

Daily Skill-Builders

Vocabulary

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 *Daily Skill-Builders*, 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 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* book 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.

Which One Fits?

The dictionary is a useful tool for looking up words and their meanings. It also tells a word's part of speech (noun, verb, adjective, and so on).

Here is an example of a dictionary entry.

Example:

pen (n.) 1. a small writing instrument that uses ink 2. an author 3. a small fenced-in area for farm animals (v.) to compose or write

If the sentence is *The pigs were all safe in their pen*, then only definition 3 in the noun (n.) section fits. The following vocabulary words all have multiple meanings. Read the words in the box below. Then fill in both lines in each sentence with the same word from the box.

convention (n.)—1. a way of doing things that is generally accepted and followed
2. a meeting of people gathered for a common purpose
combine (v.)—to join together (n.)—a farm machine that harvests grain
assemble (v.)—1. to meet in one place 2. to put parts together
associate (v.)—to join or come together as partners, friends, or companions
(n.)—a fellow worker or partner
campaign (v.)—to take part in a series of activities meant to achieve a goal
(n.)—military operations designed to achieve victory

1. I no longer _____ with him because he stole from the company when he was a(n) _____.
2. The _____ is to use formal titles, but formality goes out the window at the _____.
3. After the _____ collects the grain, we will _____ wheat and barley to make bread.
4. We will _____ for more supplies before the soldiers' _____.
5. They will _____ in the gym to _____ the bikes.

All Together, Now

These vocabulary words are all about coming together. Read the words in the box below. Then fill in each line with the word from the box that best completes the sentence.

unite (*v.*)—to join or come together to form a single unit
collaborate (*v.*)—to work with others on a particular project
cooperate (*v.*)—to act or work together so as to get something done
participate (*v.*)—to join in with others in doing something
committee (*n.*)—a group of people appointed or elected to consider some subject of interest or to perform a duty

1. Jeremy decided to _____ with the rest of the group to finish the homework quicker.
2. I am thrilled that two of my favorite authors decided to _____ on the next book and try something new.
3. We should form a _____ to examine and solve our budget problems.
4. The smaller countries knew that they would have to _____ in order to make their voices heard.
5. My best friend and I will _____ in the walk for charity this weekend.



Some One, Some Two!

Find the definition on the right for each vocabulary word on the left. Write the letter of the correct definition on the line. If there are two correct definitions, write the letters of both on the line.

- | | |
|-----------------------|---|
| 1. _____ convention | a. to work with others on a particular project |
| 2. _____ committee | b. a sequence of military actions for a victory |
| 3. _____ combine | c. to fit or put parts of something together |
| 4. _____ unite | d. a meeting of people gathered together for a common purpose |
| 5. _____ assemble | e. to join in with others in doing something |
| 6. _____ collaborate | f. a fellow worker or partner |
| 7. _____ associate | g. to take part in a series of activities to achieve a specific political, social, or commercial goal |
| 8. _____ cooperate | h. a farm machine that harvests and threshes grain |
| 9. _____ campaign | i. a way of doing things that is generally accepted and followed |
| 10. _____ participate | j. to join or come together to form a single unit |
| | k. a group of people elected to consider some subject of interest or to perform a duty |
| | l. to meet or collect in one place or group |
| | m. to join or come together as partners, friends, or companions |
| | n. to mix together so as to make one thing |
| | o. to act or work together to get something done |

Write 'Em All!

Write the definition(s) of each word in your own words. If a word has two definitions, the numeral 2 appears in parentheses.

1. convention (2): _____

2. committee: _____

3. combine (2): _____

4. unite: _____

5. assemble (2): _____

6. collaborate: _____

7. associate (2): _____

8. cooperate: _____

9. campaign (2): _____

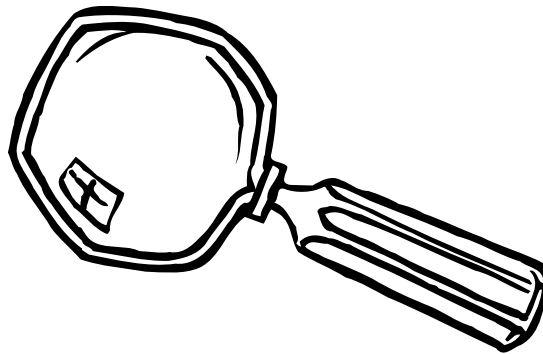
10. participate: _____

Trouble?

These words all have to do with getting in trouble. Read the words in the box below. Then fill in each line with the word from the box that best completes the sentence.

investigate (*v.*)—to study by close and careful observation
innocent (*adj.*)—free from guilt or blame
proof (*n.*)—something that shows truth or correctness
consequences (*n.*)—results produced by a cause, often punishment for wrongdoing
evidence (*n.*)—material or information presented to a court to help to find the truth in a matter

1. It is important to know that there are _____ for breaking the rules.
2. The officers continue to _____ the crime to find the people who are to blame.
3. A jury must have _____ that someone is guilty before convicting a person.
4. My friend was found _____ by a jury, because she could prove that she was somewhere else when the crime was committed.
5. The running shoes were _____ used to show that the person had been at the scene of the crime.



Big Trouble!

Each vocabulary word below is connected with the police or the courtroom. Read the words in the box below. Then write a sentence for each word pair.

suspect (*n.*)—a person who the police believe may have committed a crime

motive (*n.*)—a reason for doing something, like committing a crime

confession (*n.*)—an admission of guilt

fugitive (*n.*)—a person who is running away and hiding from the police or the law

defend (*v.*)—to speak for or make a case for someone else in a court of law when that person is on trial

1. arrest/suspect _____

2. money/motive _____

3. make/confession _____

4. lawyer/defend _____

5. hide/fugitive _____

Criminal Analogies

Study the relationship between the pair of words given. Then write a pair of words with the same kind of relationship to form an analogy.

1. INVESTIGATE is to CRIME as _____
is to _____.

2. INNOCENT is to GUILTY as _____
is to _____.

3. EVIDENCE is to INFORMATION as _____ is to
_____.

4. PROOF is to TRUTH as _____ is to _____.

5. CONSEQUENCE is to PRISON as _____ is to
_____.

6. SUSPECT is to ARRESTED as _____ is to
_____.

7. MOTIVE is to REASON as _____ is to
_____.

8. CONFESSION is to DENIAL as _____ is to
_____.

9. DEFEND is to HELP as _____ is to _____.

10. FUGITIVE is to ESCAPE as _____ is to
_____.

