

# Lesson 25



## TARGET VOCABULARY

- progress
- calculated
- dispute
- centuries
- superior
- insert
- waste
- inspector
- mechanical
- average

### Vocabulary Reader



### Context Cards



L.4.6 acquire and use general academic and domain-specific words and phrases

# 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**

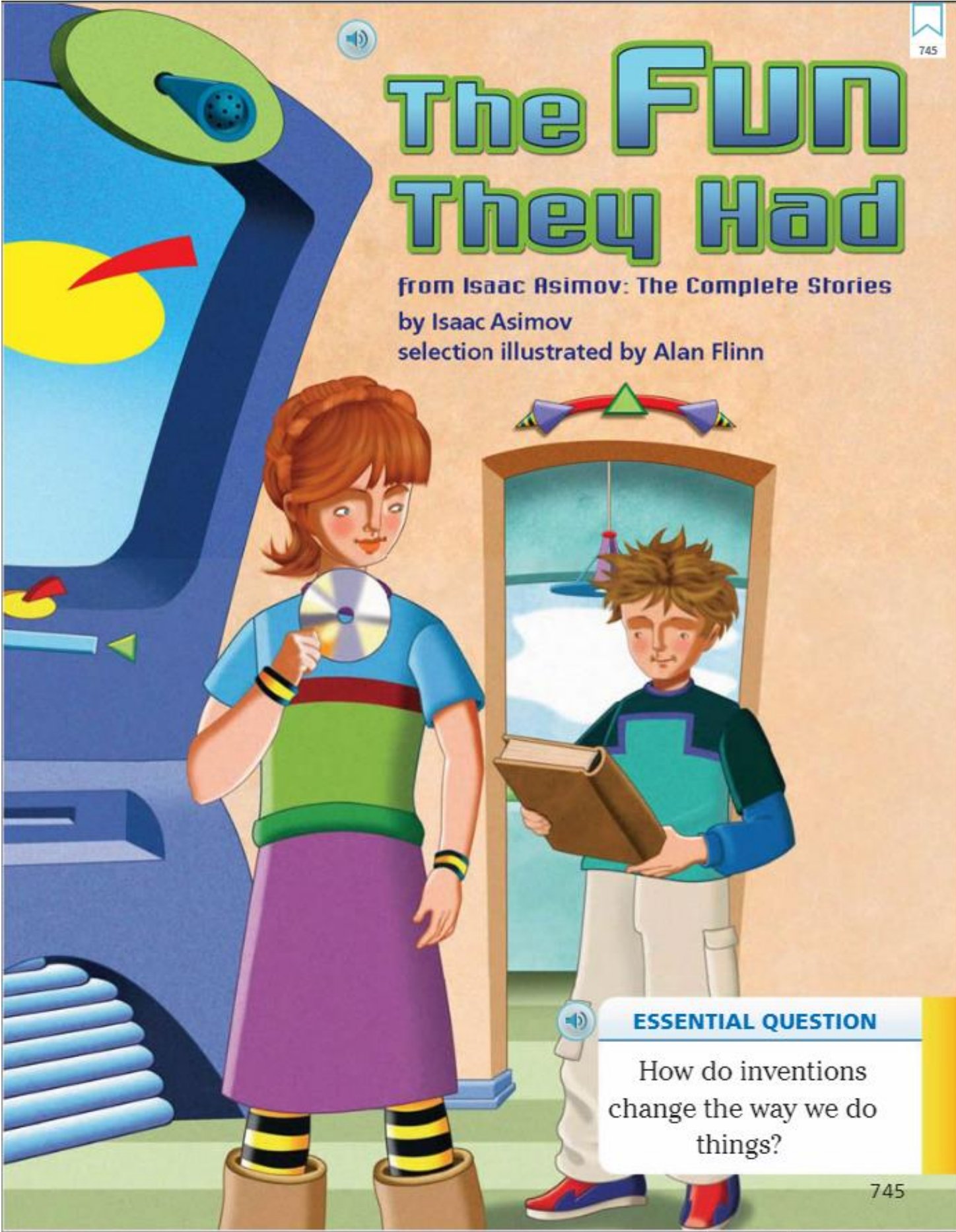
The **average**, or typical, reader might prefer printed books to electronic books.





