INTRODUCTION

These fun-loving stories are designed to capture student interest while building key vocabulary, comprehension, thinking, and writing skills. Their broad appeal and high degree of review make them suitable for a variety of ages and reading levels. Each story has been rated according to the Fry Graph readability scale.*

Each story features five components: (1) vocabulary words, to enhance comprehension and for use in additional dictionary or writing activities, (2) cloze practice, to improve literal comprehension as well as the ability to use semantic and syntactic clues, (3) story questions, to target comprehension and thinking skills, (4) Extended Activities, located at the back of the book, to provide simple research and/or writing exercises for students desiring an extra challenge, and (5) crossword puzzles, to be used for periodic review after every third story.

CONTENTS

A Note on Readability

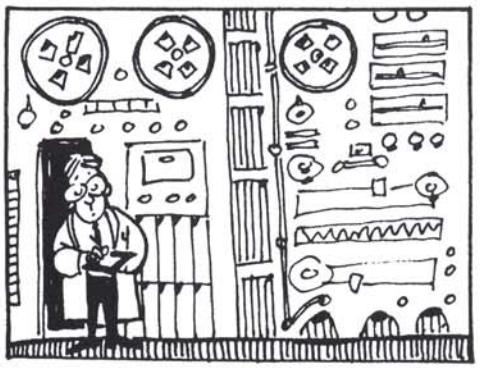
* Readability scales are useful as long as one realizes their limitations. Results are guidelines only. Depending on the scales used, their results may differ from each other by as much as 2.5 grade levels. Since readability scales measure word and sentence length, both valid readability factors, we at Remedia do use them. Using such scales also helps us provide vocabulary-controlled materials in order to meet the special education needs of many of our valued clients. At the same time, we realize that they are not designed to measure every other factor affecting readability, such as sentence structure or appeal to the reader. We are also aware of the variance in standards and expectations set for each grade level. What is first grade material in one school may be second grade in another. At Remedia we strive to take all these factors into consideration as we develop and revise materials. We leave the rest in your capable hands. Regarding readability, you—and your students—will be the final judge.

Name _____

COMPUTERS

Words to Know

computers	com • put • ers
designed	de • signed
huge	huge
buildings	build • ings
problems	prob • lems



You can find a computer almost any place you go. They are in our homes, our schools, and at work.

In the 1800's, Charles Babbage designed the first computer. But he never built it. Howard Aiken was the first man to build one. It was in 1944. He called it the Mark 1.

The first computers were huge. They took up many rooms in big buildings. The rooms had to be kept cold and free of dust. These computers could not do much back then. They did a lot of huge math problems, though.

Today we can share our ideas on computers. Today we use them for everything.

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1. Where can we find computers? Write the sentence in the story that tells us.

_____

_____

2. What do we use computers for today? Name as many uses as you can.

_____

_____

_____

Name _____

COMPUTERS

math	computers	man	our
many	homes	kept	first

Use the words in the box to fill in the blanks.

You can find a computer almost any place you go. They are in our _____, our schools, and at work.

In the 1800's, Charles Babbage designed the _____ computer. But he never built it. Howard Aiken was the first _____ to build one. It was in 1944. He called it the Mark 1.

The first _____ were huge. They took up _____ rooms in big buildings. The rooms had to be _____ cold and free of dust. These computers could not do much back then. They did a lot of huge _____ problems, though.

Today we can share _____ ideas on computers. Today we use them for everything.

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1. Who designed the first computer? _____
2. Who actually built the first computer? _____
3. What is the difference between *design* and *build*? _____

_____

4. What were the first computers like? _____

_____