



Daily Skill-Builders

Spelling & Phonics

Grades 5-6

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To the Teacher

Introduction to *Daily Skill-Builders*

The *Daily Skill-Builders* series began as an expansion of our popular *Daily Warm-Ups* series for grades 5–adult. Word spread, and eventually elementary teachers were asking for something similar. Just as *Daily Warm-Ups* do, *Daily Skill-Builders* turn extra classroom minutes into valuable learning time. Not only do these activities reinforce necessary skills for elementary students, they also make skill-drilling an engaging and informative process. Each book in this series contains 180 reproducible activities—one for each day of the school year!

How to Use *Daily Skill-Builders*

Daily Skill-Builders are easy to use—simply photocopy the day’s activity and distribute it. Each page is designed to take approximately ten to fifteen minutes. Many teachers choose to use them in the morning when students are arriving at school or in the afternoon before students leave for the day. They are also a great way to switch gears from one subject to another. No matter how you choose to use them, extra classroom minutes will never go unused again.

Building Skills for All Students

The *Daily Skill-Builders* activities give you great flexibility. The activities can be used effectively in a variety of ways to help all your students develop important skills, regardless of their level.

Depending on the needs of your students and your curriculum goals, you may want the entire class to do the same skill-builder, or you may select specific activities for different students. There are several activities for each topic covered in *Daily Skill-Builders*, so you



can decide which and how many activities to use to help students to master a particular skill.

If a student does not complete an activity in the allotted time, he or she may complete it as homework, or you may allow more time the next day to finish. If a student completes a skill-builder early, you may want to assign another. *Daily Skill-Builders* give you options that work for you.

Students in one grade level vary in their abilities, so each *Daily Skill-Builders* covers two grades. In a fourth-grade class, for example, some students may need the books for grades 3–4. Other students may need the greater challenge presented in the 4–5 books. Since all the books look virtually the same and many of the activities are similar, the students need not know that they are working at different levels.

No matter how you choose to use them, *Daily Skill-Builders* will enhance your teaching. They are easy for you to use, and your students will approach them positively as they practice needed skills.

Creative Consonants

A **consonant** is any letter that is not a vowel. Circle the consonants.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Remember: The letter y can be a vowel or a consonant.

Add one or more consonants to the following letters to complete the words. Use a dictionary, if needed.

1. _____ain _____ain _____ain _____ain _____ain
2. _____able _____able _____able _____able _____able
3. _____ask _____ask _____ask _____ask
4. _____ace _____ace _____ace _____ace _____ace
5. _____ay _____ay _____ay _____ay _____ay
6. _____ine _____ine _____ine _____ine _____ine
7. _____ile _____ile _____ile _____ile _____ile
8. _____amp _____amp _____amp _____amp _____amp
9. _____ish _____ish _____ish
10. _____ight _____ight _____ight _____ight



It's Short

Every word in the English language contains a vowel (or a y). **Remember:** These are the sounds of the short vowels.

a says /ă/ as in *apple*

e says /ĕ/ as in *Ed*

i says /ĭ/ as in *it*

o says /ŏ/ as in *on*

u says /ŭ/ as in *up*

Say each word below. Circle the word in each group that has a short vowel, and mark the vowel.

1. a plane plan plain

2. i inch twine pine

3. o stone stop stove

4. u duck union flute

5. e theme rent scene

6. a skate plate platter

7. i kite kitten kind

8. Write two other words for each short vowel sound.

a

e

i

o

u

Closed Syllables

When a syllable has one vowel and ends with one or more consonants, it is a **closed syllable**. The vowel sound is short. We call this the **CVC** pattern—**consonant-vowel-consonant**. Some words contain two closed syllables.

Fill in each line with the closed-syllable word from the box that best completes the sentence.

dash	moth	stump	chunks	chills
pest	backpack	catnip	quilt	chess

1. The _____ that continually damaged the garden was a groundhog.
2. The big _____ was a perfect spot for the birdbath.
3. The boy's _____ was very heavy because of the books in it.
4. The tiny gray kitten was wild about the _____ mouse.
5. We made a quick _____ for the house when it began to rain.
6. The dark blue wool sweater had a hole made by a _____.
7. The _____ was made of scraps of fabric.
8. Do you like to play _____?
9. The little boy had a fever and the _____.
10. The cookies were filled with nuts and delicious chocolate _____.

