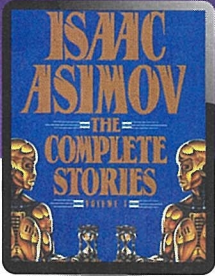


Lesson 25



Q LANGUAGE DETECTIVE

Talk About the Writer's Words

Work with a partner.
Use the blue Vocabulary
words in new sentences
that tell about the
photos. Write the
sentences.

Vocabulary in Context

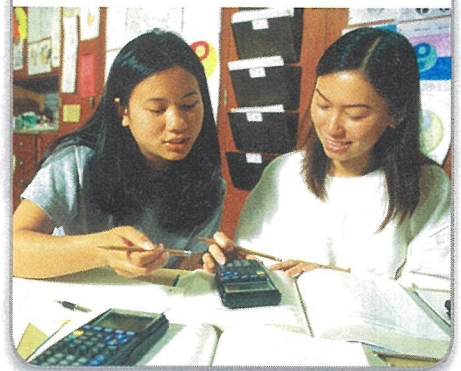
1 progress

Today's many ways of learning may show society's **progress**, or improvement.



2 calculated

Using machines, many people have **calculated** answers to math problems.



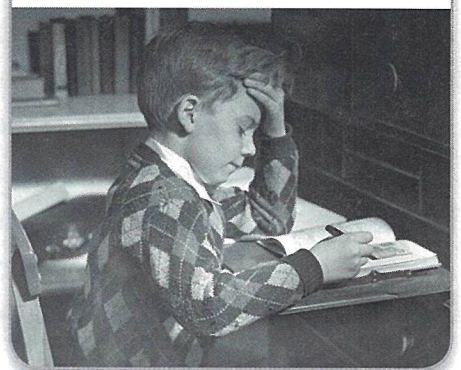
3 dispute

People **dispute** the value of TV. Some argue that shows can be educational.



4 centuries

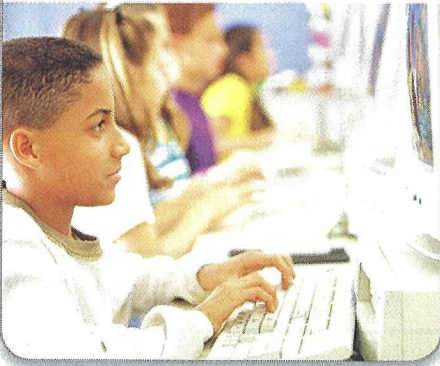
For **centuries**, or hundreds of years, we've learned a lot from books.



- ▶ Study each **Context Card**.
- ▶ Break the longer words into syllables.
Use a dictionary to confirm.

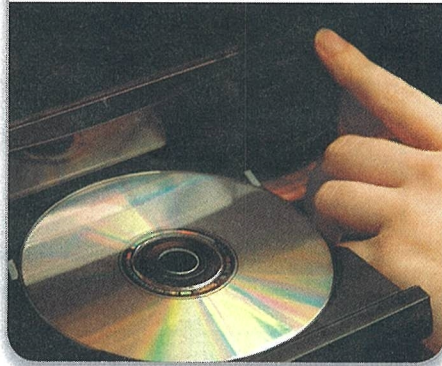
5 **superior**

Some people find the Internet **superior** to, or better than, other ways of learning.



6 **insert**

If you **insert** a book on disc into a portable CD player, you can learn on the go.



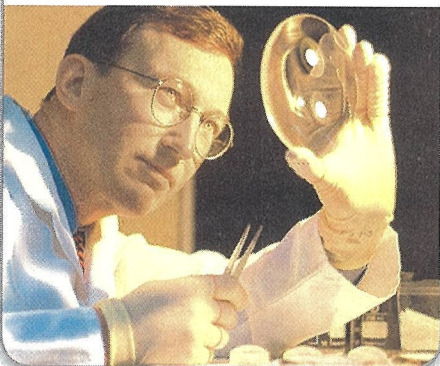
7 **waste**

It's such a **waste** to throw away old computers. They could be recycled.



8 **inspector**

This **inspector** checks a disc to make sure there's nothing wrong with it.



9 **mechanical**

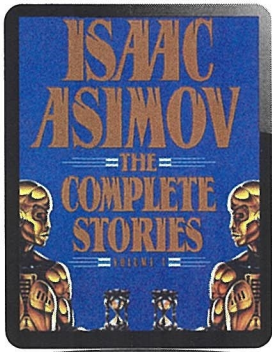
Typewriters are **mechanical** devices for writing that are hardly used anymore.



10 **average**

The **average**, or typical, reader might prefer printed books to electronic books.

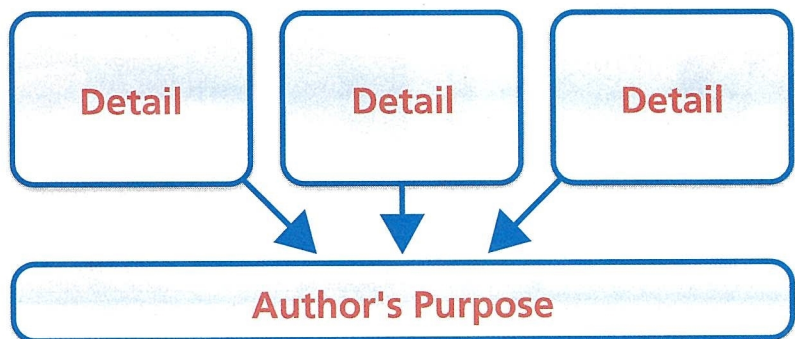




Read and Comprehend

✓ TARGET SKILL

Author's Purpose As you read "The Fun They Had," think about the author's reasons for writing the story. Does he want to entertain, inform, or persuade you? Look for text evidence about the plot and characters as clues to the **author's purpose**. Use a graphic organizer like this one to identify details that will help you figure out the author's purpose.



✓ TARGET STRATEGY

Question Ask **questions** before you read, as you read, and after you read. Asking yourself questions can help you better understand the story and figure out the author's purpose. Look for text evidence to help you answer.

PREVIEW THE TOPIC

Inventions

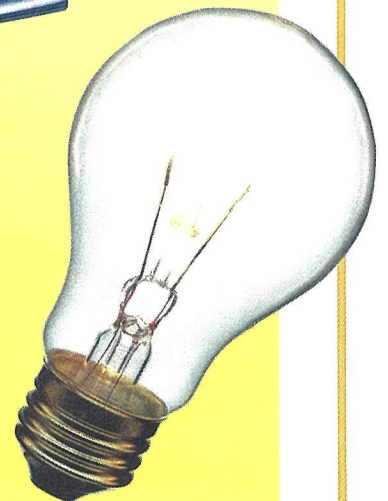
An invention is something that someone thought up and built to solve a problem or to do a job in a better way. Often inventions are devices or gadgets, like the light bulb or the radio. While new inventions might make our lives easier, they can also complicate our lives in ways the inventors never expected.

"The Fun They Had" features a mechanical teacher, an invention the author has imagined for classrooms of the future. You'll find out whether kids of the future like this invention.

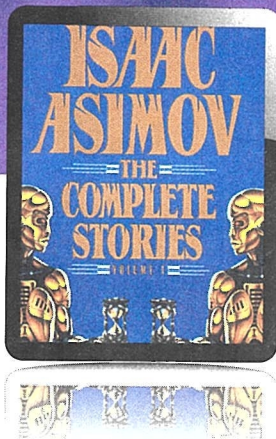
Talk About It

Think about some of the devices you use every day. Choose one. How does this device make your life easier? Write your answer. Then share with your classmates.

- ▶ Encourage others.
- ▶ Add information to the discussion.



ANCHOR TEXT



✓ GENRE

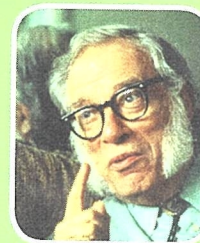
Science fiction is a story set in the future and is based on scientific ideas. As you read, look for:

- ▶ characters who may or may not act like real people
- ▶ technology of the future
- ▶ events that cannot happen in real life today

MEET THE AUTHOR

Isaac Asimov

Isaac Asimov is one of the world's best-known science-fiction writers. His work helped people take science fiction more seriously. Isaac saw his first science-fiction magazine in his father's candy store. After writing his first three hundred books, he said, "Writing is more fun than ever. The longer I write, the easier it gets."



MEET THE ILLUSTRATOR

Alan Flinn

Alan Flinn has been an illustrator for more than twenty years. With author Jim Sukach, he created a book of detective stories called *Elliott's Talking Dog and Other Quicksolve Mysteries*. He has also illustrated *Constellations*, a glow-in-the-dark astronomy book.

