

6th Grade

Name: \_\_\_\_\_

## WEEK AT A GLANCE!

Story:

"The Fun They Had"

Genre: Science Fiction

Vocabulary/Word Study:

suffix -ful = full of

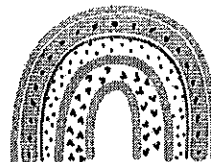
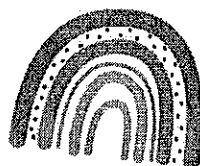
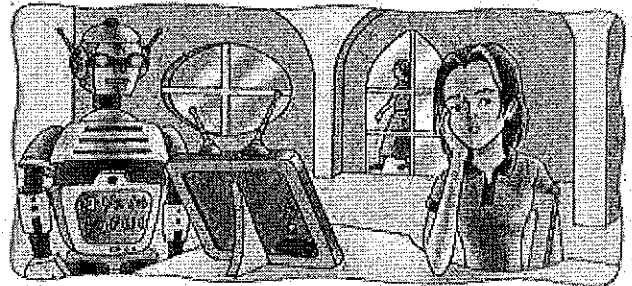
Comprehension: Understand  
Elements of Science Fiction

Grammar: Action & Linking  
Verbs

Writing: Scene with Dialogue

Vocabulary:

- sorrowfully: to do something in a sad manner
- loftily: in a way that shows a feeling of superiority or arrogance
- nonchalantly: in a way that suggests one does not care about what is happening



Name:

[illegible]

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## The Fun They Had

Isaac Asimov

### SHORT-RESPONSE QUESTIONS

**DIRECTIONS:** Complete the following items after you have read the text.

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**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**1. (a) Explain what the text says explicitly.**

Reread paragraph 38 of “The Fun They Had.” Then, explain what this paragraph says about Margie’s thoughts about schools from the past. Cite evidence from the text to support your response.

**(b) Explain an inference you can draw from the text.**

What can you infer from paragraph 38 about how Margie feels about her own school? Support your inference using both details from the paragraph and your knowledge of the rest of the story.

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**RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**2. Explain how a particular scene in a text contributes to the development of its theme.**

Reread paragraphs 10-12 of “The Fun They Had.” Then, identify a theme, or central message, of the story that concerns the drawbacks of technology. How does the scene described in these paragraphs help you understand the theme, or central message, of the story? Use details from the text in your answer.



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**RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

3. **(a) Determine the meaning of words and phrases as they are used in a text.**  
In paragraph 10, the author writes, "Margie was scornful." Based on details in the paragraph, what is the meaning of *scornful*? Consider Margie's attitude when she talks about school.

**(b) Analyze the impact of specific word choices on meaning and tone.**  
Reread paragraph 15 of "The Fun They Had." Focus on the words *superior* and *loftily*. What do these words help you understand about Tommy's attitude toward Margie? Do these words create a happy tone, a sad tone, or another kind of tone? Explain why.



**EXTENDED-RESPONSE ACTIVITY** Theme or Central Idea

**DIRECTIONS:** Complete the following activity as either a written response or a group discussion.

**RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

4. “The Fun They Had” is a science fiction story. Summarize the story by describing the main characters, the important events, and the main characters’ responses to events. Also identify a theme, or central message, of the story. Then, identify elements, or features, of the genre of science fiction that appear in the story. Explain how these elements help to convey, or show, the story’s theme. Use details from the story to support your response.

Use these guidelines in your writing or discussion.

- Begin by summarizing the story “The Fun They Had.” In your summary, identify the title and author and describe main characters, important events, and the ways that characters respond to events.
- Identify a theme that concerns the use of technology.
- Describe elements of science fiction that appear in the story. For example, identify the time period when the story takes place and the role that technology plays in the story. Also, describe both realistic, or true-to-life, and imaginative, or invented, details in the story.
- Explain how the elements of science fiction and story details convey or support the theme of the story.

**TIP FOR WRITTEN RESPONSE**

If you use quotations from the story, explain how the quotations connect to your ideas.

**TIP FOR DISCUSSION**

Connect your ideas to the ideas of other discussion participants

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### TEXT QUESTIONS

## The Fun They Had

Isaac Asimov

**DIRECTIONS:** Respond to these questions. Use textual evidence to support your responses.

1. (a) **Compare and Contrast** How are Margie and Tommy's experiences with school similar and different? (b) How do their experiences compare with the experiences of the students from the book that they found?

