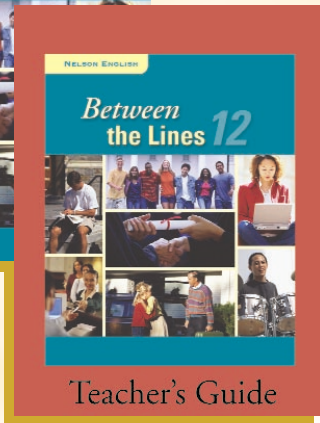
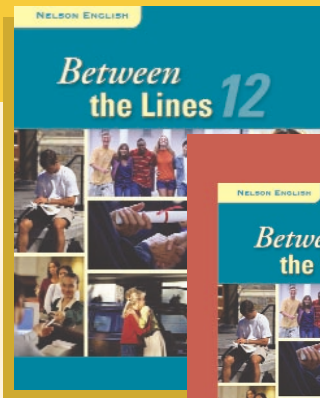


Between the Lines 12

Teacher's Guide Solution



Nelson provides exceptional value and flexibility for teachers at no additional cost. You receive the print Teacher's Guide, CD-Rom, and access to the on-line Web-based resource all for the price of one guide.

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THE FUN THEY HAD
Short Story by Isaac Asimov (SB p. 5)

Focus of Learning and Assessment
Informal Group Discussion: TGR1, SB42, AR/SC 4
Response Journal: TGR4 & SB41, AR/SC 13
The Research Process: TGR5, AR/SC 14
Report: TGR6, AR/SC 13
Review (Book or Film): TGR7, AR/SC 17
Questionnaire: SB44, AR/SC 12
Short Creative Piece: SB45, AR/SC 18
Editing/Proofreading: SB46, SC 25

Links to Communicate!
Reading Short Stories, p. 3 (for TG 1,2,4; SB 5)
Model Essay #3: Research Essay, p. 156 (for TG 5)
Using the Library, p. 163 (for TG 5)
Proofread for Spelling, Capitalization, and Punctuation, p. 113 (for SB 5)

BACKGROUND INFORMATION
In this easy-to-read story, the characters' young ages may school students look back at their own lives, then ahead to future may hold for their own children. This story is a good point from which to launch discussions about the popular that all technological advancements are beneficial to society involves familiar topics of school and education.

BEFORE READING

- 1. Imagining the Future**
In small groups, have students discuss what life might be like for a typical 11-year old in the future—May 17 be exact. How might their lives be the same and different compared to those of 11-year olds today. After they read the story, ask students to reflect on their ideas.

READING AND RESPONDING

- 2. Predicting Events <M>**
Read the first four paragraphs aloud, then ask students predictions of what school might be like for Tommie Margie and what might happen in the story. Have them finish reading the story on their own, then discuss how closely their predictions matched the events and outcomes. Discuss if it was easy to predict, and if not, why.
- 3. Updating the Story**
Ask students if the story seems simplistic to them, why. Have them consider whether the technology is old, even though it is set in the future. Ask them to list of things they would change to make the story relevant to readers today. Revisiting "Things to Consider" section in this unit, may help students come up with ideas for updating the story.
- 4. Developing Themes**
Have students work in pairs to consider what needs of children and young people will remain the same in an era. What dangers of "too much technology" do story point out? What other important issues does it raise? Have each pair write two different statements theme, with supporting reasons, then compare their with the rest of the class.

Unit 1: The Fun They Had

STUDENT SELF-ASSESSMENT CHECKLIST 15

RESPONSE JOURNAL

NAME: _____ TERM: _____

Record the date each time you use this checklist.
Make a check mark under the date when you are able to reply "Yes" to the question.

Have I shown a clear understanding of information, ideas, concepts, and/or themes in a given text?	
Have I compared how different authors use diction and syntax to develop their ideas and themes?	
Have I explained how an author uses different stylistic devices to achieve particular effects?	
Have I used specific information from a text to support my personal interpretation of that text?	
Have I compared my personal ideas and values with those found in a text?	
Have I analyzed and synthesized ideas and information from a text and communicated them in my own words?	
Have I responded positively to different responses of different readers to the same text?	
Have I explained how culture and history influence the ideas and theme in a text?	
Have I compared the statements of one text with those of another?	

ASSESSMENT RUBRIC 15

RESPONSE JOURNAL

NAME: _____ DATE: _____

NOTE: Select only those categories/criteria that are appropriate to the assigned task.

Categories/Criteria	Level 1	Level 2	Level 3	Level 4
KNOWLEDGE / UNDERSTANDING	<ul style="list-style-type: none"> demonstrates limited understanding of information, ideas, concepts, and/or themes in text has difficulty comparing how different authors use diction and syntax to develop their ideas and themes has difficulty explaining how author uses different stylistic devices to achieve particular effects 	<ul style="list-style-type: none"> demonstrates some understanding of information, ideas, concepts, and/or themes in text compares how different authors use diction and syntax to develop their ideas and themes explains in a simple way how author uses different stylistic devices to achieve particular effects 	<ul style="list-style-type: none"> demonstrates clear understanding of information, ideas, concepts, and/or themes in text compares how different authors use diction and syntax to develop their ideas and themes explains how author uses different stylistic devices to achieve particular effects (e.g., use of language) 	<ul style="list-style-type: none"> demonstrates thorough and insightful understanding of information, ideas, concepts, and/or themes in text compares in a sophisticated way how different authors use diction and syntax to develop their ideas and themes explains in a sophisticated way how author uses different stylistic devices to achieve particular effects
THINKING / INQUIRY	<ul style="list-style-type: none"> uses little information from a text to support a point 	<ul style="list-style-type: none"> uses some information from a text to support a point 	<ul style="list-style-type: none"> uses specific information from a text to support a point 	<ul style="list-style-type: none"> uses rich and detailed information from a text to support a point