

Fiction

Shine/All Summer in a Day

Jill Paton Walsh/Ray Bradbury

Key text features

Both texts are extracts from sci-fi stories and include interesting details of settings.

- The Teaching text is from *Shine* by Jill Paton Walsh. In this extract, a spaceship of Earth children has just landed on a new planet called Shine to see if it would make a good place to live.
- The Practice text is from the American sci-fi author Ray Bradbury. *All Summer in a Day* describes the experience of childhood in an experimental station on Venus.

Reading the Teaching text: Shine

- Tell the children that this is a sci-fi story. Ask the children to share their experiences and expectations of sci-fi.
- Explain that in this extract, people are exploring a new planet called Shine. What do the children predict the planet will be like?

Reading the Practice text: All Summer in a Day

- Discuss the title and consider what it might mean. Clarify that Venus is closer to the Sun than Earth is, so its orbit is different and therefore so is its climate.
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Extending reading

Mortal Engines – Philip Reeve (9781407131276, Marion Lloyd 2012)

Howl's Moving Castle – Diana Wynne Jones (9780007299263, HarperCollins 2009)

The Giver – Lois Lowry (9780007263516, HarperCollins 2008)

Endymion Spring – Matthew Skelton (9780141320342, Puffin 2007)

Percy Jackson and the Lightning Thief – Rick Riordan (9780141319131, Puffin 2006)

Ctrl-Z – Andrew Norris (9780141324296, Puffin 2009)

Itch – Simon Mayo (9780552565509, Random House 2012)

Cosmic – Frank Cottrell Boyce (9780330440868, Macmillan 2009)

Moving into writing

- Use the extract from *Shine* as the setting for a sci-fi story. Explore ideas in drama and art activities before involving the children in talk, then writing their stories.

Listening Comprehension: Questions and Answers

Q1: Why weren't the children wearing their boots when they landed?

A1: They were wearing the soft slippers they used on the spacecraft to keep the noise down.

Strategy: Do the children remember where in the text they will find the answer to this question? Can they answer from memory?

Q2: Explain what the author meant by "*the lake ... did not move, or ruffle, even enough to shake the curtains of reflected mountain and reflected sky that hung in it*" (paragraph 3).

A2: The lake was perfectly calm, so the reflections of the mountains and sky were entirely still.

Strategy: Ask the children to use their knowledge of metaphors to answer the question before listening to the text to confirm.

Q3: What's the strongest image in your mind of this planet? Why?

A3: Discuss all answers.

Strategy: Discuss the children's responses and talk about strategies for explaining their answers.

Teaching text: Shine

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. What was unusual about the grass and flowers?	The grass and flowers had cut the children's feet.	2b 1 mark	Question focus: retrieve and record information. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Scan that part of the text, looking for the information.
2. Why do you think the children ran at the beginning of this extract?	<ul style="list-style-type: none"> They were excited. They wanted to explore. They had been cooped up in the spaceship. 	2d 1 mark	Question focus: make inferences about a text. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read the beginning of the story. Use your own experience and knowledge of the world to empathise with the children.
3. "the open expanse of land before them" Tick the word that is closest in meaning to "expanse" in this context. <input type="checkbox"/> width <input type="checkbox"/> universe <input type="checkbox"/> growth <input type="checkbox"/> area	area	2a 1 mark	Question focus: consider the meaning of a word in context. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the sentence in its context. Carefully read that part of the text. Think about what the writer is telling you about this place.
4. What do you think made the Guide say, "I think we may be lucky. I think this place is good" (paragraph 5)? Give two reasons from the text.	The place was good because: <ul style="list-style-type: none"> the air was sweet to breathe there was water the children could run around there was a beach. 	2d 2 marks	Question focus: explain inference and deduction using evidence. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read paragraph 5. Scan the text looking for reasons to use in your answer.

<p>5. In the book, the children name the planet "Shine". Give two reasons from the text why that is appropriate.</p>	<p>Reasons include the following.</p> <ul style="list-style-type: none"> • The plants were "sharp and shining like jewels" (line 12). • They walked for an hour "over the crisp and sparkling frost plain" (line 16). • The rivulet "sparkled as brightly as the glass leaves and grass" (lines 25–26). • The lake is a "brilliant mirror" (line 29). 	<p>2g 2 marks</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim read the text, thinking about the question. • Scan the text looking for words, phrases and ideas to use in your answer. <p>Award 1 mark for reference to any of the features that make the name "Shine" appropriate, up to a total of 2 marks.</p>
<p>6. The language used to describe Shine is very positive, but there are some subtle indicators that it may not all be perfect. Identify two of them.</p>	<p>Indications that the planet may not be perfect include the following.</p> <ul style="list-style-type: none"> • The children's first experience on it is of being hurt, making them cry. • The use of the connective "though" before "the air smelled good and sweet to breathe" (lines 21–22) implies that there is something disquieting about it. • The use of the word "dying" to explain how the chuckling rivulet joins the lake. 	<p>2f 2 marks</p>	<p><i>Question focus: explain how narrative content contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim read the text, thinking about the question. • Scan the text looking for words, phrases and ideas to use in your answer. <p>Award 1 mark for each indicator identified, up to a total of 2 marks.</p>

All Summer in a Day

Ray Bradbury

- 1 "Ready?"
- 2 "Ready."
- 3 "Now?"
- 4 "Soon!"
- 5 "Do the scientists really know? Will it happen today? Will it?"
- 6 "Look, look; see for yourself."
- 7 The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.
- 9 It rained.
- 10 It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet of Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilisation and live out their lives.
- 18 "It's stopping, it's stopping!"
- 19 "Yes, yes!"
- 20 Margot stood apart from them, from these children who could never remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold, or a yellow crayon, or a coin large enough to buy the world with. She knew that they thought they remembered a warmth, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always woke to the tating drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forest, and their dreams were gone.

