

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.


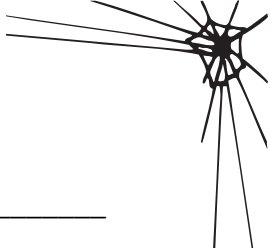
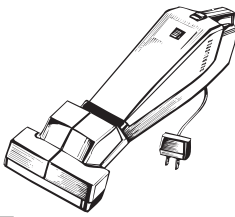
No matter how you choose to use them, *Daily Skill-Builders* will enhance your teaching. They are easy for you to use, and your students will approach them positively as they practice needed skills.

Name _____


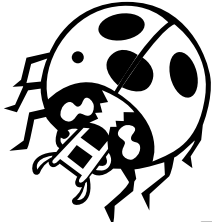

Beginning and Ending Sounds

The alphabet has 26 letters. Twenty-one of them are consonants. **Consonants** are any letters that are not vowels—a, e, i, o, u.


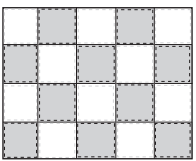

Write the consonant that makes the sound you hear at the beginning of each word.

1.  _____	2.  _____	3.  _____
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Write the consonant that makes the sound you hear at the end of each word.

4.  _____	5.  _____	6.  _____
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Write the consonant that makes the sound you hear at the beginning and end of each word.

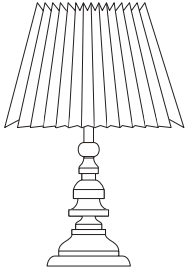

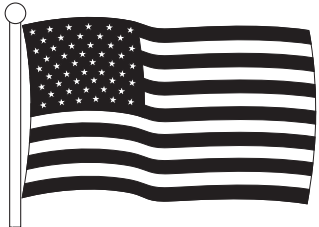
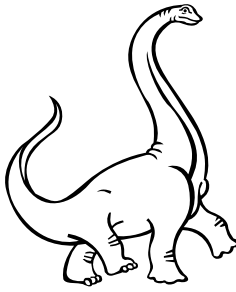

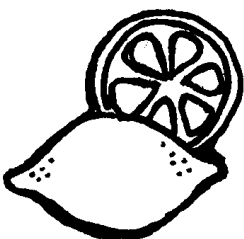


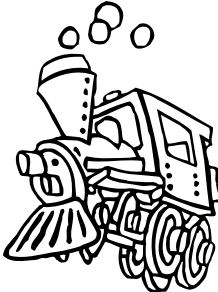
7.  _____	8.  _____	9.  _____
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10. Every letter that's NOT a vowel is called a _ _ o _ _ o _ a _ _ .

Name _____

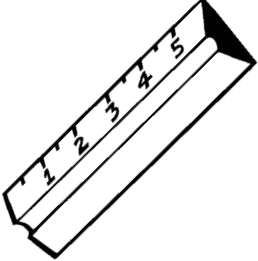

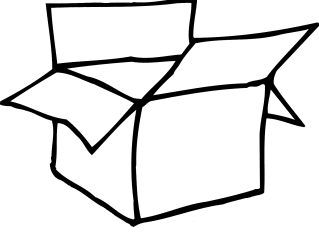



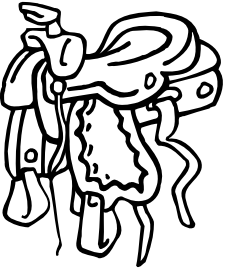
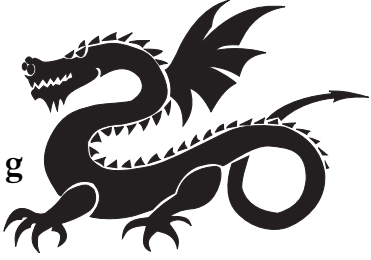
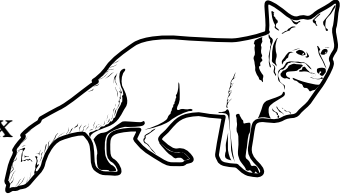
What's Missing?

Write the missing consonant to complete each word.

<p>1.</p>  <p>l a m _ _</p>	<p>2.</p>  <p>w a _ _ o n</p>	<p>3.</p>  <p>f l a _ _</p>
<p>4.</p>  <p>d i n o _ _ a u r</p>	<p>5.</p>  <p>t i g e _ _</p>	<p>6.</p>  <p>l e _ _ o n</p>
<p>7.</p>  <p>b e _ _ t</p>	<p>8.</p>  <p>s o _ _ k</p>	<p>9.</p>  <p>_ _ r a i n</p>

Beginning, Middle, or End?