# 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?"

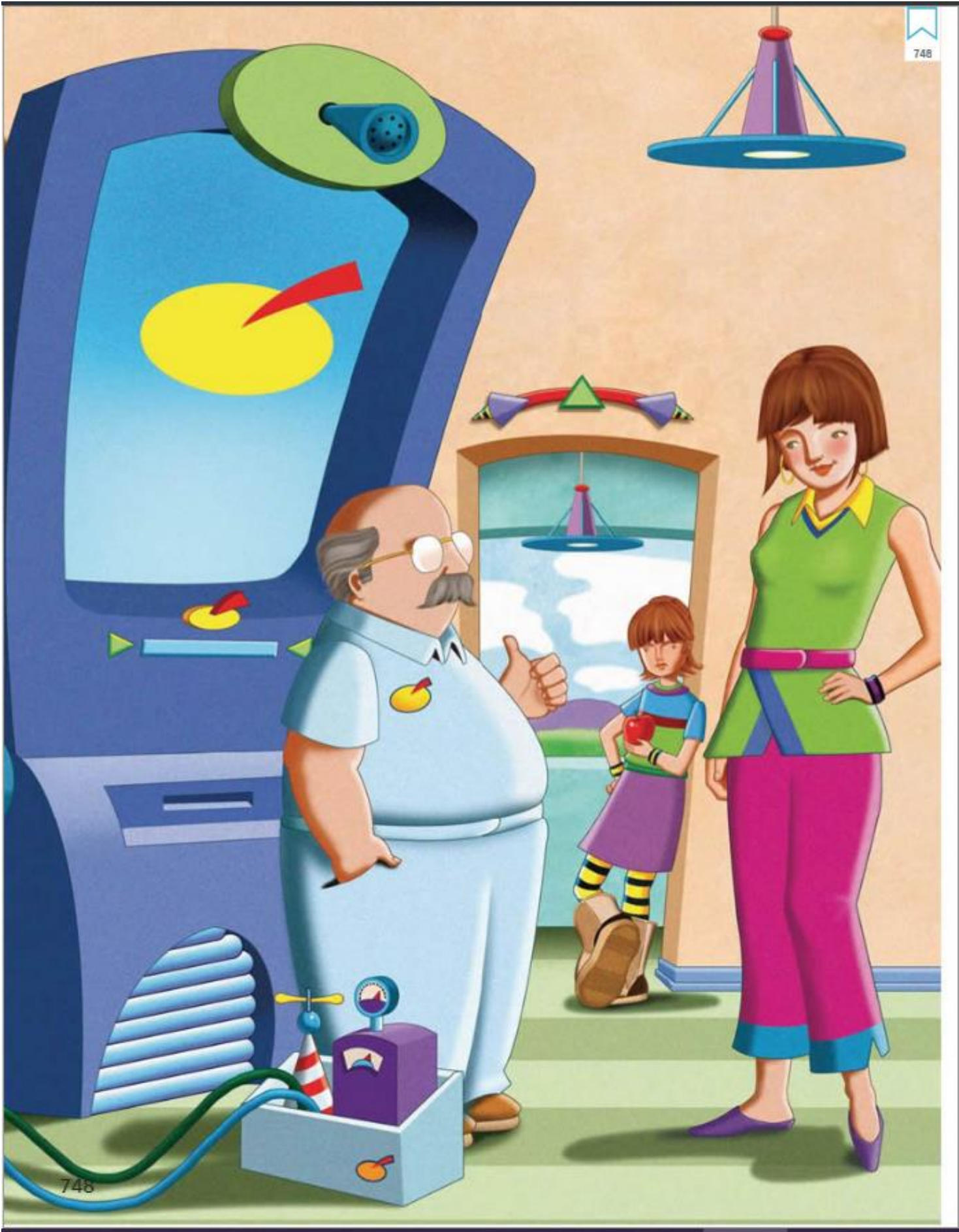
"School."

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?





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.









# Research Report

A **research report** gives information about a topic. It uses outside sources for facts and details.

## Parts of a Research Report

- An introduction to the report
- Facts and details that support a main idea
- Information from different sources, such as books, magazines, and the Internet
- The names of the sources that provided information
- A conclusion that sums up the main points



### Introduction

Tells what the report will be about

→ The bald eagle has been called "America's bird." This beautiful animal is seen on pictures, coins, and flags. However, not long ago real-life bald eagles almost disappeared from the United States. It took many years of hard work to save them.

### Main Idea

→ The United States Department of the Interior says that for years bald eagles and their eggs were hurt by DDT, a pesticide. Before long, the birds had almost disappeared in some parts of the country. Finally, in 1967, the government listed eagles as endangered. This protected the birds from hunters and other enemies. Then the government banned DDT.

### Facts

Support the main idea

→ These steps helped the birds come back. According to the Environmental Protection Agency, there were 412 pairs of bald eagles in the United States in 1950. By the 1990s, though, there were almost 115,000 eagles in this country.

