

Name _____

Date _____



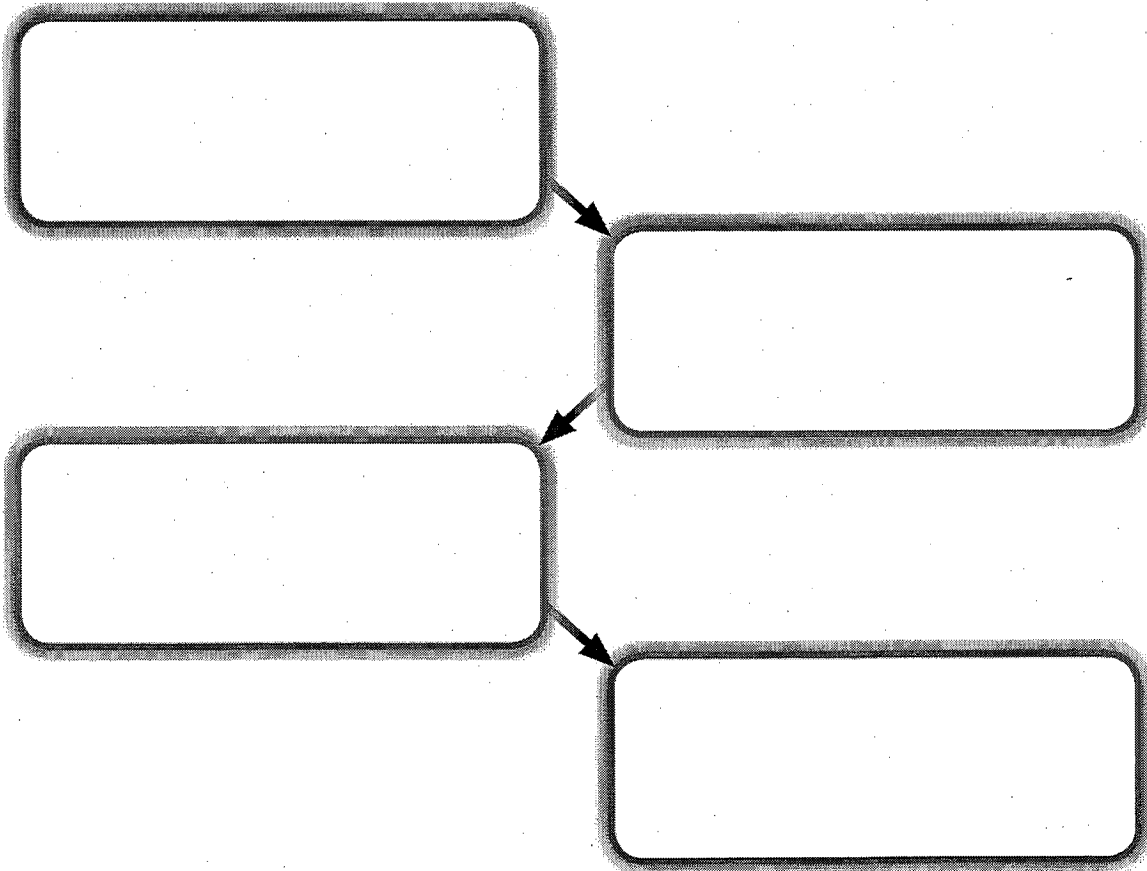
The Making of a Book
Independent Reading