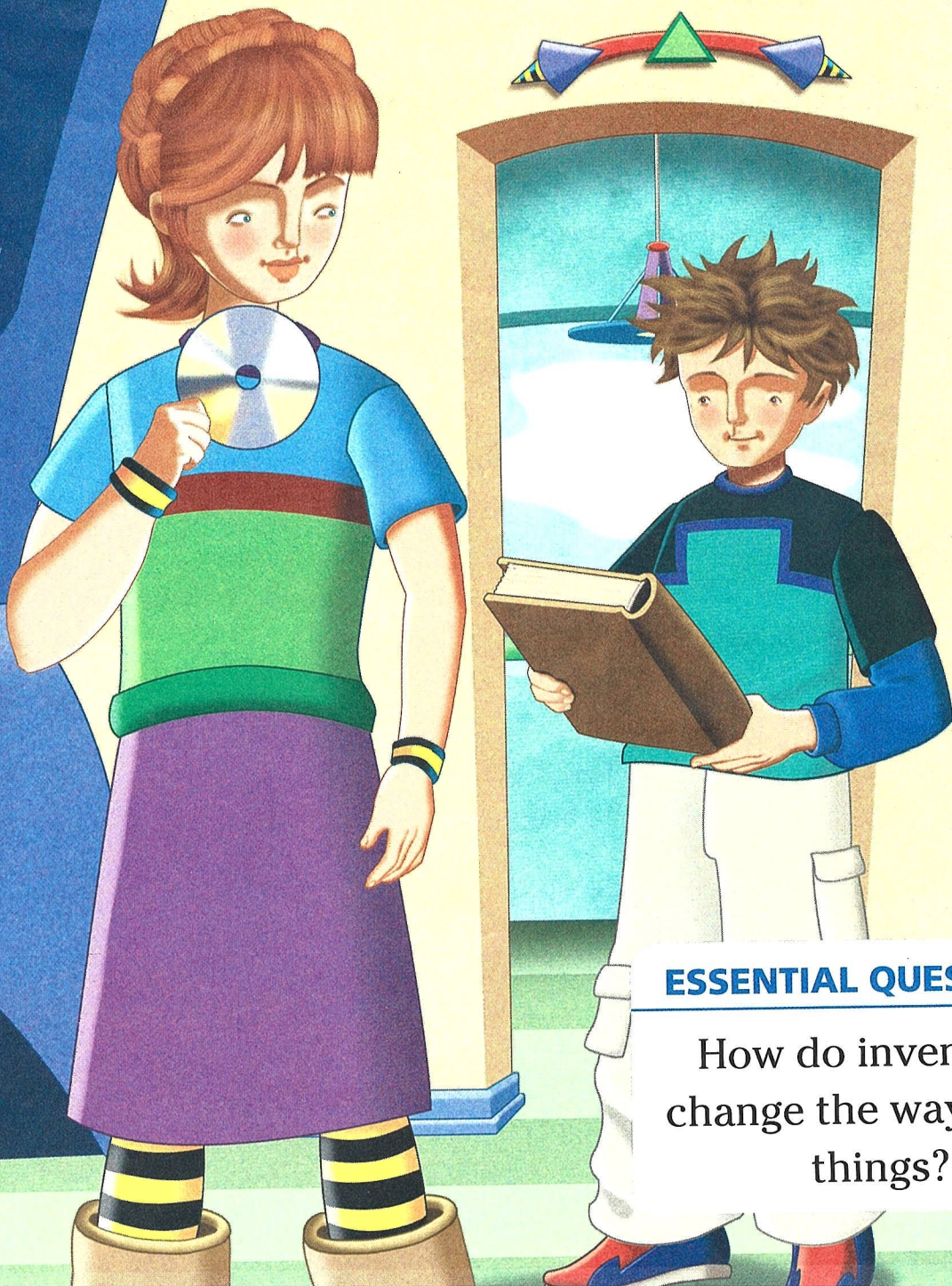


The FUN They Had

from Isaac Asimov: The Complete Stories

by Isaac Asimov

selection illustrated by Alan Flinn



ESSENTIAL QUESTION

How do inventions change the way we do things?

Margie even wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, "Today Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy *his* grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to—on a screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

"Gee," said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw *it* away."

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen.

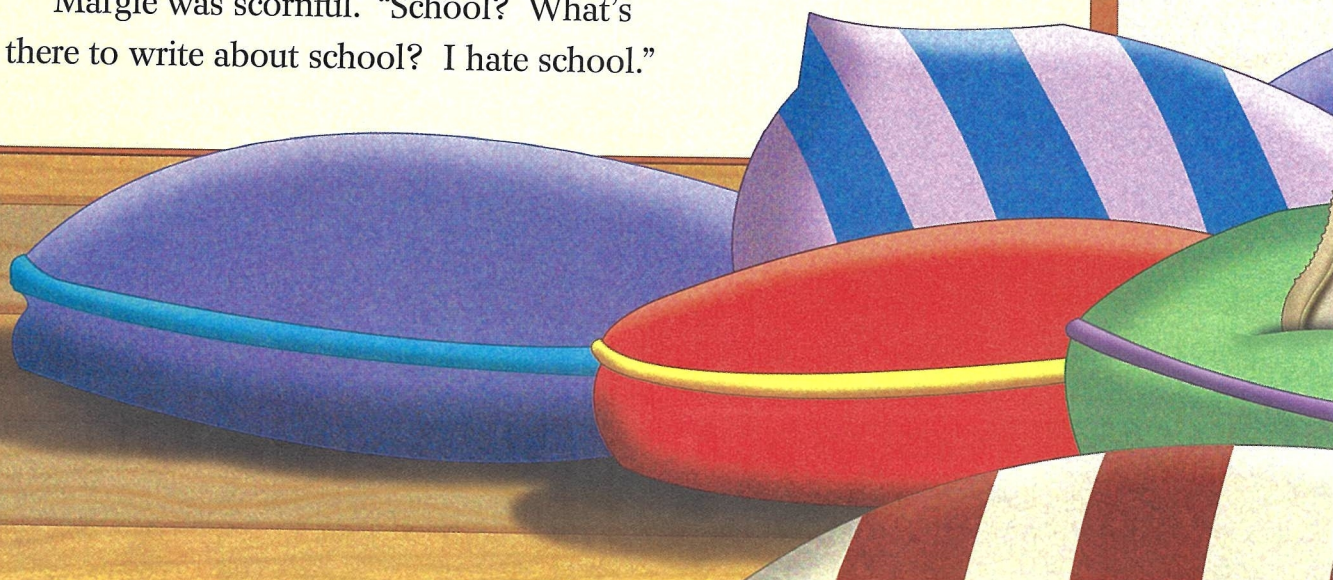
She said, "Where did you find it?"

"In my house." He pointed without looking, because he was busy reading. "In the attic."

"What's it about?"

"School."