### Information Source

Tells where paraphrased information was found

→ Because the bald eagle has done so well, it was taken off the endangered list in 2007. Today, its future is looking good.

### Conclusion

Sums up the main idea

→ well, it was taken off the endangered list in 2007. Today, its future is looking good.

### Other Transitions

First  
After  
In addition  
Since  
As a result  
In the end  
According to

Name \_\_\_\_\_ Date \_\_\_\_\_

# Capitalization and Writing Titles

**The Fun They Had**  
Grammar: Proper Mechanics

**Capitalize** important words in the titles of movies, books, chapters, and articles in a newspaper or magazine. Short words such as *in*, *if*, *of*, *a*, and *the* are not capitalized unless they are the first word in the title.

When writing the title of a shorter work, such as a story or news article, use quotation marks. When writing the title of a longer work, such as a book, magazine, or movie, underline the title.

**book title**

A Pizza for Jin

**story**

“The Diary of a Mouse”

### Thinking Questions

Which words in this title should be capitalized?

Does the title name a long work or a short work?

**1–4.** Rewrite each sentence. Add capital letters, underlining, and punctuation where they are needed.

1. The headline in Friday’s newspaper read “clowns lead parade.”

---



---

2. the little mermaid is my little sister’s favorite movie.

---



---

3. Jesse’s story about his trip to Mexico was called “crossing the border.”

---



---

4. benson elementary wins trophy was the front page headline in the school paper.

---



---



Name \_\_\_\_\_ Date \_\_\_\_\_

## End Punctuation

**The Fun They Had**  
Grammar: Proper Mechanics

The punctuation at the end of a sentence helps to show its meaning. Use a period (.) at the end of a statement or a command. Use a question mark (?) at the end of a question and an exclamation mark (!) to show strong feeling.

<b>declarative</b>	I like to play basketball.
<b>imperative</b>	Hand me the ball, please.
<b>interrogative</b>	What is the score?
<b>exclamatory</b>	What a great game!

### Thinking Questions

What kind of sentence is it? Does the sentence tell something, ask a question, or show excitement?

**1–8.** Add the correct end mark for each sentence. Write *declarative, interrogative, imperative, or exclamatory* on the line.

1. A voice command can make the mechanical dog walk and sit \_\_\_\_\_
2. Insert a quarter into the machine \_\_\_\_\_
3. How many centuries have passed since the Revolutionary War \_\_\_\_\_
4. The building inspector will come here to check next week \_\_\_\_\_
5. Your picture is amazing \_\_\_\_\_
6. What a waste of time this is \_\_\_\_\_
7. How much progress have you made with your work \_\_\_\_\_
8. Try not to miss your bus \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Commas Before Coordinating Conjunctions

**The Fun They Had**  
Grammar: Proper Mechanics

A compound sentence joins two independent clauses using the coordinating conjunctions *and*, *but*, *or*, *nor*, *for*, or *so*. Use a comma before the conjunction.

The children were curious about the book, **for** they had never seen one.

Children can learn in a classroom, **or** they can learn through computer lessons.

### Thinking Questions

*How many independent clauses are in the sentence? What word should connect the clauses?*

**1–4.** Join each pair of sentences to make a compound sentence using the conjunction shown in parentheses. Use commas correctly.

1. Computers are here to stay. They run many systems in our society. (and)

---



---

2. Schools might become unnecessary. Each child may be taught by a machine. (for)

---



---

3. Any book could be put on a computer. Books might also disappear. (so)

---



---

4. Computer school would be convenient. I would miss books and teachers. (but)

---



---



Name \_\_\_\_\_

**Follow your teacher's directions to complete the frame.**



(Introduction) \_\_\_\_\_

\_\_\_\_\_

(Main idea, factual details) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Main idea, factual details) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In conclusion, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

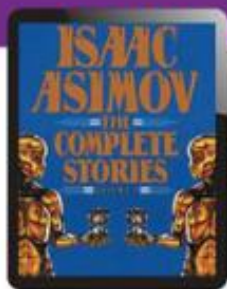


On a separate sheet of paper, write a research report about an endangered animal.



On a separate sheet of paper, use your prewriting plan to write a research report, or plan and write a report about a new technology.

## COMPREHENSION



# Dig Deeper

## How 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.



RL.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; RL.4.3 describe a character, setting, or event, drawing on details; RL.4.7 make connections between the text and a visual or oral presentation of it; L.4.3c differentiate contexts that call for formal English and informal discourse







## 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.