

# Daily Skill-Builders

**Vocabulary**

**Grades 3–4**

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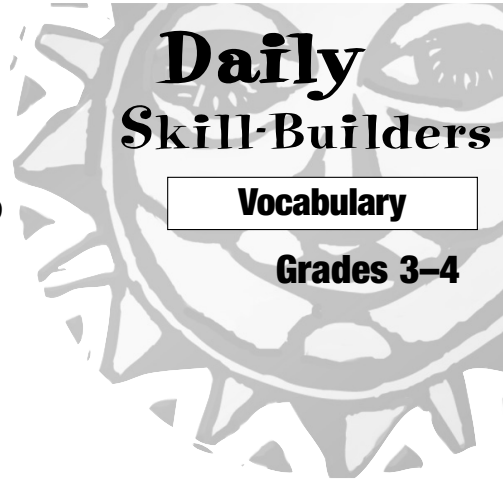
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# To the Teacher

## **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.

## It's All the Same

**Synonyms** are words that mean the same or almost the same thing, such as *happy* and *gleeful*. Synonyms make your writing more interesting.

Read the words in the box below. Then choose a word from the box that is a synonym for the underlined word in each sentence. Write the synonym on the line.

boast (*v.*)—to praise yourself; to brag  
brief (*adj.*)—short in time or length  
capture (*v.*)—to seize and hold; to catch  
certain (*adj.*)—having no doubt; sure  
error (*n.*)—something that is wrong; a mistake

1. No one liked listening to Charlie brag about his new bicycle.  
\_\_\_\_\_
2. Are you sure you turned off the lights? \_\_\_\_\_
3. Jade decided it was too dangerous to try to catch a tiger.  
\_\_\_\_\_
4. Douglas found a mistake in the report on insects. \_\_\_\_\_
5. The class thought the movie on Australia was much too short  
\_\_\_\_\_.



## More of the Same

**Synonyms** are words that mean the same or almost the same thing. When you learn synonyms for words, you have more words to use in your writing and speaking.

Read the words in the box below. Then complete each sentence.

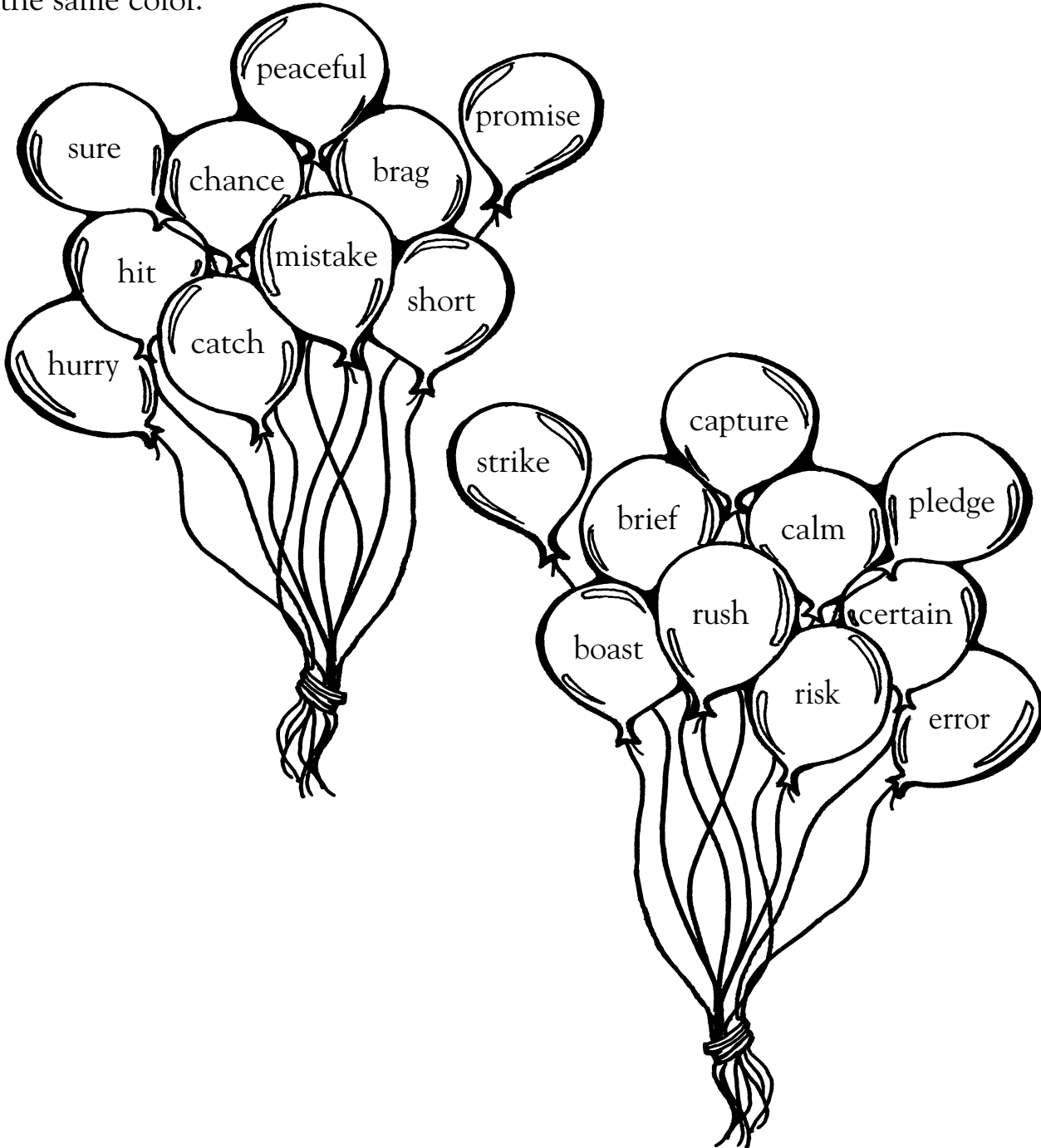
calm (*adj.*)—still; peaceful; without disturbance  
pledge (*v.*)—to formally promise  
risk (*n.*)—danger; the chance of having some problem  
rush (*v.*)—to hurry; to move or act quickly  
strike (*v.*)—to hit