The Making of a Book

Charting the Process

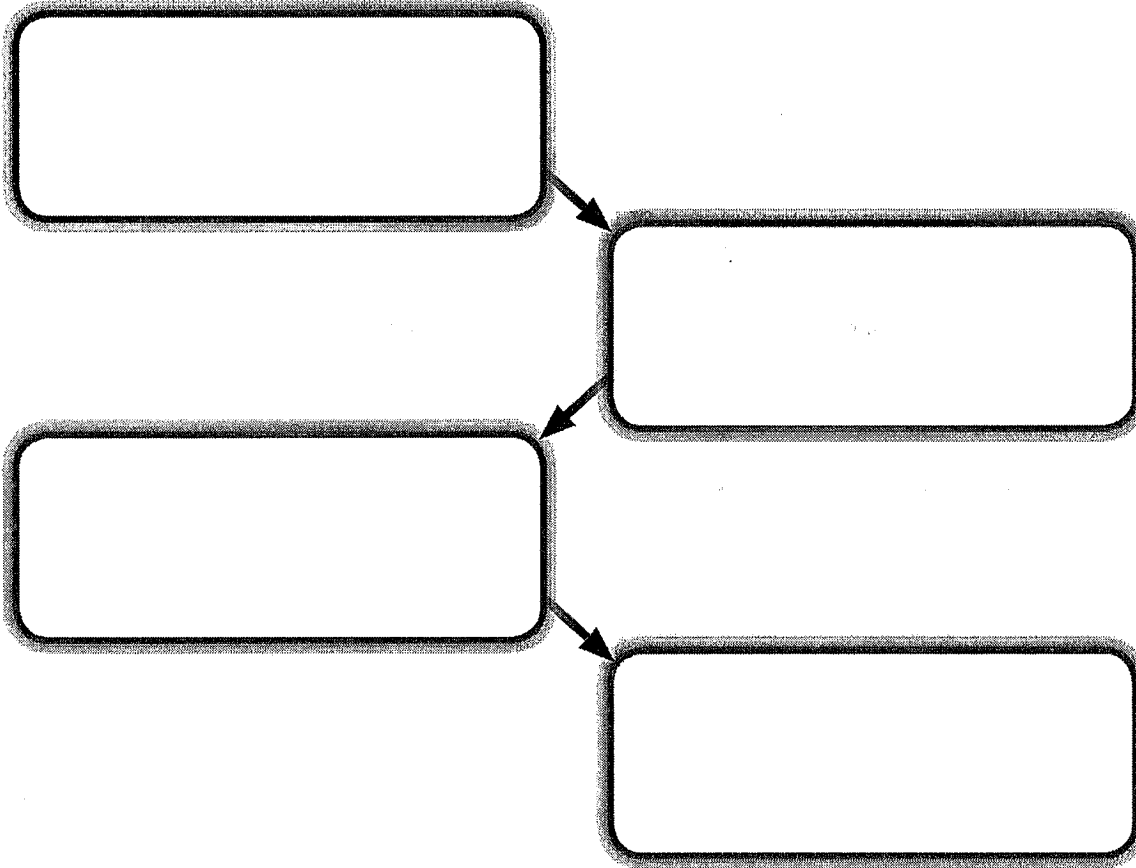
The process of making a book has progressed greatly since Mesopotamia. However, the concept of putting words on a surface—making a book—is still similar.

Reread page 81. Use the boxes below to create a flow chart showing the publishing process for making a book in Egyptian times.



Name _____ Date _____

Reread page 82. Create a flow chart for the publishing process for making a book in Europe between 1550 and 1800.



Write a summary of one of the early printing processes.

Name _____ Date _____

Multiple-Meaning Words

The Making of a Book
Vocabulary Strategies:
Multiple-Meaning Words

The words in the box have more than one meaning. Read the sentences below and think about the context and the word's function in the sentence. Then choose the word that best completes each sentence.

report recall stamp strike minor
camp bound patronize raise spring

1. Will wrote a _____ about the history of publishing.
2. If he hasn't heard about the surprise party by now, he's _____ to find out eventually.
3. We could not _____ the name of our first-grade teacher.
4. If the government plans to _____ taxes, it must make improvements to the city.
5. The mayor promised to _____ out crime for good.
6. The workers decided to go on _____ until their working conditions improved.
7. We hiked for about five miles through the woods until we arrived at the _____.
8. The boy was too young to make the decision because he was still a _____.
9. In the forest by the waterfall we found a sparkling _____.
10. The millionaire liked to give away money and _____ worthy causes.

Name _____ Date _____

Vowel Sounds /ou/, /oo/, /ô/, and /oi/

The Making of a Book

Spelling: Vowel Sounds /ou/,
/oo/, /ô/, and /oi/

Basic Write the Basic Word that best fits each clue.

1. using care
2. a shellfish
3. perfect
4. gobble up
5. a dark reddish purple
6. where you might eat in a diner
7. lift something heavy
8. show great joy
9. quiet and serious
10. a type of grass with hollow, woody stems
11. to be unsure of something

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | |

Challenge You are helping a friend run a dog-walking service. Write sentences that tell about it. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. mound
2. gloomy
3. caution
4. annoy
5. dawdle
6. counter
7. haughty
8. rejoice
9. devour
10. thoughtful
11. flawless
12. maroon
13. droop
14. doubt
15. bamboo
16. hoist
17. oyster
18. exhausted
19. scoundrel
20. boundary

Challenge

bountiful
aloof
adjoin
taut
turquoise

Name _____ Date _____

Spelling Word Sort

The Making of a Book

Spelling: Vowel Sounds /ou/, /oo/, /ô/, and /oi/

Write each Basic Word beside the correct heading.