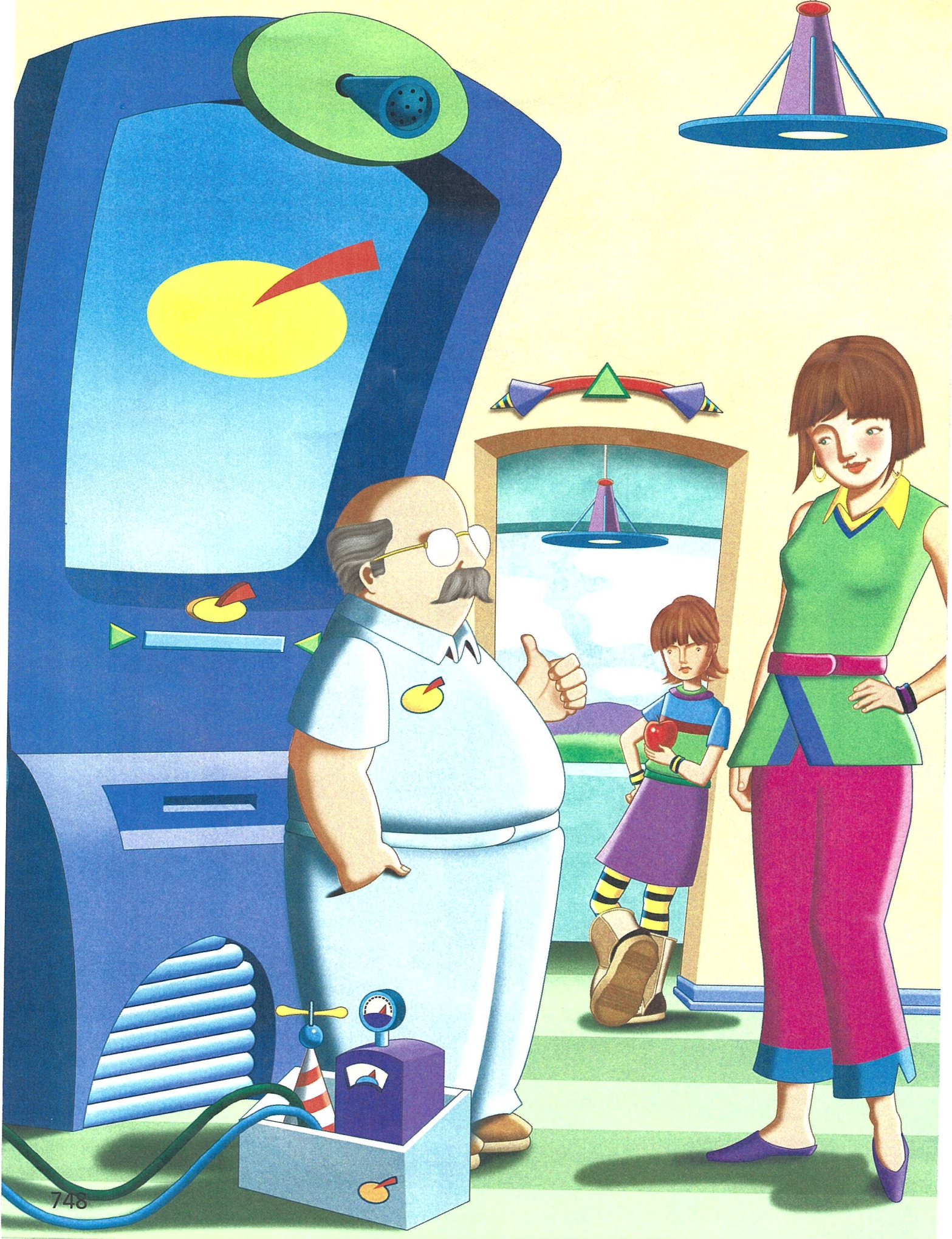
Margie was scornful. "School? What's there to write about school? I hate school."

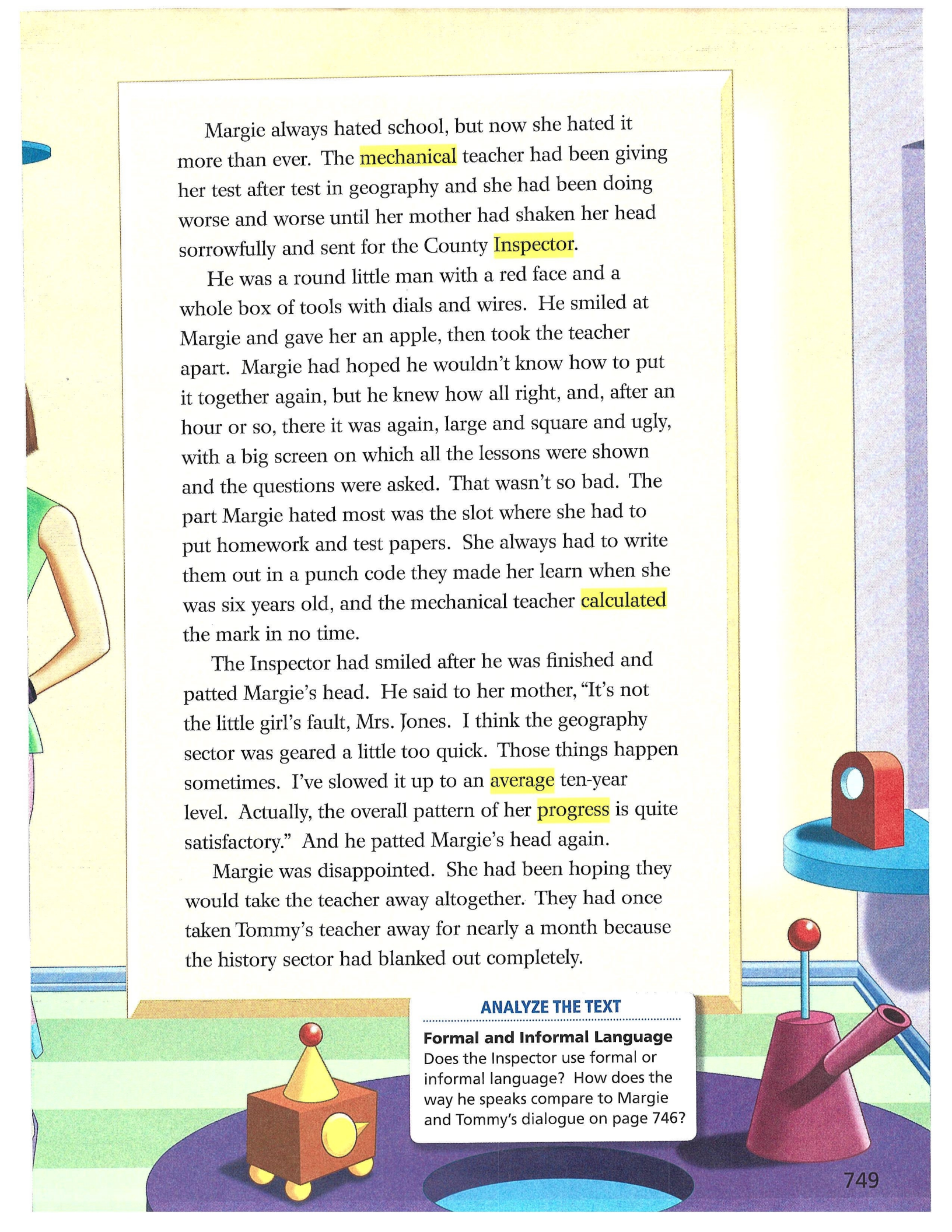




ANALYZE THE TEXT

Genre: Science Fiction Many science-fiction stories take place in the future. How does a futuristic setting affect what could happen in the story?



The illustration shows a classroom setting. On the left, a woman in a green dress is partially visible. In the center, a white text box contains the main text. On the right, a blue circular platform holds a red mechanical device with a white dial. Below it, a purple mechanical device with a red ball on top and a red tube is visible. The floor is purple with a blue circular area in the foreground.

Margie always hated school, but now she hated it more than ever. The **mechanical** teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County **Inspector**.

He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew how all right, and, after an hour or so, there it was again, large and square and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher **calculated** the mark in no time.

The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an **average** ten-year level. Actually, the overall pattern of her **progress** is quite satisfactory." And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

ANALYZE THE TEXT

Formal and Informal Language

Does the Inspector use formal or informal language? How does the way he speaks compare to Margie and Tommy's dialogue on page 746?

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "*Centuries* ago."

Margie was hurt. "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure they had a teacher, but it wasn't a *regular* teacher. It was a man."

"A man? How could a man be a teacher?"