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2. (a) **Analyze** How do Margie's grades affect her feelings about school? (b) **Assess** What other aspects of school might influence her feelings?

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3. (a) **Analyze** What attitude does Tommy have toward his sister? (b) **Evaluate** Which details from the text show this attitude?

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4. **Make a Judgment** Margie's mother states that children can learn better if they learn at regular hours. Do you agree or disagree with her statement? Explain.

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## CONCEPT VOCABULARY AND WORD STUDY

### The Fun They Had

Isaac Asimov

#### WORD LIST

sorrowfully      loftily      nonchalantly

**A. DIRECTIONS:** In each of the following items, think about the meaning of the italicized word. Then answer the question.

1. In the panel discussion, the professor spoke *loftily* about his role in the research. Would you say the professor thought his role was important? Explain. \_\_\_\_\_
2. Jerome responded *sorrowfully* when he realized he had stepped on his little brother's favorite toy. True or false: Jerome was sad about breaking the toy. Explain. \_\_\_\_\_
3. When you ask your friend Alize if she is looking forward to going to the amusement park, she responds *nonchalantly*. Is Alize excited about to going to the amusement park? Explain. \_\_\_\_\_

**B. WORD STUDY:** The Anglo-Saxon suffix *-ful* means "full of" or "having the qualities of." For example, the word *respectful* means "full of, showing, or giving respect." Write the definition of each word below. Then, use each in a sentence.

1. harmful \_\_\_\_\_  
\_\_\_\_\_
2. thoughtful \_\_\_\_\_  
\_\_\_\_\_
3. careful \_\_\_\_\_  
\_\_\_\_\_
4. delightful \_\_\_\_\_  
\_\_\_\_\_

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**WORD STUDY** ▶ **ANGLO-SAXON SUFFIX -FUL**

The Anglo-Saxon suffix *-ful* means "full of" or "having the qualities of." For example, the word *beautiful* means "having the qualities of beauty."

**A. DIRECTIONS:** In each of the following items, think about the meaning of the italicized word. Then, answer the question.

1. Alison is *regretful* that she did not apply for the job. Does Alison wish she had tried to get the job? Explain.

\_\_\_\_\_

2. The city decided that the sign Ty had put up was *unlawful*. According to the city, did Ty do anything wrong? Explain.

\_\_\_\_\_

3. If parks are *plentiful* in a city, would you expect to see any? Why or why not?

\_\_\_\_\_

4. If Imani is *bashful*, is it easy for her to make new friends? Explain.

\_\_\_\_\_

5. My older brother Kurt is a great artist, but he does not like to talk about his talent. Would you say Kurt is *boastful*? Explain.

\_\_\_\_\_

**B. DIRECTIONS:** Write each italicized word from part A next to its meaning.

1. \_\_\_\_\_ illegal; contrary to law
2. \_\_\_\_\_ showing regret; sorry
3. \_\_\_\_\_ quiet and shy
4. \_\_\_\_\_ prone to bragging
5. \_\_\_\_\_ existing in great quantities



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**WORD STUDY** → ANGLO-SAXON SUFFIX *-FUL***A. DIRECTIONS:** Select the correct word to complete each sentence.

1. Nothing much happened over school vacation. I guess you could say it was not very (tactful/eventful).
2. My friend Carolee exercises and eats lots of vegetables. She remains (faithful/fateful) in her dedication to healthy living.
3. The tune the band played at the memorial service was (mournful/forgetful).
4. Kylee's dad was angry with her because she didn't speak to him in a tone that was (respectful/bountiful).
5. I am always grumpy when I get up in the morning, but Mom is always (skillful/cheerful).

**B. DIRECTIONS:** Provide a definition for the following words; use a dictionary to help you.

1. spiteful \_\_\_\_\_
2. tasteful \_\_\_\_\_
3. doleful \_\_\_\_\_
4. graceful \_\_\_\_\_
5. insightful \_\_\_\_\_

**C. DIRECTIONS:** The word *meaningful* means "full of meaning." For example, you might describe a memory or special gift as meaningful. Write about a time, place, or thing that is *meaningful*, and the reason it is meaningful to you.