/ou/ spelled <i>ou</i>	
/oo/ spelled <i>oo</i>	
/ô/ spelled <i>au</i> , <i>aw</i> , or <i>ou</i>	
/oi/ spelled <i>oi</i> or <i>oy</i>	

Spelling Words

1. mound
2. gloomy
3. caution
4. annoy
5. dawdle
6. counter
7. haughty
8. rejoice
9. devour
10. thoughtful
11. flawless
12. maroon
13. droop
14. doubt
15. bamboo
16. hoist
17. oyster
18. exhausted
19. scoundrel
20. boundary

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *The Making of a Book*. Find words that have the /ou/, /oo/, /ô/, and /oi/ spelling patterns on this page. Add them to your Word Sort.

Challenge

- bountiful
aloof
adjoin
taut
turquoise

Proofreading for Spelling

The Making of a Book

Spelling: Vowel Sounds
/ou/, /oo/, /o/, /oi/

Read the following story. Find the misspelled words and circle them. Write them correctly on the lines below.

On a glumy afternoon, Cesar began to take his test. He was exhausted! It had been a hard week of studying the construction of the Native American mownd sites, but he was ready.

Hawty Mrs. Skimple passed out the tests. She reminded the class to use cawtion and not to let their eyes wander over the invisible boundery between desks. Cesar didn't dawdel. As he finished, he knew he had done a flawles job.

He stood up to take his test to the front. The scowndrel sitting in the next seat, just to ahnoy Cesar, stuck out his foot. Cesar stumbled, felt his body droope, and accidentally bumped into the next desk. "I believe you are cheating, young man!" Mrs. Skimple roared. Never before had Cesar felt the pang of someone's dout about his integrity. Luckily, Cesar was able to explain what had happened, and Mrs. Skimple accepted his test.

Spelling Words

1. mound
2. gloomy
3. caution
4. annoy
5. dawdle
6. counter
7. haughty
8. rejoice
9. devour
10. thoughtful
11. flawless
12. maroon
13. droop
14. doubt
15. bamboo
16. hoist
17. oyster
18. exhausted
19. scoundrel
20. boundary

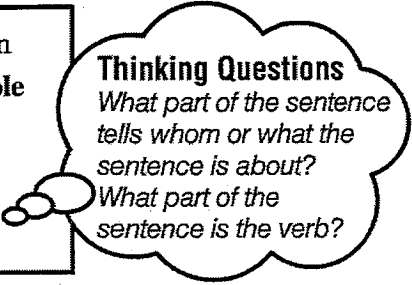
- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Identifying Simple Subjects and Predicates

The Making of a Book
Grammar: Subjects and Predicates

The **simple subject** of a sentence is the noun or pronoun that tells whom or what the sentence is about. The **simple predicate** is the verb.

simple subject simple predicate
Most editors nowadays work on a desktop computer.



1-4. Decide whether the underlined word in each sentence is the simple subject or simple predicate. Circle the correct answer.

1. We have a library in our neighborhood.
simple subject simple predicate
2. My cousins read books all the time.
simple subject simple predicate
3. Sometimes my mother sneaks an extra book into my backpack.
simple subject simple predicate
4. My dad says that reading is good for you.
simple subject simple predicate

5-8. Underline the simple subject of each sentence. Circle the simple predicate.

5. My friend from camp likes books.
6. Fiction is my favorite category of books.
7. In English class, we read many types of literature.
8. The cover of this old book is dusty.

Name _____ Date _____

Compound Subjects and Predicates

The Making of a Book
Grammar: Subjects and Predicates

A **compound subject** contains two or more simple subjects that have the same predicate. They are joined by *and* or *or*.

compound subject

Jared and Toni often work together.

A **compound predicate** contains two or more simple predicates that have the same subject. They are joined together by *and* or *or*.

compound predicate

I read and write every day.

Thinking Questions

Does the subject contain two or more simple subjects that have the same predicate?

Does the predicate contain two or more simple predicates that have the same subject?

1–3. Underline the simple subject in each sentence. Then combine the sentences to show a compound subject.