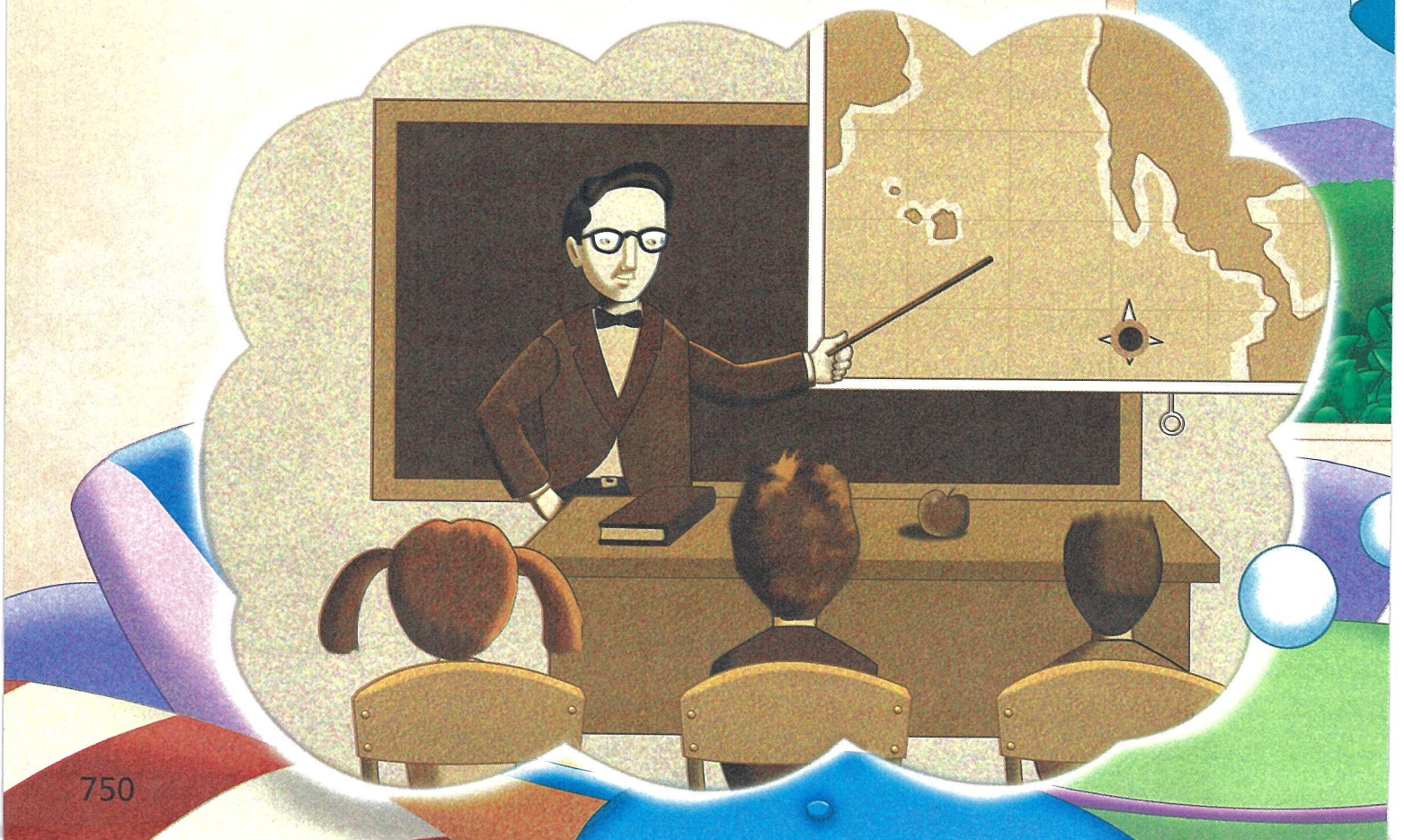
"Well, he just told the boys and girls things and gave them homework and asked them questions."

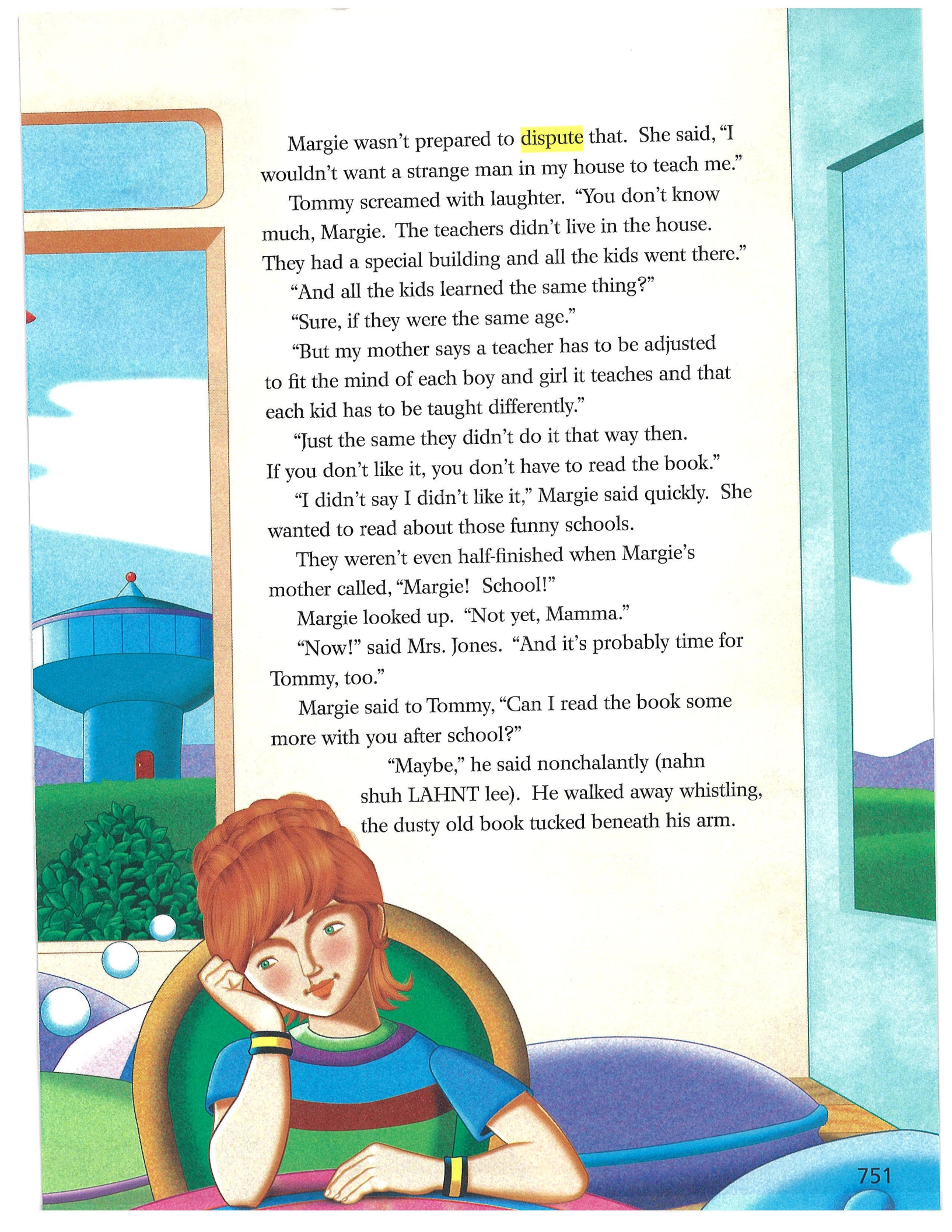
"A man isn't smart enough."

"Sure he is. My father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much, I betcha."





Margie wasn't prepared to **dispute** that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.

They weren't even half-finished when Margie's mother called, "Margie! School!"

Margie looked up. "Not yet, Mamma."

"Now!" said Mrs. Jones. "And it's probably time for Tommy, too."

Margie said to Tommy, "Can I read the book some more with you after school?"

"Maybe," he said nonchalantly (nahn shuh LAHNT lee). He walked away whistling, the dusty old book tucked beneath his arm.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please **insert** yesterday's homework in the proper slot."

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it.

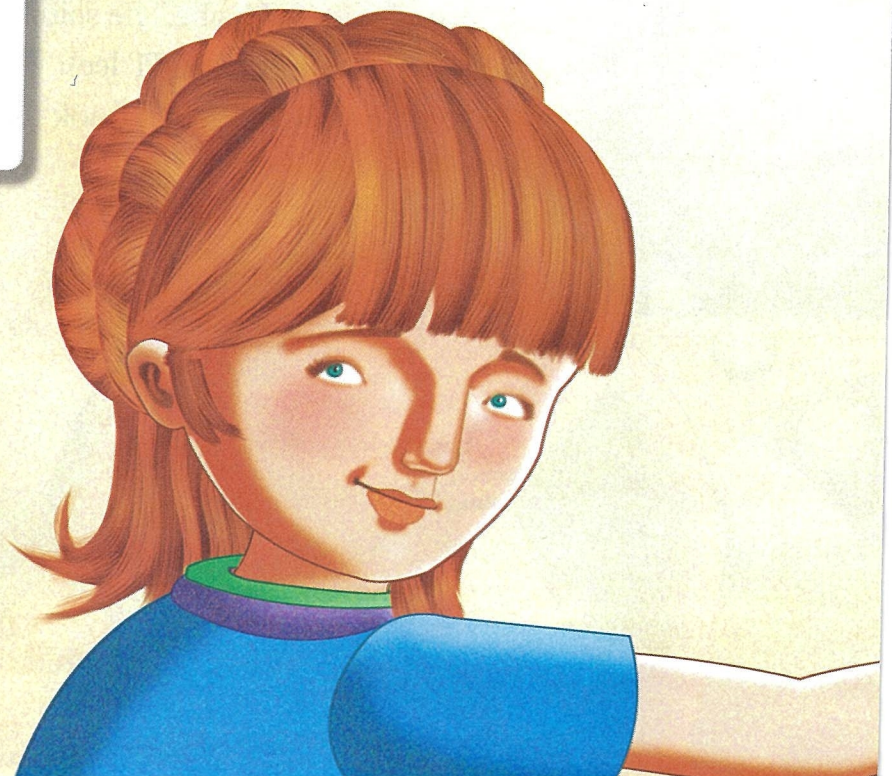
And the teachers were people. . . .

