story)

[https://en.wikipedia.org/wiki/Science\\_fiction](https://en.wikipedia.org/wiki/Science_fiction)

<https://en.wikipedia.org/wiki/Venus>

<https://en.wikipedia.org/wiki/Photosynthesis>

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***Thank-you for using this guide!***