



Topic: Handmade Books

Tier: 1

Text Type: Expository

Word Count: 472

Lexile® Measure: 960L

Skills: Using Context
Completing Sentence Stems
Applying Target Words
Using Latin Roots (*scrib/script*)

Lesson 1

Time: 30 minutes

Skills: Using Context

Student Pages: Volumes of Work

Materials: students' vocabulary logs

Lesson 2

Time: 30 minutes

Skills: Completing Sentence Stems

Student Pages: Volumes of Work, Sentence Stems

Materials: students' vocabulary logs

Lesson 3

Time: 30 minutes

Skills: Applying Target Words

Student Pages: On with the Show

Materials: students' vocabulary logs, blank paper

Lesson 4

Time: 30 minutes

Skills: Using Latin Roots (*scrib/script*)

Student Pages: Latin Root *scrib/script*

Materials: students' vocabulary logs, dictionaries

Lesson 5

Time: 20 minutes

Skills: Reviewing Target Words

Student Pages: I Have . . . Who Has . . . Cards

Note: This activity is optional and may be used if you wish to review the words covered in a game format.

Note: Words in bold are said aloud by the teacher.

30
minutes

Teach

Distribute “Volumes of Work” (Student Activity 1). **We will read a passage about how books were originally made by hand. As we read, we will stop and clarify some of the words. We’ll ask these four questions to help us figure out the meaning of each one.** Write each of the four questions on the board as you discuss it. These questions should become part of your vocabulary routine, so you may want to instead write the questions on chart paper and post them in your classroom for easy reference.

1. What do the words around the unknown word tell me about the word?

Are there examples or descriptions given for the word?

2. What is the part of speech for the word?

Knowing whether the word is a noun (Is the author referring to someone?), verb (Did someone do something?), adjective (Is the author describing something?), or adverb (Is the author telling how something is done?) can help me figure out what the author is trying to tell me.

3. Is there a word part that can help me with the meaning?

If the word has a prefix, suffix, or root which I know the meaning of, this can help me determine the meaning of the entire word.

4. What words would go together with this word?

Are there synonyms or antonyms in the text around the word that may give me a clue?

Read the passage with the students. When you get to the first underlined word, stop and model how to use the four questions above to figure out the meaning of the word.

Guided and Independent Practice

Continue reading the passage aloud. As you get to each underlined word, write the word on the board. Guide students in determining the meaning by using the questions from the Teach section. As students determine the meaning of the word, have them say their thoughts aloud. Write a definition of the word on the board. See “Words and Definitions” on the next page. Have students copy each word and definition into their vocabulary logs.

Guided and Independent Practice (cont.)Words and Definitions

device – something that has been invented for a particular purpose

dimensional – having a specific measurement of length, width, and height

intensive – involving concentrating a lot of effort on a task

manipulate – to move or control something in a skillful manner

accurate – free from error

authoritative – clearly accurate or knowledgeable

assembled – having been put together

exhibit – a display of objects of interest

Note: Words in bold are said aloud by the teacher.

30
minutes

Teach and Guided Practice

Redistribute or have students take out “Volumes of Work” (Student Activity 1). Have students reread the passage. Provide about three minutes for this activity.

Review the eight target words from the passage with the students. For each word, have students state the definition without using their vocabulary logs. Correct when necessary.

Distribute “Sentence Stems” (Student Activity 2). **In our last lesson, we read a passage and determined the meanings of certain words. Today we will look more closely at those words. We will use the words in sentences. On this worksheet, the first part of each sentence has been written. What we write at the end of the sentence should show that we know the meaning of the word. We will do these together.** Discuss with the students various possible completions for each stem, and as a group, agree on the best completion. Have each student write the same completion on his or her worksheet.

Independent Practice

Have each student write a sentence for each target word in his or her vocabulary log. Each sentence must contain a clue to the meaning of the word.

Note: Words in bold are said aloud by the teacher.

30
minutes

Teach and Guided Practice

Distribute "On with the Show" (Student Activity 3). **Now, we will use the words in a new passage.** Read the passage aloud or chorally with students, inserting the word *blank* for every underlined open space. **For each blank, determine which target word best belongs. You may take out your vocabulary log and refer to the definitions if necessary.**

Challenge students by giving them a time limit to finish. They may work alone or with a partner. When time is up, reread the passage, stopping at each blank and allowing students to talk about the word they chose and why. Correct when necessary.