The mechanical teacher was flashing on the screen: "When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ —"

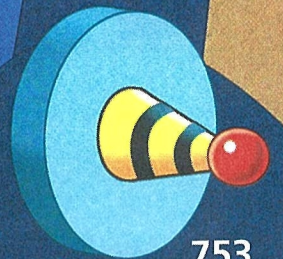
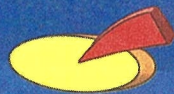
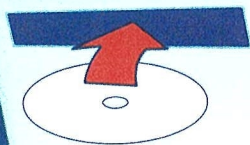
Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

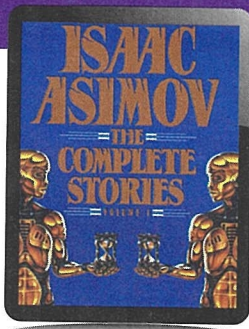
ANALYZE THE TEXT

Author's Purpose Why do you think the author wrote this story? What story details show his purpose? Keep in mind that the story was first published in 1951.



Please
Insert
Yesterday's
Homework
In The
Proper
Slot





Dig Deeper

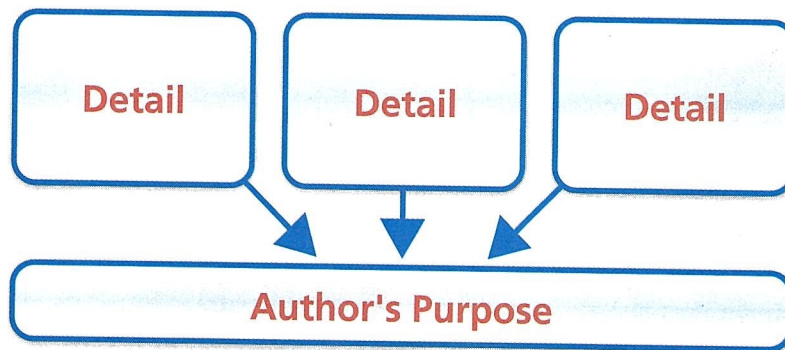
Use Clues to Analyze the Text

Use these pages to learn about Author's Purpose, Science Fiction, and Formal and Informal Language. Then read "The Fun They Had" again to apply what you learned.

Author's Purpose

In "The Fun They Had," the author imagines a time in the future when school is very different from the way it is today. His story can entertain, inform, or persuade you all at the same time. What do you think is his most important purpose?

For clues, look at the **details** about the plot and characters. Look back at the beginning of the story. What does Margie say about school? Use a graphic organizer like this one to help you figure out the **author's purpose** for writing.



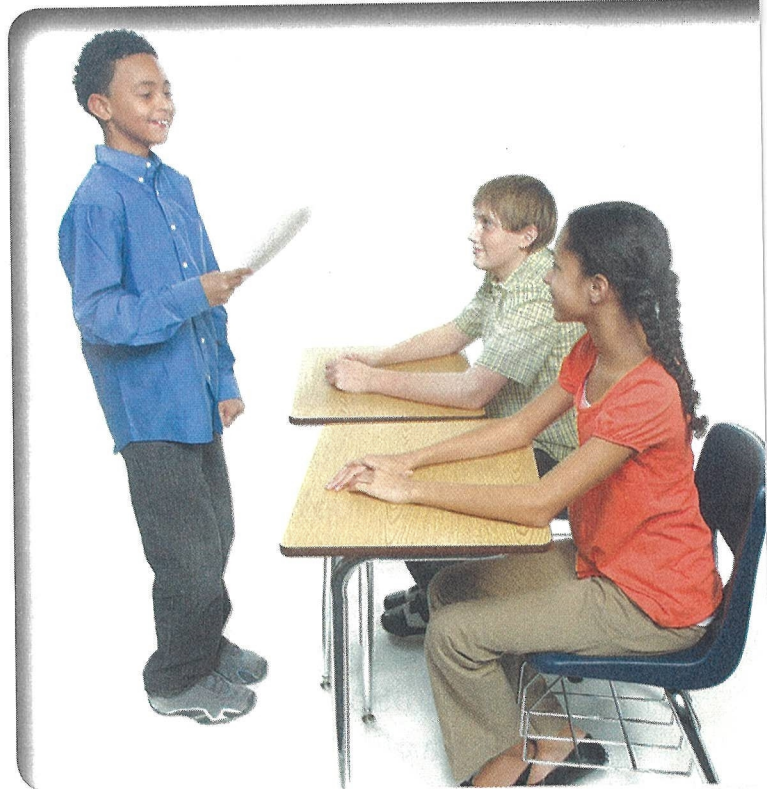
Genre: Science Fiction

“The Fun They Had” is **science fiction**. It is set in the future and features technology that the author could only imagine in 1951. The story describes a mechanical teacher and telebooks. What other futuristic details did the author include to make this science-fiction story fun for readers of the 1950s? How did the illustrator show the details?



Formal and Informal Language

The author has some characters use **formal language**, which is used when giving a presentation. An example is when the Inspector says, “Actually, the overall pattern of her progress is quite satisfactory.” He has other characters use **informal language**, which is used when talking with friends. An example is when Tommy says, “He knows almost as much, I betcha.”

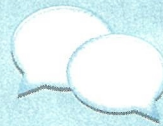


Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *How do inventions change the way we do things?* Take turns reviewing key ideas in your discussion. Be sure to clearly explain your own ideas using text evidence.



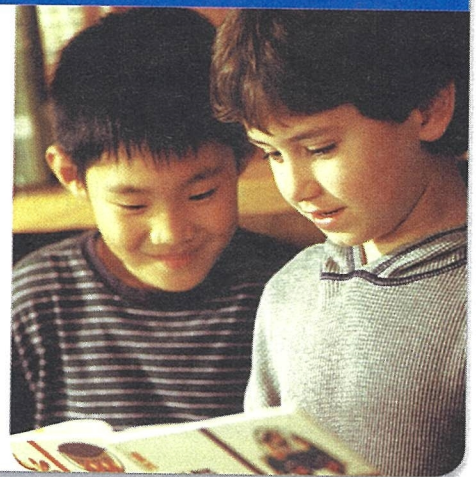
Classroom Conversation

Continue your discussion of “The Fun They Had” by explaining your answers to these questions:

- 1 How is the technology of today similar to what the author imagined in 1951?
- 2 What made Margie change her opinion about schools?
- 3 What are the advantages of having a mechanical teacher? What are the disadvantages?

A PICTURE TELLS A STORY

Connect Illustrations and Text With a partner, look carefully at the illustrations in “The Fun They Had” and review the text. Think about how the illustrations match the descriptions in the story. Then choose one illustration. List the details in the story that the artist likely used to create this artwork. Share your list with another pair of students.

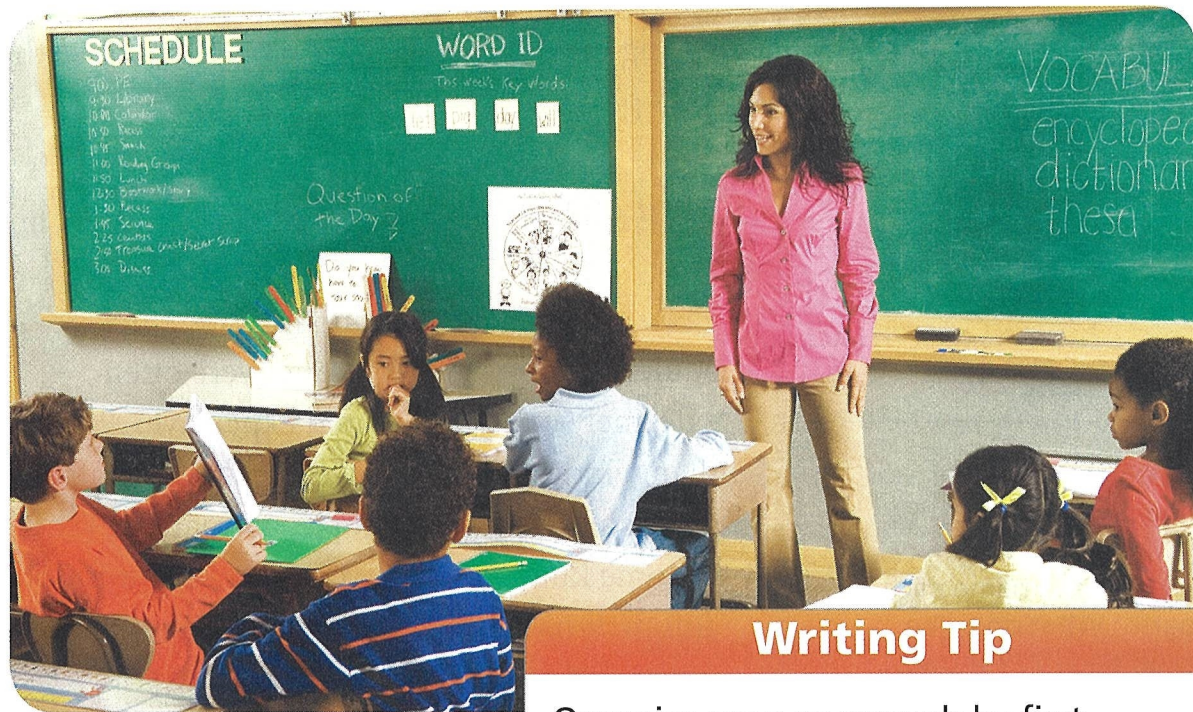


Performance Task

WRITE ABOUT READING



Response How is the future school that the author imagined similar to schools today? How is it different? Write a paragraph comparing and contrasting the two schools. Use facts and examples from your own school experiences, as well as text evidence and quotations from the story, to develop and support your ideas.