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**ANALYZE CRAFT AND STRUCTURE** SCIENCE-FICTION WRITING

## The Fun They Had

Isaac Asimov

**Science fiction** is an imaginative genre that imagines the technology and science of the future. Science-fiction stories balance technological and scientific ideas with realistic elements—characters, events, or situations that are true to life. These realistic details help readers relate to an inventive story. Most science-fiction includes the following elements:

- scientific ideas, such as space travel
- imaginary creatures, such as aliens
- settings in outer space, in some other world, or in a futuristic Earth
- plots that reflect issues in society today

Together, these science-fiction elements can make a message stronger or emphasize an important lesson. Science-fiction stories convey **themes**, or important insights, about society, human nature, or the impacts of technology and science on society.

**DIRECTIONS:** Answer these questions about “The Fun They Had.”

1. In what way is the setting typical of science fiction?

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2. How is the setting typical of a science-fiction story?

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3. Give an example of a well-known scientific idea that is present in the selection.

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4. Consider this possible theme for the story: *It's natural for people to want what they don't have and to appreciate what they do have.* Which story details support this theme? Explain your answer.

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**ANALYZE CRAFT AND STRUCTURE** ► **SCIENCE-FICTION WRITING**

**Science fiction** is an imaginative genre that imagines the technology and science of the future. Science-fiction stories balance technological and scientific ideas with realistic elements—characters, events, or situations that are true to life. These realistic details help readers relate to an inventive story. Most science-fiction includes the following elements:

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Together, these science-fiction elements can make a message stronger or emphasize an important lesson. Science-fiction stories convey **themes**, or important insights, about society, human nature, or the impacts of technology and science on society.

**DIRECTIONS:** Read the passage below. Then, answer the questions that follow.

Dr. Marina Hall is a scientist who works at a top-secret laboratory high in the mountains of Peru. Almost no one has heard of the lab; it is called only “Zone 1.” The people who are chosen to work there are sworn to secrecy. Their mission is to raise the remarkable alien children who have been left in their care. The children are gifted by Earth standards. They are highly intelligent, they are able to learn and speak new languages within only a few days, and they are far stronger than any Earth children their age. Their parents entrusted these children to the most advanced citizens of planet Earth as long as the Zone 1 scientists agreed never let the children’s presence be known to anyone outside the lab. Dr. Hall has often worried what would happen if the media ever found out about Zone 1. She is glad that such a thing is practically impossible. The laboratory is well hidden and extremely well protected. Dr. Hall enjoys finding ways to challenge and nurture these children, and to learn as much as she can about them.

1. In what way is the setting typical of science fiction?  
\_\_\_\_\_
2. What qualities of Dr. Marina Hall make her a realistic character?  
\_\_\_\_\_
3. \_\_\_\_\_ Which is a possible theme conveyed in the passage? Write the letter of the best answer on the line.
  - a. We can learn a great deal by observing and interacting with others.
  - b. Scientists enjoy keeping secrets from the public if it means learning new things.

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**ANALYZE CRAFT AND STRUCTURE** SCIENCE-FICTION WRITING

**A. DIRECTIONS:** Read the passage below. Then, answer the questions that follow.

The most difficult part of life on this backward planet—the thing I miss the most about ours—is the fact that the people here cannot fly. They do fly, of course, but only in very large, very noisy vehicles they call “airplanes.” (These are similar to our flyers of a thousand years ago.) Unlike us, they have not discovered how to lower the weight and mass of their own bodies. And as long as I am living here, I must pretend to be one of them. It will be difficult.

1. What features of this passage suggest it is science fiction?

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2. What scientific truth or principle does the passage include?

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**B. DIRECTIONS:** Read the passage below. Then, answer the questions that follow.

We landed our Jetstar on the first pod we could locate. Traffic was heavy on Andaron at this time of the morning—8027 onstar time—and we needed to hurry. It was another gloomy morning. The sky was filled with gray dust expelled from the countless Jetstars that darted back and forth. Lia and I were the first people to arrive at work. Commander Voss took one look at us and said, “What happened to you two? You look like you were caught in a meteor avalanche!”

“No, boss,” said Lia calmly. “Just pollution; a little heavier than usual, I guess. We forgot to wear our auto-protective devices.” Voss wasn’t impressed. “Well, what do I train you for? Never mind, let’s get to work. We have a lot to talk about today. Our planet is in grave jeopardy. The pollution is threatening to clog all the interstellar systems. It’s possible that everything could shut down.” That was Voss—always exaggerating. The fact is that Andaron has had a pollution problem for years. It had just gradually gotten worse.