Independent Practice

Make sure each student has a blank sheet of paper. Have each student write a brief passage using all eight target words in the correct context.

Note: Words in bold are said aloud by the teacher.

Teach

Have the following sentences written on the board:

- *The sheets of parchment went to specially trained writers known as scribes.*
- *The description of the campground was detailed.*

Read the sentences aloud. Then underline the target words. **What can you tell me about the two words in the sentences?** Allow time for responses. **These words contain the root *scrib/script*. This is an example of a Latin root. Latin roots have meaning, and we can use that to help us learn the meaning of words that contain those roots.** Circle the roots as you discuss them. **The root *scrib/script* means “to write.”**

In the first sentence, look at the word *scribes*. In the passage it is a plural noun and it means “people who serve as professional copyists.” In the second sentence, *description* is also a noun. Description means “a statement that represents something in words.” Have the students look up the words *scribe* and *description* in the dictionary to verify the words’ meanings and origins.

Guided Practice

Have each student turn to the next blank page in his or her vocabulary log. **Write the words that we’ve discussed so far and their definitions.** Write the following on the board for students to copy into their vocabulary logs:

scrib/script (to write)

scribes – people who serve as professional copyists

description – a statement that represents something in words

Next, have students brainstorm other words that contain the root *scrib/script*. Make a list of the words on the board for students to record. Responses will vary but might include *scribble*, *ascribe*, *circumscribe*, *prescription*, *inscription*. If students do not name any words, write the examples listed here one at a time and ask if they have heard of the word before and, if so, have them explain where or when. Discuss the different meanings of each word.

Independent Practice

Distribute "Latin Root *scrib/script*" (Student Activity 4). Read aloud the directions of the activity, and discuss them with the students briefly to make sure that they understand what to do. If necessary, define the first word together. Have students complete the activity. Students may use dictionaries for assistance. Answers will vary in wording, but each student definition should include the word *carry*.

Answer Key:

1. write or draw messily
2. written by engraving
3. written direction for medication
4. make a written copy
5. written explanation

Note: Words in bold are said aloud by the teacher.

20
minutes

This activity is optional and may be used if you wish to review the words covered in a game format.

Review

Cut out the cards found on "I Have . . . Who Has . . . Cards" (Student Activity 5). Distribute the cards randomly to students. If there are fewer students than cards, give more than one card to each student. If there are more students than cards, conduct more than one round of the game, using different students for each round.

For each round, select a student to begin the game. This student needs to read aloud his or her card. When a student hears the definition for his or her word, the student needs to read what is on his or her card. Play continues until all students have read their cards. The game should end with the student who began the game.

Name: _____

Date: _____

Volumes of Work



Do you know someone who reads books on a handheld device? Many book lovers fear that these gadgets will lead to the end of books as we know them—three-dimensional objects with pages to turn. If so, the centuries between 400 A.D. and 2100 A.D. may someday be known as the “Age of the Book.”

For the first 1,000 years of this period, books were made by hand. This long, intensive process began with the making of parchment. Parchment is a very thin material made from the dried skins of animals. To make a single sheet of parchment, an animal skin had to be soaked, dried, scraped, and stretched. It

was scraped and stretched again and again until the desired size and thinness had been reached. The sheets were then cut into rectangles.

Next, the sheets of parchment went to specially trained writers known as scribes. Scribes used ink made of soot, gum, and iron shavings and pens made from the quills of large birds. The tip of each quill was carved into a broad end like that of a chisel. The scribe could then manipulate the pen to make thick, chunky strokes or thin, delicate ones. The result was an elaborate, artful script, or kind of writing. This kind of writing is still with us today.

The scribe’s first task was to rule a page, or draw lines on it. This helped keep the handwriting straight and even. Remember, quill pens had no erasers, and parchment pages had no “delete” keys to undo an error. A scribe’s writing had to be totally accurate. Each word was slowly and carefully copied from an authoritative source—one that was known to be correct. The source book would sit on a shelf above the scribe’s desk, which was set at a steep angle. (Picture an artist sitting in front of an easel.)