1. I feel calm when I \_\_\_\_\_  
\_\_\_\_\_
2. I pledge to \_\_\_\_\_  
\_\_\_\_\_
3. It would be a risk to \_\_\_\_\_  
\_\_\_\_\_
4. We have to rush so that we won't \_\_\_\_\_  
\_\_\_\_\_
5. In baseball, the batter tries to strike the \_\_\_\_\_  
\_\_\_\_\_



# Synonyms in the Air

Each bunch of balloons contains a synonym for a word in the other bunch. Find the pairs of synonyms. Then color the balloons of each synonym pair the same color.



# Riddle Rhymes

Write a word from the box and a word that rhymes with it to answer each riddle. The first or second word of each rhyming pair has been done for you.

rush	boast	certain	calm	strike
error	capture	brief	pledge	risk

What would you call . . .

1. short sadness? \_\_\_\_\_ grief
2. bragging about crisp bread? toast \_\_\_\_\_
3. a peaceful hand? a \_\_\_\_\_ palm
4. combing quickly? \_\_\_\_\_ brush
5. a sure drape? \_\_\_\_\_ curtain
6. a promise about bushes? hedge \_\_\_\_\_
7. danger involving a flat circular object? disk \_\_\_\_\_
8. the hitting of a bicycle? bike \_\_\_\_\_
9. fear of a mistake? \_\_\_\_\_ terror
10. the catching of a friendly cat? lap-sure \_\_\_\_\_

# Unit 1 Review

Review the following vocabulary terms in the box below.

Term	Meaning	Example
synonyms	words with the same meaning	sad – unhappy
antonyms	words with opposite meanings	sad – happy
homophones	words with the same sound	dear – deer
suffix	ending added to a base word	fast + er = faster
prefix	beginning added to a base word	un + usual = unusual
compound word	words made up of 2 smaller words	dog + house = doghouse
syllable	word or word part said as one unit	al • li • ga • tor (four syl.)

**A.** For each word pair, write **S** for synonyms, **A** for antonyms, or **H** for homophones on the line. You should find three of each.

- |                      |                         |                        |
|----------------------|-------------------------|------------------------|
| 1. brief—short _____ | 2. enter—exit _____     | 3. frown—smile _____   |
| 4. wrap—rap _____    | 5. give—receive _____   | 6. below—beneath _____ |
| 7. waste—waist _____ | 8. pledge—promise _____ | 9. no—know _____       |

**B.** Add a suffix to each root word in the chart to make a new word. Choose from these suffixes: *s, es, ed, ing, ly, est, ness, less*.

Word	+	Suffix	=	New Word
1. pioneer	+	s	=	pioneers
2. improve				_____
3. free				_____
4. kind				_____
5. rifle				_____

# Unit 4 Review

In Unit 4, we learned about more interesting words, words similar but different, and words that relate to people, emotions (feelings), time, and weather.

A. Choose a word from the box with the correct number of letters to match each clue.

explore	adventure	complain	reply	dessert
gigantic	drenched	exclaim	country	fearlessly
strolled	disagree	raise	desert	gentle

1. adjective that is an antonym of *rough* \_\_\_\_\_
2. noun that is a synonym of *nation* \_\_\_\_\_
3. verb that means “lift up” \_\_\_\_\_
4. verb with two syllables that means “to answer” \_\_\_\_\_ • \_\_\_\_\_
5. noun with two syllables that names a very dry area \_\_\_\_\_ • \_\_\_\_\_
6. adjective that is an antonym of *small* \_\_\_\_\_
7. adverb that is a synonym of *bravely* \_\_\_\_\_
8. two-syllable noun naming the last part of dinner \_\_\_\_\_ • \_\_\_\_\_
9. a verb with the *-ed* suffix \_\_\_\_\_
10. a verb with the *dis-* prefix \_\_\_\_\_

## Unit 4 Review, cont.

**B.** Complete the story by filling in each line with your choice of a word from the box. The number at the end of each line tells you from which numbered group of words in the box to choose from. Make your story serious or silly.

1. anger, excitement, fear, relief, worry, anxious, eager, embarrassed, lonely
2. dawn, dusk, evening, midnight, noon, century, decade, future, past, present
3. blizzard, fog, hail, humid, hurricane, mist, overcast, sleet, thunder, tornado

The \_\_\_\_\_ (3)

One hot and \_\_\_\_\_ (3) summer day, at around

\_\_\_\_\_ (2), I looked to the west and saw a gigantic

\_\_\_\_\_ (3) coming right toward my house!

For an instant, I was frozen with \_\_\_\_\_ (1), but then I

bravely dashed inside to warn my family. We all made it into the basement shelter in time. It sounded like a train was going right by the house! Later

that \_\_\_\_\_ (2) it finally was over. We all felt

\_\_\_\_\_ (1) and were glad to be safe.

**C.** Choose at least one word from each list of words in the first box, and write an interesting sentence using all three words.

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