1. In what way are the characters in the passage realistic?

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2. What is the passage’s comment on society?

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3. \_\_\_\_\_ Which is a possible theme conveyed in the passage? Write the letter of the best answer on the line.

a. Pollution is a problem that is difficult to overcome.

b. I can be difficult to find a place to park when traffic is heavy.

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## CONVENTIONS ACTION VERBS AND LINKING VERBS

### The Fun They Had

Isaac Asimov

A verb is a word that expresses an action or indicates a state or condition. Every complete sentence includes at least one verb.

An **action verb** may express a physical action, such as *run* or *jump*. It may also express a mental action, such as *think* or *believe*.

A **linking verb** is a word that links or connects the subject to a word in the predicate that renames, identifies, or describes it. The most common linking verb is *be*, which includes the forms *am*, *was*, *were*, *is*, *being*, and *has been*. Other linking verbs include *appear*, *feel*, *look*, *become*, and *seem*. *Become* and *seem* are always linking verbs. Some other linking verbs can also function as action verbs.

ACTION VERBS	LINKING VERBS
Margie <i>wrote</i> the answers on the paper. (The action is <i>writing</i> .)	Margie <i>was</i> disappointed. ( <i>Was</i> links <i>Margie</i> to <i>disappointed</i> . <i>Disappointed</i> gives more information about the subject <i>Margie</i> .)
Tommy <i>screamed</i> with laughter. (The action is <i>screaming</i> .)	The book <i>looked</i> old and worn. ( <i>Looked</i> links <i>book</i> to <i>old and worn</i> . <i>Old and worn</i> gives more information about the <i>book</i> .)

**DIRECTIONS:** Identify the verb in each sentence. Then identify whether the verb is an action verb or a linking verb.

1. It was a very old book. \_\_\_\_\_
2. They turned the pages of the yellow and crinkly book. \_\_\_\_\_
3. It was always on at the same time every day. \_\_\_\_\_
4. Margie was thinking about the kids in the old days. \_\_\_\_\_
5. The school children learned the same things back then. \_\_\_\_\_
6. The mechanical teacher was flashing on the screen. \_\_\_\_\_
7. And the teachers were people. \_\_\_\_\_

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**CONVENTIONS** ➤ ACTION VERBS AND LINKING VERBS

A verb is a word that expresses an action or indicates a state or condition. Every complete sentence includes at least one verb.

An **action verb** may express a physical action, such as *sing* or *walk*. It may also express a mental action, such as *know* or *want*.

A **linking verb** is a word that links or connects the subject to a word in the predicate that renames, identifies, or describes it. The most common linking verb is *be*, which includes the forms *am*, *was*, *were*, *is*, *being*, and *has been*. Other linking verbs include *appear*, *feel*, *look*, *become*, and *seem*. *Become* and *seem* are always linking verbs. Some other linking verbs can also function as action verbs.

ACTION VERBS	LINKING VERBS
Deema <u>sings</u> in the school choir. (The action is <i>singing</i> .)	Despite the hot weather, Eric <u>felt</u> comfortable. ( <i>Felt</i> links <i>Eric</i> to <i>comfortable</i> . <i>Comfortable</i> gives more information about the subject <i>Eric</i> .)
Sam <u>walked</u> all the way to town. (The action is <i>walking</i> .)	The bike <u>has been</u> broken since last week. ( <i>Has been</i> links <i>bike</i> to <i>broken</i> . <i>Broken</i> gives more information about the <i>bike</i> .)

**DIRECTIONS:** Identify the underlined verb in each sentence as an action or a linking verb by writing *action* or *linking* on the line.

- \_\_\_\_\_ Today on the island, we will play volleyball.
- \_\_\_\_\_ Melissa was ten years old when she moved to town.
- \_\_\_\_\_ A flower grew through the crack in the sidewalk.
- \_\_\_\_\_ I thought you said that the weather would be great.
- \_\_\_\_\_ The surface of the lake rippled when the wind blew.
- \_\_\_\_\_ The subway doors closed before he could step inside.
- \_\_\_\_\_ He felt left out by the other teammates.
- \_\_\_\_\_ The cat seems happy to be sitting on the windowsill.

