

# Daily Skill-Builders

**Vocabulary**

**Grades 4–5**

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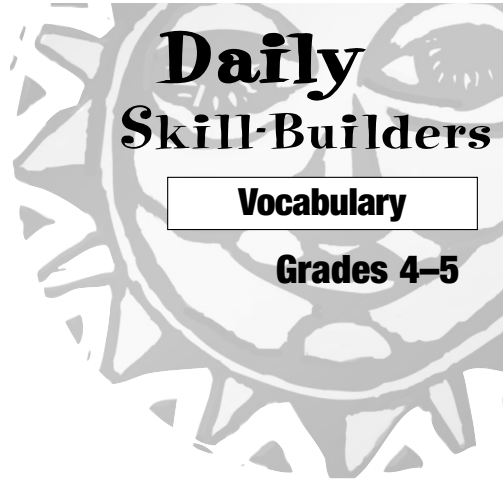
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# To the Teacher

## **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.

# Everyday People

Here are some nouns that we use to name people. Read the nouns in the box below. Then answer each item. If you need additional space, use another sheet of paper.

adult (*n.*)—a fully developed and mature person

pupil (*n.*)—a student

partner (*n.*)—a person who does or shares something with someone else

neighbor (*n.*)—a person living near or next to another

human (*n.*)—a person

1. Name an adult who is important to you. Then tell why that person is important. \_\_\_\_\_  
\_\_\_\_\_
2. Write a sentence using the word *pupil*. \_\_\_\_\_  
\_\_\_\_\_
3. List three things for which you would need a partner. \_\_\_\_\_  
\_\_\_\_\_
4. What kinds of things does someone do for a neighbor? \_\_\_\_\_  
\_\_\_\_\_
5. What does it mean to be a human? \_\_\_\_\_  
\_\_\_\_\_

# Family Members

Here are some nouns that name family members. Read the nouns in the box below. Then write a sentence using each word pair.

parent (*n.*)—a father or mother of a child  
aunt (*n.*)—the sister of a parent or the wife of an uncle  
uncle (*n.*)—the brother of a parent or the husband of an aunt  
grandmother (*n.*)—the mother of one's mother or father  
grandfather (*n.*)—the father of one's mother or father

1. parent/important \_\_\_\_\_  
\_\_\_\_\_

2. aunt/holidays \_\_\_\_\_  
\_\_\_\_\_

3. uncle/teaching \_\_\_\_\_  
\_\_\_\_\_

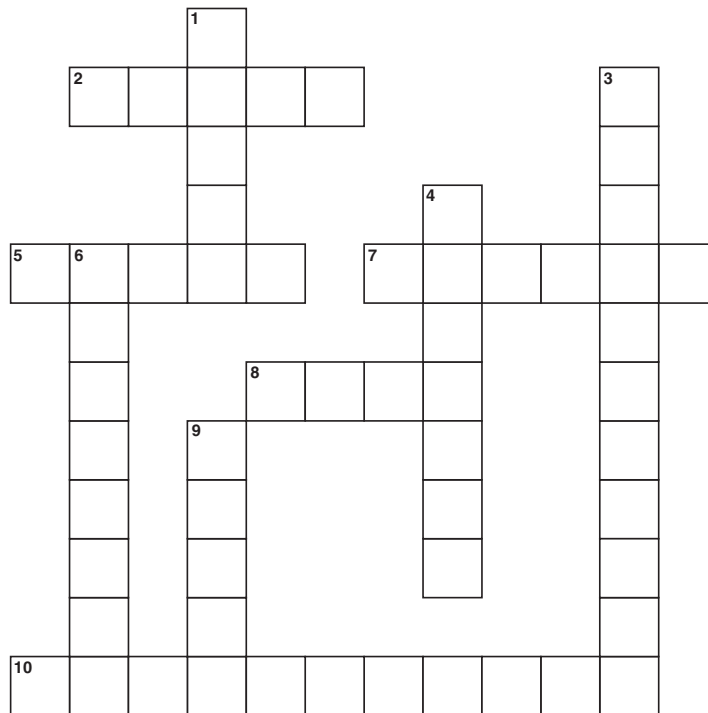
4. grandmother/playing \_\_\_\_\_  
\_\_\_\_\_

5. grandfather/spoil \_\_\_\_\_  
\_\_\_\_\_

# People Puzzle

Match each clue with a vocabulary word from the box. Write the vocabulary word in the puzzle.

adult	grandfather	human	parent	pupil
aunt	grandmother	neighbor	partner	uncle



## Across

2. a fully developed and mature person
5. the brother of a parent or the husband of an aunt
7. a father or mother
8. the sister of a parent or the wife of an uncle
10. the mother of one's mother or father

## Down

1. a student
3. the father of one's mother or father
4. a person who does or shares something with someone else
6. a person living near or next to another
9. a person



# Verb Movement

These verbs all have to do with body movements. Read the verbs in the box below. Then fill in each line with the word from the box that best completes the sentence.

blink (*v.*)—to shut and open the eyes quickly  
swallow (*v.*)—to take into the stomach through the mouth and throat  
faint (*v.*)—to lose consciousness briefly  
sniff (*v.*)—to smell by taking short breaths in through the nose  
twitch (*v.*)—to move or pull with a sudden motion; to jerk

1. Just as I was about to fall asleep, my leg began to \_\_\_\_\_.
2. I bent to \_\_\_\_\_ the flowers, but they were plastic!
3. When I walked from the dark auditorium into the bright light, I had to \_\_\_\_\_ many times.
4. Teresa felt as though she would \_\_\_\_\_ from the shock of the accident.
5. A sore throat makes it hard to \_\_\_\_\_.