Name:	Class:	Date:
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1. What information does the word "*concussion*" give you in the following sentence?

"and the concussion of storms so heavy they were tidal waves come over the islands."

2g

1 mark

2. Do you think "*the endless shaking down of clear bead necklaces*" (paragraph 6) is a good description? Yes/No.

Explain your answer.

2g

1 mark

3. Why are these children living on Venus?

2b

1 mark

4. Tick the statements that we know are true in the story:

The children are excited. Margot is older than the children.

The children remember seeing the sun before. The children think the sun is like a coin.

2c

2 marks

5. Find and copy two different types of rainfall from the paragraph beginning:

"It had been raining for seven years." (paragraph 4).

2d

2 marks

6. Find and copy a metaphor for the sun and one for the rain in the final paragraph.

2g

2 marks

7. Why were the children's dreams always destroyed?

2d

1 mark

8. The final paragraph refers to "*the stunned world.*" What does this mean?

2a

1 mark

9. Tick the **four** statements that are most useful in summarising this extract from a story.

All of the children are nine years old.

Margot is older than the children.

They live on Venus with their parents who are scientists.

They have a schoolroom.

They have come to Venus to rebuild a civilisation.

It rains endlessly on Venus.

2c

1 mark

Practice Text: All Summer in a Day

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. What information does the word "concussion" give you in the following sentence? "and the concussion of storms so heavy they were tidal waves come over the islands."	The word "concussion" emphasises the weight and endlessness of the storms – heavy enough to knock you out, with a noise that gives you a terrible headache.	2g 1 mark	Question focus: explain how meaning is enhanced by choice of words. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read that part of the story.
2. Do you think "the endless shaking down of clear bead necklaces" (paragraph 6) is a good description? Yes/No Explain your answer.	Yes, the description is effective because the sound is endless; it makes an irregular drumming sound just as beads would make and raindrops resemble clear beads. No, the description is not effective because clear bead necklaces sound attractive whereas the people in this story are fed up with the rain.	2g 1 mark	Question focus: evaluate the author's use of language for impact. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Scan that part of the text for the words given. Carefully read a few sentences either side of the words to confirm the meaning.
3. Why are these children living on Venus?	They are the children of the scientists or "rocket men and women" (line 15) who had come to Venus to "set up a civilisation and live out their lives" (line 16).	2b 1 mark	Question focus: retrieve and record information. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Scan that part of the text, looking for the information.
4. Tick the statements that we know are true in the story. <input type="checkbox"/> The children are excited. <input type="checkbox"/> The children remember seeing the sun before. <input type="checkbox"/> Margot is older than the children. <input type="checkbox"/> The children think the sun is like a coin.	The children are excited. Margot is older than the children.	2c 2 marks	Question focus: summarise information from more than one paragraph. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text each statement might be found. Scan the text, looking for information about each of these statements. Award 1 mark for each statement correctly identified, up to a total of 2 marks.
5. Find and copy two different types of rainfall from the paragraph beginning "It had been raining for seven years" (paragraph 4).	<ul style="list-style-type: none"> A "sweet crystal fall of showers" (line 12). "concussion of storms so heavy they were tidal waves come over the islands" (lines 12–13). 	2d 2 marks	Question focus: making inferences from details stated and implied. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for descriptions of rainfall. Note down descriptions. Award 1 mark for each type of rainfall identified.

<p>6. Find and copy a metaphor for the sun and one for the rain in the final paragraph.</p>	<p>The sun is:</p> <ul style="list-style-type: none"> • "gold" (line 23) • "a coin large enough to buy the world" (lines 23–24). <p>The rain is:</p> <ul style="list-style-type: none"> • a "tattoo drum" (line 26) • "the endless shaking down of clear bead necklaces" (line 26). 	<p>2g 2 marks</p>	<p><i>Question focus: how meaning is enhanced through choice of words and phrases.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for metaphors for the sun and rain. • Carefully read a few sentences either side of the words to confirm the meaning. <p>Award 1 mark each for a metaphor for the rain and the sun in this text.</p>
<p>7. Explain why the children's dreams were always destroyed.</p>	<p>They dreamed of seeing the sun and feeling its warmth but they always woke up to rain.</p>	<p>2d 1 mark</p>	<p><i>Question focus: explaining inference using ideas from the text.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text this information is most likely to be. • Carefully read that part of the text, looking for the answer to the question.
<p>8. The final paragraph refers to "the stunned world". What does this mean?</p>	<p>Everything and everyone on the planet was surprised when the rain stopped and the sun came out.</p>	<p>2a 1 mark</p>	<p><i>Question focus: discuss the meaning of a word in its context.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the final paragraph looking for the phrase. • Carefully read that part of the text, looking for the answer to the question.
<p>9. Tick the four statements that are most useful in summarising this extract from a story.</p> <p><input type="checkbox"/> All of the children are nine years old.</p> <p><input type="checkbox"/> Margot is older than the children.</p> <p><input type="checkbox"/> They live on Venus with their parents who are scientists.</p> <p><input type="checkbox"/> They have a schoolroom.</p> <p><input type="checkbox"/> They have come to Venus to rebuild a civilisation.</p> <p><input type="checkbox"/> It rains endlessly on Venus.</p>	<p>All of the children are nine years old.</p> <p>They live on Venus with their parents who are Scientists.</p> <p>They have come to Venus to rebuild a civilisation.</p> <p>It rains endlessly on Venus.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise information from more than one paragraph.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text you will find the information. • Scan that part of the text, looking for the information.