Writing Tip

Organize your paragraph by first explaining how the two schools are the same. Then explain how they are different. Remember to use quotation marks and commas for quotations from the story.

INFORMATIONAL
TEXT
 GENRE

Informational text, such as this article, gives facts and details about a topic. Informational text often includes visuals, such as photographs and diagrams.

 TEXT FOCUS

Diagrams show the parts of something or how something works. Diagrams usually include labels that name each of the parts. What does the diagram on page 759 show?

Toys!

Amazing Stories Behind Some Great Inventions

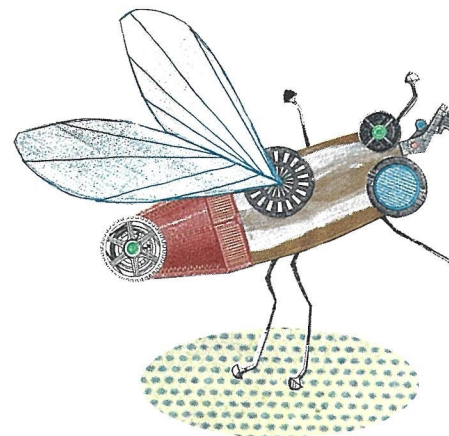
by Don Wulffson

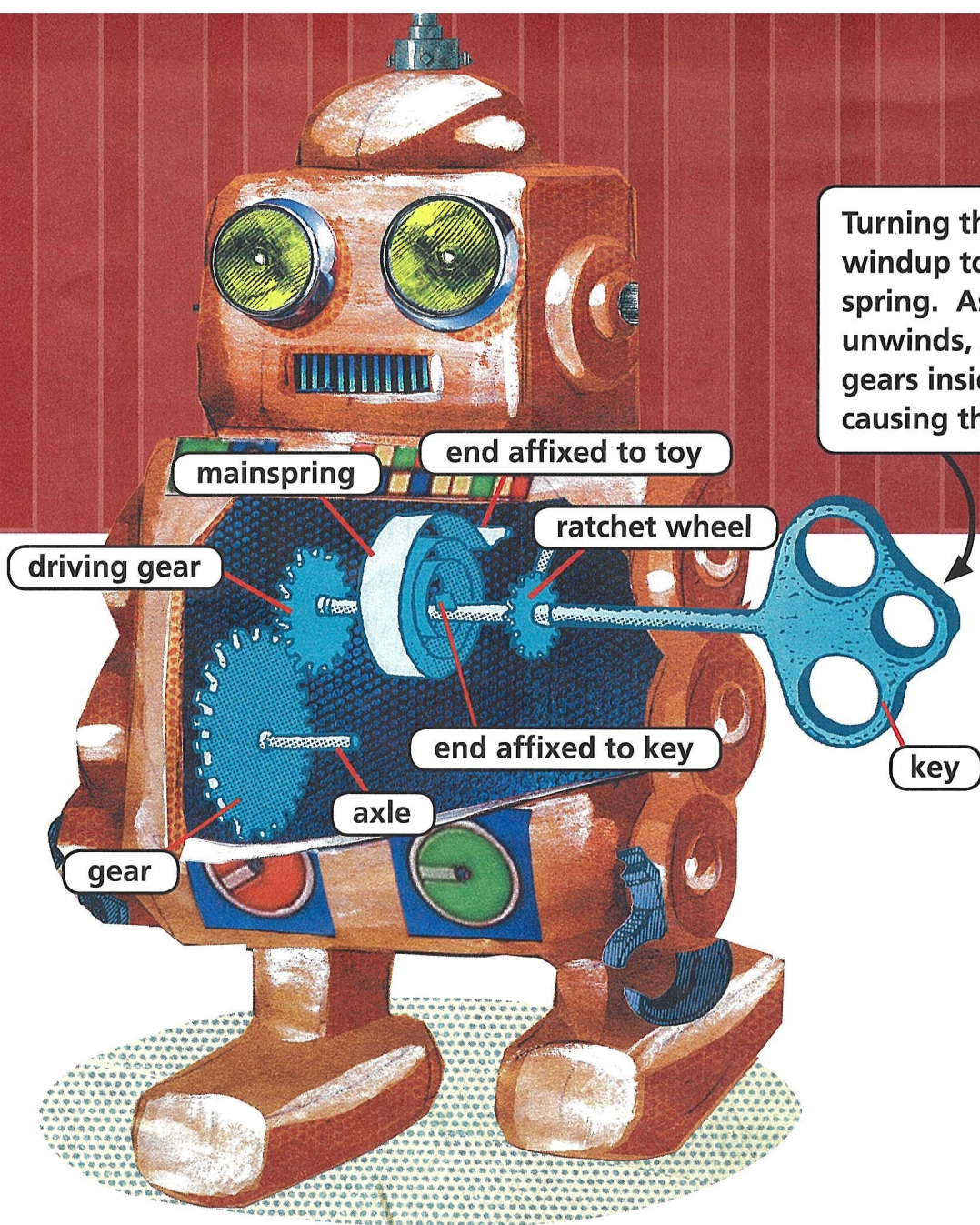
Windup Toys and Automaton

What makes a windup toy work? Turning a key tightens a spring inside the toy. As the spring unwinds, it turns gears, which move the toy's parts.

Today's windup toys are for children, and most of them are relatively simple.

Originally, windup toys were for adults—usually royalty—and were often extremely complicated and expensive. Rather than windup toys, they were called automaton and usually featured people, animals, or vehicles of some kind. With the finest craftsmanship, automaton moved by means of elaborate internal clockwork devices; their exterior was formed and decorated by hand, in many cases with the utmost skill and attention to detail.






Turning the key on the windup toy tightens the spring. As the spring unwinds, it turns the gears inside the toy, causing the toy to move.

In the late 1400s, a German inventor by the name of Karel Grod was often invited to royal banquets. Sitting at the table, Grod would open his hands and release a metal fly that buzzed across the room, circled the long dining table, and then returned to rest on its maker's hand. A few years later, Grod created a life-size mechanical eagle that could fly around town and then return to its original spot.