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**CONVENTIONS** ACTION VERBS AND LINKING VERBS

**A. DIRECTIONS:** For each item, write a linking verb on the line to complete each sentence.

1. The baby took a nap this morning; he \_\_\_\_\_ very sleepy.
2. Reese \_\_\_\_\_ confused about the change in plans yesterday.
3. It \_\_\_\_\_ the fourth quarter, with three minutes left on the clock.
4. He \_\_\_\_\_ sick because of the smell from the fumes.
5. The fog \_\_\_\_\_ thick in the valley this morning.

**B. DIRECTIONS:** On the line, identify whether the underlined verb is an action or a linking verb.

1. Julian was the first one up this morning. \_\_\_\_\_
2. Everyone has been texting about the change of plans. \_\_\_\_\_
3. Aaron and Adnan quickly gulped the ice cold water. \_\_\_\_\_
4. The kids on the other team rode the bus home from the game. \_\_\_\_\_
5. Jen felt terrible about missing the deadline for camp. \_\_\_\_\_
6. Alex seems annoyed by her brothers' silly games. \_\_\_\_\_
7. The hawks flew low over the trees this morning. \_\_\_\_\_

**C. DIRECTIONS:** Write a sentence for each action verb and each linking verb below.

1. smiled \_\_\_\_\_
2. was \_\_\_\_\_
3. made \_\_\_\_\_
4. seems \_\_\_\_\_
5. talked \_\_\_\_\_

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## WRITING TO SOURCES → DIALOGUE

### The Fun They Had

Isaac Asimov

**Dialogue** is the conversation between two or more characters in a story or drama. It is also an important tool for revealing character traits, for creating conflict, and for moving a plot forward. Consider, for example, the conversation below from “The Fun They Had.”

“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.”

Here, the author reveals the conflict Margie has with school, as well as some of Margie’s and Tommy’s personality traits. The dialogue also provides information about the futuristic setting, revealing that people read telebooks and that paper books are rare.

**DIRECTIONS:** Write a dialogue between Margie and one of her friends. Use the chart to note what you know about Margie’s character from reading the story. Then brainstorm traits for her friend’s character. Write down ideas for a conflict that you could explore. For example, Margie might have a conflict with her friend, she might describe a conflict she has with Tommy, or she might expand on her conflict with school and her mechanical teacher. Then explore how you might move the plot forward. Part of the chart has been completed for you as an example.

Elements	Descriptions/Details
Margie’s character	Opinionated, curious, lonely
Friend’s character	
Conflict	
Plot	



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**WRITING TO SOURCES** ► **DIALOGUE**

**Dialogue** is the conversations between two or more characters in a story or play. Authors use dialogue to provide insights into the characters' personalities and to move the plot forward.

**DIRECTIONS:** Read the passage below. Then answer the questions that follow.

Coach Pacola pulled up a chair and looked at Josh. "You've been late for practice every day this week, Josh," he said calmly. "I'm afraid I'm going to have to bench you."

Josh looked at his feet. When he spoke, his voice quivered. "I know, Coach. But I've . . ." his voice trailed off.

"What is it, Josh?" Coach prodded.

"I've taken a job after school," Josh said quietly. He looked at Coach and sighed. "Dad was laid off last month and I need to help out. I have to quit the team, Coach."

1. What does the dialogue reveal about Josh's character? \_\_\_\_\_  
\_\_\_\_\_
2. What does the dialogue reveal about Coach Paco? \_\_\_\_\_  
\_\_\_\_\_
3. What conflict is revealed in this scene? \_\_\_\_\_  
\_\_\_\_\_
4. How does the dialogue move the plot forward? \_\_\_\_\_  
\_\_\_\_\_

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**WRITING TO SOURCES > DIALOGUE**

**DIRECTIONS:** Complete a planning chart for a scene with dialogue. Then write the scene. Choose one of the following character pairs for your scene:

older brother/younger brother  
two strangers in an empty diner

shoe salesman/customer  
class clown/principal

Elements	Descriptions/Details
Character 1	
Character 2	
Conflict	
Plot	

Scene: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Unit 1 Independent Reading Log

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Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
<i>Monday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Tuesday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Wednesday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Thursday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Friday</i> From _____ to _____			Great 5 4 3 2 1 Awful	