After a manuscript page was copied, it was passed on to an artist who used gold, silver, and other bright colors to decorate the page. When all the pages of the book were complete, they were assembled, laced together, and bound to wooden boards. The boards were covered in fabric and ornamented with metal corner pieces and jewels. Finally, a clasp or strap was affixed to the cover. This was not for privacy, like the clasp on a diary, but to hold the book shut. Without a clasp, the parchment pages would return to their original, wavy shapes.

In about 1500 A.D., the printing press was invented. This made it possible to produce many pages at a time, and handmade books gradually faded away. Today, their beauty and scarcity make them very valuable. You can find many of them displayed behind glass in museums.

Maybe someday, centuries in the future, your paperback library book will be displayed in a museum exhibit, too.

Name: _____

Date: _____

Sentence Stems1. **device**A smart phone is a device that is able to _____
_____2. **dimensional**Dimensional measurements let someone know _____
_____3. **intensive**The intensive workout made us sweat because _____
_____4. **manipulate**A skillful singer can manipulate _____
_____5. **accurate**If the thermometer is accurate, it will _____
_____6. **authoritative**Since that reference book is authoritative, it will _____
_____7. **assembled**When we assembled the toy, we had to _____
_____8. **exhibit**At the museum exhibit, we saw _____

Name: _____

Date: _____

On with the Show

Read the passage below. For each blank, select the word from the box that best completes the sentence. Write the word in the blank.

device

dimensional

intensive

manipulate

accurate

authoritative

assembled

exhibit

"Trina, it's so beautiful," I said. I was looking at another amazing painting by my talented friend, Trina.

"It will be the last one I can paint for a while," she replied sadly. "I am out of art supplies, and canvas and oil paints can get expensive."

I thought about ways to raise money, and then I had an idea. "Hey Trina, what if we create an _____ at your house and put your art on display? We could sell tickets."

"I love that idea!" Trina shouted. "I have a bunch of friends at school who have never seen my artwork. I'll even throw in some snacks when they get here."

We decided to put on the art show in Trina's living room the next weekend. I grabbed my handheld _____ and sent out text messages and e-mail about the art show to everyone we knew. We then took a _____ measure of the room, so we could figure out how to best arrange the paintings and snack table.

Organizing the room and hanging Trina's paintings was an _____ process. The furniture was heavy, and her paintings were large. We had to _____ the way the paintings were arranged several times until Trina was satisfied that they looked perfect. Finally, we _____ a ticket booth from several cardboard boxes. We were ready for the big day.

Twenty-two friends showed up. Many had questions about the paintings. Luckily, we were able to share completely _____ information with them since the artist was present. No one can be more _____ about her own artwork than Trina!

At the end of the day, Trina counted the money from the ticket booth and gave me a hug.

"This is more than I needed. To repay you, I will paint a masterpiece just for you!"

Name: _____

Date: _____

Latin Root *scrib/script*

Each of the sentences below contains an underlined word with the root *scrib/script*. For each sentence, use context clues and the meaning of the root to form a definition for the underlined word.

Sentence:Definition:

1. Don't let the baby make a mess or scribble on the walls.

2. He has his initials inscribed on the ring.

3. Did the doctor give you a prescription for your cold?

4. The teacher made the girl transcribe the words over and over whenever she misspelled them.

5. Please write a description of the act you plan to enter in the talent contest.

I Have ... Who Has ... Cards

I HAVE ...

device

WHO HAS THE WORD MEANING ...having a specific measurement of length,
width, and height**I HAVE ...**

dimensional

WHO HAS THE WORD MEANING ...to move or control something in a skillful
manner**I HAVE ...**

intensive

WHO HAS THE WORD MEANING ...something that has been invented for a
particular purpose**I HAVE ...**

manipulate

WHO HAS THE WORD MEANING ...

clearly accurate or knowledgeable

I HAVE ...

accurate

WHO HAS THE WORD MEANING ...involving concentrating a lot of effort on
a task**I HAVE ...**

authoritative

WHO HAS THE WORD MEANING ...

a display of objects of interest

I HAVE ...

assembled

WHO HAS THE WORD MEANING ...

free from error

I HAVE ...

exhibit

WHO HAS THE WORD MEANING ...

having been put together