1. Gerard can edit the text. Jennifer can edit the text.

2. Authors work on book manuscripts. Editors work on book manuscripts.

3. Agents negotiate book contracts. Publishers negotiate book contracts.

4–6. Underline the simple predicate in each sentence. Then combine the sentences to show a compound predicate.

4. The author revised the chapters. The author rearranged the chapters.

5. Printers cut a book's pages. Printers bind a book's pages.

6. Editors select manuscripts. Editors improve manuscripts.

Subjects in Imperatives and Interrogatives

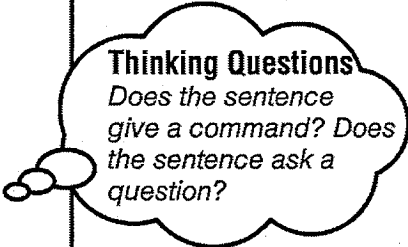
The Making of a Book
Grammar: Subjects and Predicates

An **imperative sentence** gives a command. The subject of an imperative sentence is always *you*, but the subject is never written into the sentence.

Check the mail for manuscripts. (**Subject: you** [understood])

An **interrogative sentence** asks a question. To find the subject, you must first identify the predicate. Then ask who or what is performing the action described in the predicate.

Where is my book? (**Simple subject: book**)



Activity Write the simple subject on the line. Then tell whether each sentence is imperative or interrogative.

1. When is Megan going to call the author? _____
2. Did the designer finish the cover? _____
3. Review this final manuscript. _____
4. Ask her to help market the book. _____
5. How should I arrange these illustrations? _____
6. Does Jorge need more pages? _____
7. Hand me the publishing contract, please. _____
8. Look for more editors. _____

Name _____ Date _____

Using Adjectives and Adverbs

The Making of a Book
Grammar: Spiral Review

good	Ms. Brown is a good editor.
	My book sales were good , but they could have been better.
well	I think I did well on the page layouts.
	I didn't feel well after that bad book review.

Articles		Demonstrative Adjectives		Proper Adjectives		
a	an	this	that	English	Arabic	North African
	the	these	those	Spanish	Persian	Shakespearean

Comparisons					
Adjectives			Adverbs		
good	better	best	well	better	best
bad	worse	worst	badly	more badly	most badly
unusual	more unusual	most unusual	unusually	more unusually	most unusually
quick	quicker	quickest	quickly	more quickly	most quickly

1-4. Underline the mistakes with adjectives and adverbs.

Rewrite the sentence correctly on the line.

1. Ms. Diaz is the most nicest Spanish editor in our company.

2. Annette said that I am a gooder editor than she is, but these is not true.

3. I feel well about my writing since my books sell very good.

4. The book about south america was the more difficult one we've published.

Name _____ Date _____

Connect to Writing

The Making of a Book
Grammar: Connect to Writing

Sentences with Similar Subjects but Different Predicates	I could edit a book. I could write an article.
Combined	I could edit a book or write an article.
Sentences with Similar Predicates but Different Subjects	Jamal designs book covers. Kathryn designs book covers.
Combined	Jamal and Kathryn design book covers.

Combine the sentences below using conjunctions and punctuation to form compound subjects or predicates.

1. Alison could review the edits. Alison could start a new manuscript.

2. Jamie writes slowly. Jamie edits quickly.

3. I thought we were working on a nonfiction book this week. Todd thought we were working on a nonfiction book this week.

4. Finn loves old books. Jeanette loves old books. Mario loves old books.

5. Egyptian writing is fascinating. Egyptian papyrus rolls are fascinating, too.

Name _____ Date _____

Focus Trait: Word Choice

Using Precise Words and Sensory Details

Sentence	With Precise Words and Sensory Details
The students talked about their story ideas.	The young writers buzzed with excitement as they shared their story ideas.

A. Revise each sentence. Use precise words and one or more words that appeal to the sense named in parentheses.

Sentence	With Precise Words and Sensory Details
1. The author felt hungry when she entered the bakery. (smell)	_____ _____
2. I like the narrator's voice on this audio book. (sound)	_____ _____
3. Kris had a snack as she read her eBook. (taste)	_____ _____
4. I looked at the pages in my new book about sunken treasures. (touch)	_____ _____
5. The artist drew shapes for her book illustrations. (sight)	_____ _____

B. Pair/Share Work with a partner to identify all of the sensory words in the sentence. Identify the sense to which each sensory word appeals.

Sentence	Sensory Word and Sense
6. The girls carefully turned the faded pages of the crumbling book in the musty bookstore.	_____ _____ _____