# Body Language

The human body has ways of telling us what we need. These nouns all represent methods that the body uses to tell us something is wrong. Read the nouns in the box below. Then fill in each line with the word from the box that best completes the sentence.

hunger (n.)—a desire or need for food

thirst (n.)—a feeling of dryness in the mouth and throat that indicates a need for liquid to drink

sweat (n.)—the moisture coming from or collecting in drops on the skin

fever (n.)—the rise of the body temperature above normal

swelling (n.)—the expanding of a body part

1. The \_\_\_\_\_ of her arm told Rena that her wrist was sprained.
2. \_\_\_\_\_ dripped from the players as they ran in the hot sun.
3. \_\_\_\_\_ drove the lost boy to drink from a puddle.
4. Noah's \_\_\_\_\_ was rising, so he took a cool bath.
5. After a day without food, the \_\_\_\_\_ made Nancy's stomach ache.

# Crossed Signals

Match each clue with a vocabulary word from the box. Write the vocabulary word in the puzzle.

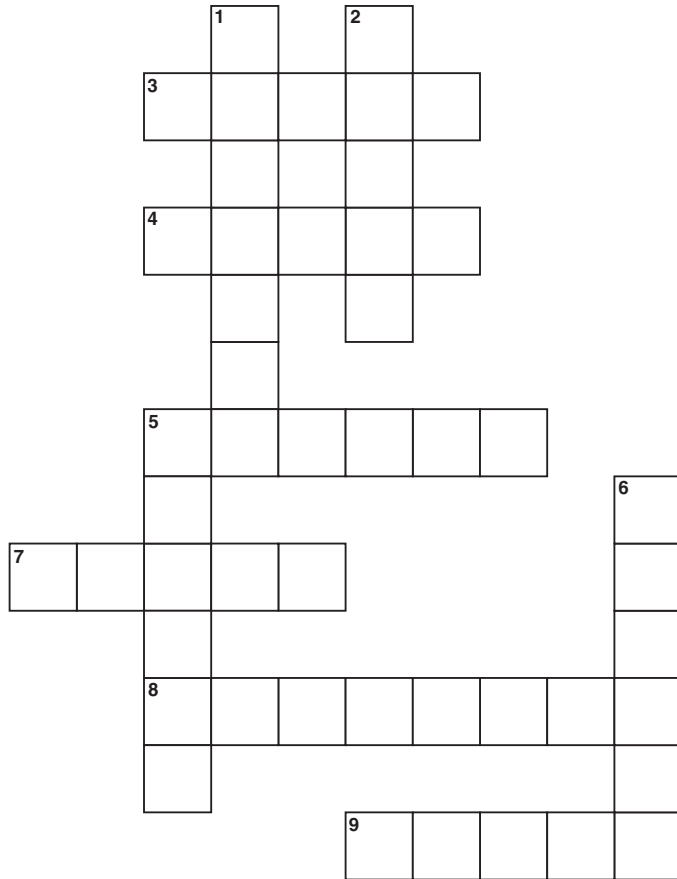
blink    fever    sniff    sweat    thirst  
 faint    hunger    swallow    swelling    twitch

**Across**

- 3. the moisture coming from or collecting in drops on the skin
- 4. to shut and open the eyes quickly
- 5. to jerk
- 7. to smell by taking short breaths in through the nose
- 8. the expanding of a body part
- 9. the rise of the body temperature above normal

**Down**

- 1. to take into the stomach through the mouth and throat
- 2. to lose consciousness briefly
- 5. a feeling of dryness in the mouth and throat that indicates a need to drink
- 6. a desire or need for food



# So Many Symptoms!

Read each definition. On the line, write the correct word from the box.

blink	faint	twitch	thirst	fever
swallow	sniff	hunger	sweat	swelling

1. the moisture coming from or collecting in drops on the surface of the skin \_\_\_\_\_
2. to lose consciousness briefly \_\_\_\_\_
3. to move or pull with a sudden motion; to jerk \_\_\_\_\_
4. a desire or need for food \_\_\_\_\_
5. the expanding of a body part \_\_\_\_\_
6. to take into the stomach through the mouth and throat \_\_\_\_\_
7. the rise of the body temperature above normal \_\_\_\_\_
8. to smell by taking short breaths in through the nose \_\_\_\_\_
9. to shut and open the eyes quickly \_\_\_\_\_
10. a feeling of dryness in the mouth and throat that indicates a need for liquid to drink \_\_\_\_\_