Two Vowels Make One Sound

Some words have two vowels together. These two vowels often stand for one sound. When the letters **ai** or **ay** are together, they make the long **a** /ā/ sound.

ai says /ā/ as in *mail*

ay says /ā/ as in *stay*



Read the words in each row. Circle the words that make the long a sound.

1. snail cat delay

2. display cape failure

3. trail portray combat

4. entertain stray status

5. plains campaign essay

6. player platter acquaint

7. spray decay master

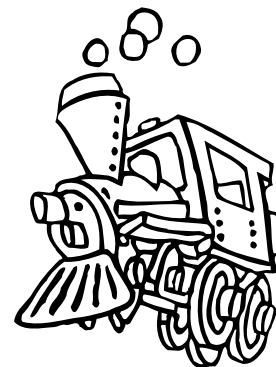
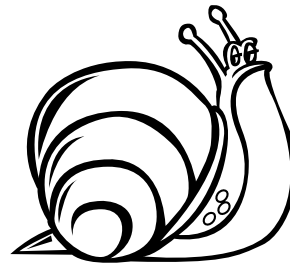
8. average afraid obtain

9. aide train approximately

10. layer elephant restrain

11. payment slain calendar

12. gain holiday active



Make It Plural

The letter **-s** is added to the end of a word to make that word plural, or more than one.

Examples: cat cats

The consonant **-s** may have two sounds—/s/ as in *cats* or /z/ as in *bugs*.

Add the letter **-s** to these words, and then write the sound /s/ or /z/.

1. shed _____

2. web _____

3. cub _____

4. rub _____

5. chill _____

6. pin _____

7. pup _____

8. bud _____

9. dab _____

10. can _____

Read the following words. Circle the base words.

11. bathtubs

12. backpacks

13. shells

14. rainbows

15. socks

16. rocks

17. quilts

18. schools

19. chips

20. computes

More and the Most

The endings **-er** and **-est** are added to the ends of words to change the meaning.

Ending	Meaning
er	more (<i>stronger</i>) person (<i>player</i>)
est	the most (<i>wildest</i>)

Read each description. Then write the word that fits the description.

- someone who walks _____
- a truck driver _____
- someone who paints _____
- person who farms _____
- person who welds _____
- someone who works _____

Add the endings **-er** and **-est** to these base words. The first one has been done for you.

- wild wilder wildest
- small _____ _____
- quiet _____ _____
- mild _____ _____
- firm _____ _____
- thick _____ _____
- tall _____ _____

Prefixes

A **prefix** is a syllable placed in front of a base word. If the prefix is changed, the meaning of the word is changed.

Prefix	Meaning
un-	not, the opposite of
re-	do again
pre-	before
dis-	not, the opposite of
mis-	wrong

Read each definition below. Then find a word in the box that has that meaning and write it on the line.

misspell	retake	recount	unhappy	unpleasant
misspeak	repeat	preschool	unload	unfavorable

1. to say the wrong thing _____
2. sad _____
3. to count over _____
4. not very pleasant _____
5. a class for toddlers _____
6. to do again _____
7. not in favor _____
8. to take another picture _____
9. to remove from a truck _____
10. to spell incorrectly _____



“FUL” Means *Full of*

A **suffix** is an ending added to a base word to change its meaning. The suffix **-ful** means *full of*. The suffix **-ful** only has one **l**.

Example: peace + ful = peaceful (*full of peace*)

Add the suffix **-ful** to the following words. Then write the new word and its meaning on the lines.

- 1. care _____
- 2. grate _____
- 3. grace _____
- 4. fear _____
- 5. use _____
- 6. thank _____
- 7. hate _____
- 8. hope _____
- 9. pain _____
- 10. respect _____
- 11. joy _____
- 12. flavor _____

Use three of the words with the suffix **-ful** in sentences.

- 13. _____
- 14. _____
- 15. _____