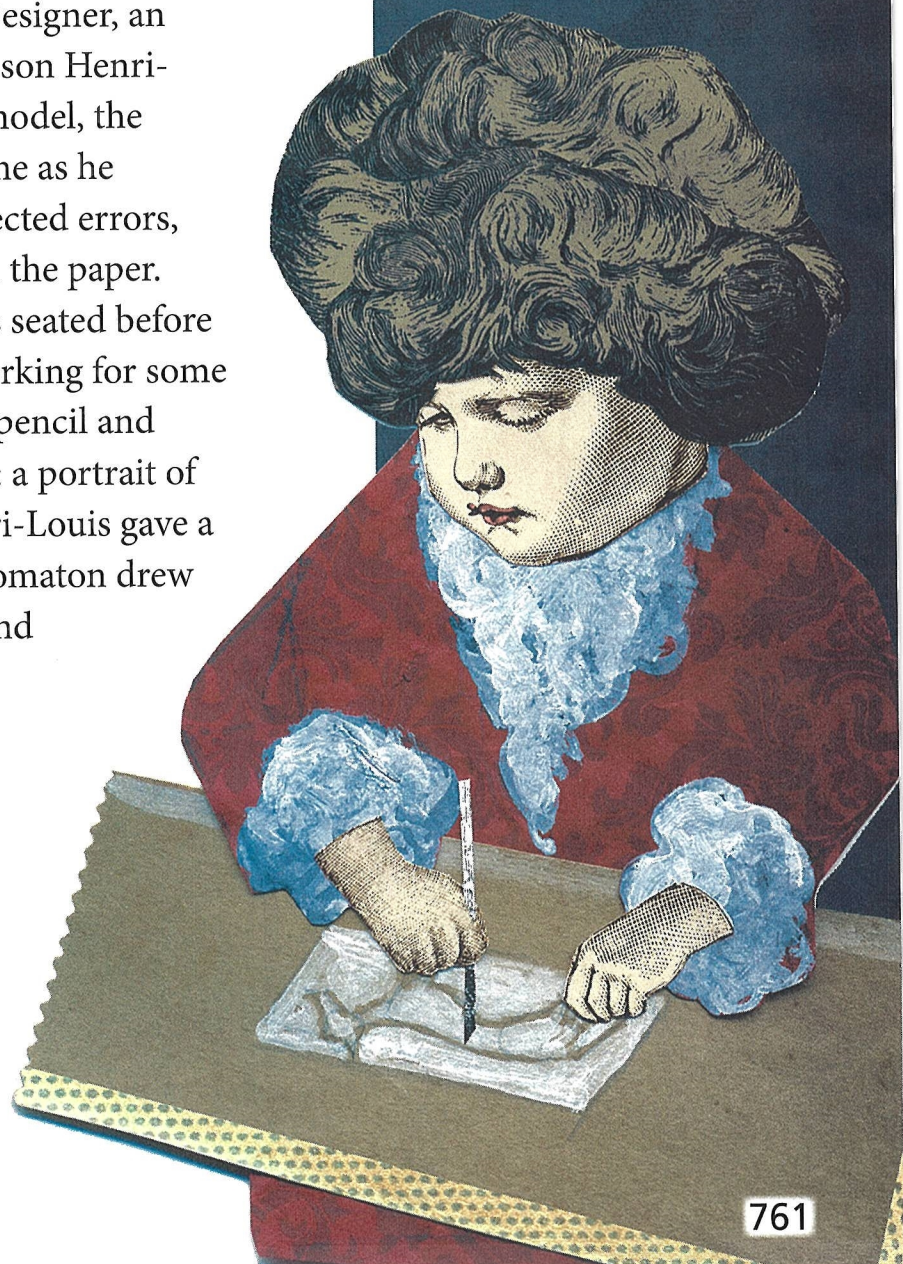
An illustration on the left side of the page shows a king with a golden crown and a blue robe sitting on an ornate, dark-colored throne. He is looking towards the right. To his right, a mechanical lion, colored in shades of brown and tan, is walking towards him. The lion has a blue fleur-de-lis symbol on its chest. The scene is set against a background of red curtains and a red wall. The floor is light-colored with a yellow and black patterned border.

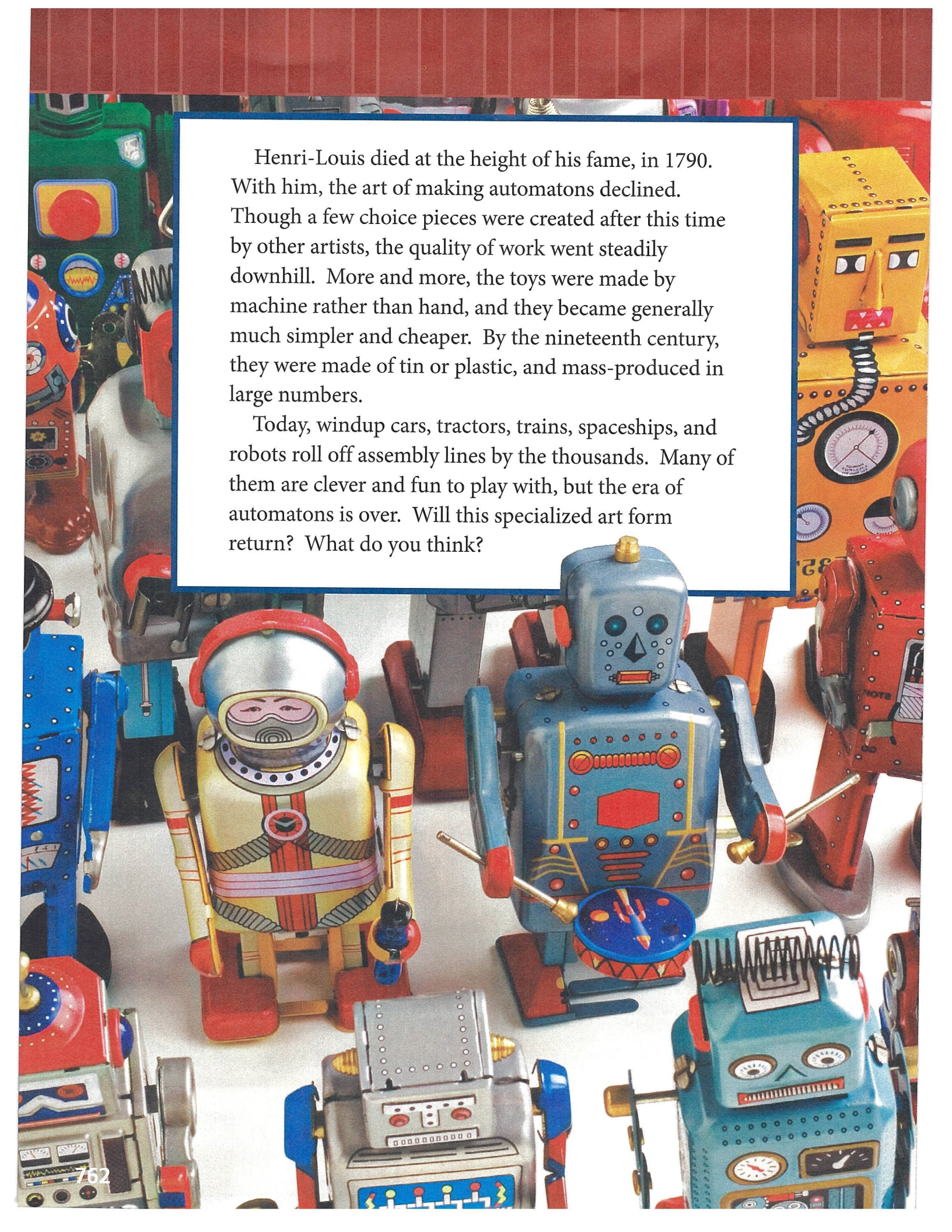
In 1509, the famous artist and inventor Leonardo da Vinci constructed a mechanical lion to welcome Louis XII to Italy. When the French king was seated on his throne, Leonardo placed the animal on the floor at the opposite end of a great hall. As spectators stared in amazement, the clockwork lion moved slowly toward the king. It stopped in front of him, and, as if in tribute to the king, tore open its chest with its claws. A decorative fleur-de-lis, the symbol of French royalty, tumbled out and fell at the king's feet.

An even more incredible story is told about René Descartes, a renowned French philosopher and scientist of the 1600s. Descartes believed that all living creatures, including people, are basically just highly developed machines. To demonstrate this he constructed a life-size mechanical girl. Shortly after completing the automaton, whom he called Franchina, he took her on a sea voyage. By accident, the captain of the ship set her in motion. Terrified by her sudden movement, the captain ran. The robotic Franchina kept coming toward him. In a panic, the captain grabbed the automaton and threw it overboard.

Perhaps the most fantastic mechanical figures of all time were created by Jean-Pierre Droz, a Swiss watchmaker, and by his son Henri-Louis. One of those made by Jean-Pierre, called the Writer, was a full-size likeness of a young boy seated at a desk. When put into motion, the clockwork child dipped his pen in a bottle of ink, shook off the surplus with a flick of the wrist, then proceeded to write clear and correct sentences. As each line was completed, the hand holding the pen moved to the beginning of the next line.

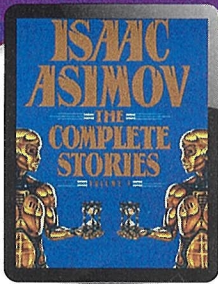
Superior to the Writer was the Designer, an automaton created by Jean-Pierre's son Henri-Louis. Like an artist studying his model, the automaton paused from time to time as he sketched, examined his work, corrected errors, and even blew the eraser dust from the paper. On one occasion, the Designer was seated before King Louis XVI of France; after working for some time, the automaton put down his pencil and gestured with his hand to his work: a portrait of the French king. Later, when Henri-Louis gave a demonstration in England, his automaton drew portraits of the English monarch and other royalty.





Henri-Louis died at the height of his fame, in 1790. With him, the art of making automats declined. Though a few choice pieces were created after this time by other artists, the quality of work went steadily downhill. More and more, the toys were made by machine rather than hand, and they became generally much simpler and cheaper. By the nineteenth century, they were made of tin or plastic, and mass-produced in large numbers.

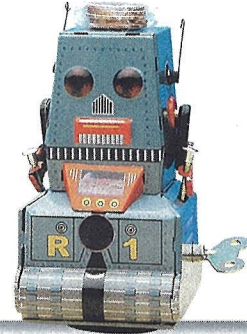
Today, windup cars, tractors, trains, spaceships, and robots roll off assembly lines by the thousands. Many of them are clever and fun to play with, but the era of automats is over. Will this specialized art form return? What do you think?



Compare Texts

TEXT TO TEXT

Compare Texts About Technology Both “The Fun They Had” and “Toys!” discuss technology. Work with a partner to discuss this question: *What would Margie think about the automatons that were made hundreds of years ago?* Include text evidence from each selection to explain and support your answer.



TEXT TO SELF

Write About Technology In “The Fun They Had,” Margie learns from a mechanical teacher five days a week. Think about a technology product you use often. What if that product had never been invented? Write a paragraph telling how your life would be different if this product did not exist.



TEXT TO WORLD

Make a Chart Compare and contrast “The Fun They Had” to other stories you have read, such as “The World According to Humphrey” (Lesson 21). Think about how the events, characters, setting, theme, point of view, and illustrations are alike and different. With a partner, create a chart that shows the similarities and differences between the stories.

Point of View	Similarities	Differences
Genre		
Setting		

Grammar

What Are the Mechanics of Writing? **Mechanics** refers to the correct use of **capitalization** and **punctuation**.

Capitalization should be used for proper nouns, such as titles and names of historical events. Documents, languages, names, states, and nationalities are also proper nouns that should be capitalized. Correct punctuation must always be used at the end of a sentence. Apostrophes are needed in contractions and possessive nouns. A comma is needed in a compound sentence.

name
 The Amazon River Basin is home to the largest rain forest on planet Earth.

contraction
 Why haven't you read the book book title The Giant Kapok Tree? end punctuation

name name comma
 Ty and Nan read it, but I have not read any of the possessive noun author's books.

Try This!

Write the sentences below on another sheet of paper. Capitalize the proper nouns, and add end punctuation, commas, and apostrophes where they are needed.

- 1 The book called the amazon is Mikes favorite
- 2 Isnt that a book about earths rain forests
- 3 Its about the rain forest but it is also about the animals and the people who live in the amazon.
- 4 I would love for mrs. ortiz to read that book
- 5 You cant find it anywhere except the smithville library.

Readers will have an easier time reading and understanding your writing if you use correct capitalization and punctuation. Errors in capitalization and punctuation may confuse readers, and they might not understand what you mean.



**Incorrect Capitalization
and Punctuation**

My aunts newest book is called the strangest river. Its a story about an unusual mammal called the platypus How would you react to an animal that looks like a cross between a beaver and a duck

**Correct Capitalization
and Punctuation**

My aunt's newest book is called The Strangest River. It's a story about an unusual mammal called the platypus. How would you react to an animal that looks like a cross between a beaver and a duck?

Connect Grammar to Writing

As you proofread your research report, correct any errors in capitalization or punctuation.

▶ Writing as a Process: Revise and Edit

▶ Producing and Publishing with Technology



Reading-Writing Workshop: Revise

Informative Writing

✓ Elaboration In a research report, good writers provide facts they have found in reliable sources. Writers develop their topics with clear statements of facts, details, definitions, and quotations. They use headings to identify each main topic and precise language to describe the topic. Writers also use specific words and phrases to connect their ideas.

When Maya revised her report, she used precise language and added definitions of scientific terms. She also added headings.

Writing Process Checklist

Prewrite

Draft

▶ Revise

- Did I introduce the topic and group related information?
- Did I include facts, definitions, and quotations?
- Did I use a heading for each main topic?
- Does my closing sum up my main ideas?
- Did I use mechanics correctly?

Edit

Publish

Share

Revised Draft

What Is a Hippopotamus?

Hippopotamuses are huge African ^{mammals} ~~animals~~ that may be related to pigs and whales. Their name, however, means “river horse” in Greek.

Water Habitats of Hippos

Hippos live near rivers and lakes in Africa. Because their bodies ^{dehydrate, or} dry out [^] in the sun, hippos spend lots of time in ^{—an animal that would attack them—} water. They can sense a predator while ^{That's because} [^] underwater. Hippos' eyes, nostrils, and ears are on the tops of their heads.

The Amazing Hippopotamus

by Maya Landon

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Hippos live near rivers and lakes in Africa. Because their bodies dehydrate, or dry out, in the sun, hippos spend lots of time in water. They can sense a predator—an animal that would attack them—while underwater. That’s because hippos’ eyes, nostrils, and ears are on the tops of their heads. Hippos can also walk underwater and can stay there for five minutes. Ceril Mayo said in All About Hippos, “These barrel-shaped beasts have been known to hold their breath for 30 minutes.”

Hippos certainly have amazing talents in water. No wonder they seem to be related to whales!

Reading as a Writer

How did Maya treat the sentence she copied from one of her sources? How else could Maya have included this information?

In my final paper, I used precise words and added definitions for topic-specific words. I used capitalization and punctuation correctly for the quotation and title.



- ▶ Writing Informative Texts: Use Facts and Examples
- ▶ Writing Informative Texts: Organize Your Information
- ▶ Conducting Research: Introduction
- ▶ Conducting Research: Evaluating Sources

Write a Research Report

TASK In "I Could Do That!," you read about Esther Morris winning the right for women to vote in Wyoming. In "The Role of the Constitution," you read about how the Constitution organizes the government and protects rights.

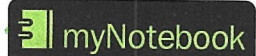
Look back at both texts. Take notes on the important details from each text. What do these texts teach you about the right to vote?

Now, write a research report. What do you want readers to know about your topic? What is the best way to organize your report to make it interesting? Use facts, details, examples, and quotations from the texts to write your report.

Make sure your report

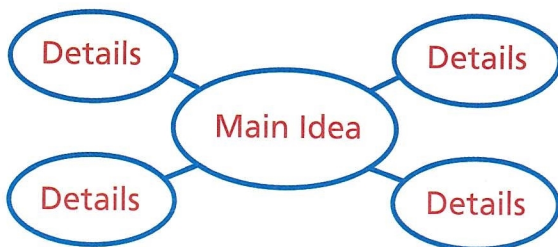
- clearly introduces the topic.
- provides facts, details, examples, and quotations to support the main ideas.
- uses your own words.

PLAN



Use the annotation tool in your eBook to help you take notes on the main ideas and details in each text.

Gather Information How did Esther Morris help women win the right to vote in Wyoming? Who has the right to vote in the United States today? What role does the Constitution play in citizens' right to vote? Use facts and details from the texts to help you plan your writing. Remember, a research report should have an introduction, body, and conclusion.



Write Your Report Now begin working on your report. Use the flow chart and what you have already learned about informative writing to write your draft.

Write your rough draft in *myWriteSmart*. Focus on getting your ideas down rather than perfecting your word choices.

INTRODUCTION

Write the **introduction** to your research report. Introduce the **topic** in a way that will grab readers' attention. Tell what your report will be about and list the **main ideas** you will discuss.

BODY

In the **body**, or middle, of your report, develop your **main ideas**. Use your **own words** to express your main ideas clearly. Support your main ideas with **facts, details, examples, and quotations** from the texts. Use linking words and phrases to connect ideas and events in a logical order.

CONCLUSION

Your **conclusion** should begin with a sentence that restates your **main ideas**. Then, follow that sentence with a **summary** of your main ideas, using key facts and details for support.

REVISE



Review Your Draft Remember that the revision and editing steps give you a chance to look carefully at your writing and make changes. Work with a partner to determine whether your report is well organized and interesting.

Have your partner review your essay in *myWriteSmart* and note where main ideas are not fully developed.

Use these questions to help you evaluate and improve your report.

Purpose and Organization	Evidence and Elaboration	Conventions
<input checked="" type="checkbox"/> Did I introduce my topic clearly and grab readers' attention?	<input checked="" type="checkbox"/> Did I define domain-specific vocabulary?	<input checked="" type="checkbox"/> Does my report include a variety of complete sentences?
<input checked="" type="checkbox"/> Did I group related information?	<input checked="" type="checkbox"/> Did I express my ideas clearly in my own words?	<input checked="" type="checkbox"/> Is my spelling, punctuation, and capitalization correct?
<input checked="" type="checkbox"/> Did my conclusion sum up my main ideas?	<input checked="" type="checkbox"/> Did I sound interested in the topic?	<input checked="" type="checkbox"/> Did I use quotations correctly?
	<input checked="" type="checkbox"/> Did I use precise words and phrases to link my ideas?	

PRESENT

Create a Finished Copy Write or type a final copy of your research report. You may want to include a photo or illustration that relates to your topic. Choose a way to share your report with your classmates. Consider these options.

1. Read your report aloud to your classmates.
2. Publish your report on a school website and ask for feedback from readers.