Look at the consonant next to each picture. Say the word. Then circle **b** for beginning, **m** for middle, or **e** for end to show where you hear the sound.

1.  l b m e	2.  c b m e	3.  x b m e
4.  r b m e	5.  v b m e	6.  f b m e
7.  d b m e	8.  g b m e	9.  x b m e

Some Tricky Consonants

The sound of **x** is made by putting the /k/ and /s/ sounds together—/ks/.

The sound of **qu** is made by putting the /k/ and /w/ sounds together—/kw/.

Sounds Like	Correct Spelling	Sounds Like	Correct Spelling
bo <i>ks</i>	box	<i>kw</i> ack	quack
fo <i>ks</i>	fox	<i>kw</i> ilt	quilt
si <i>ks</i>	six	<i>kw</i> ick	quick
mi <i>ks</i>	mix	<i>kw</i> iet	quiet

In each sentence below, circle the misspelled words that contain the /ks/ and /kw/ sounds. Write the words correctly on the lines that follow.

1. The teacher asked for kwiet so she could kwickly give the directions.
2. That boks of books is kwite heavy.
3. The foks was so kwick we didn't even see it sneak by.
4. My mom always lets me miks the batter while she fikses the pans.

x Words

qu Words



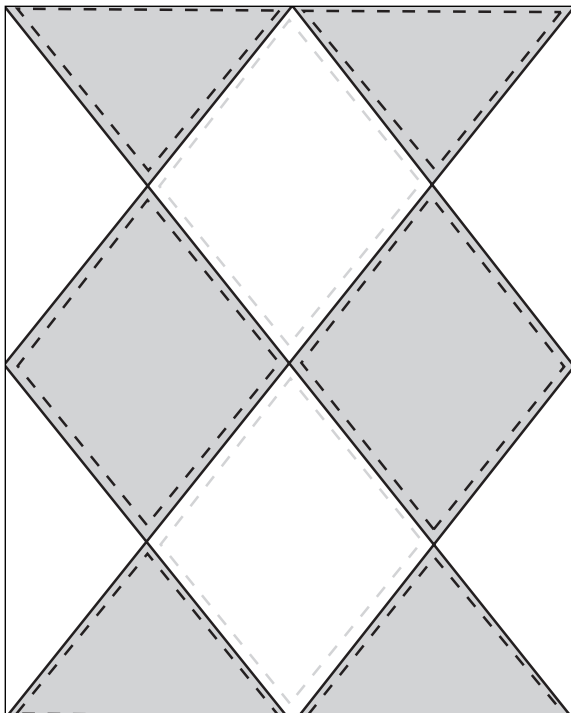
Name _____

Grandma's Quilts

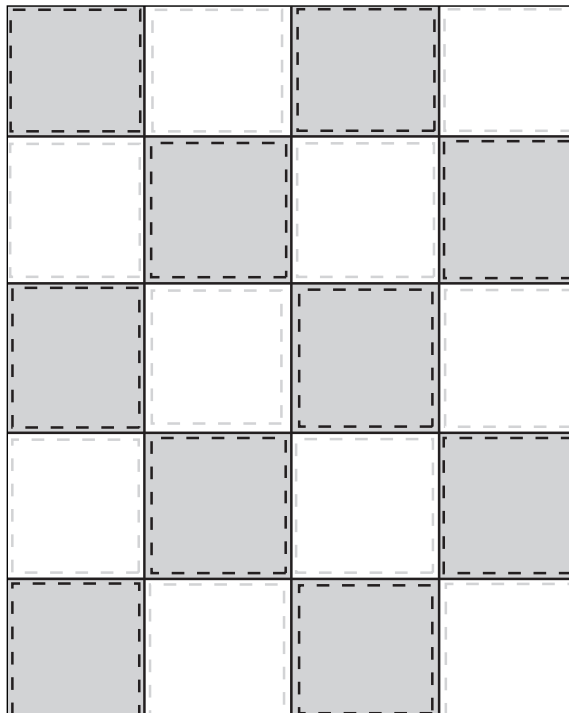
Grandma Tandy is making quilts for her two grandchildren. From the words in the box below, write all the words that contain the /kw/ sound in the patches on the /kw/ quilt and all the words that contain the /ks/ sound in the patches on the /ks/ quilt.

queen	quit	six	quilt	fox
ax	box	quart	extra	quiz
wax	quick	exit	quiet	quack

/kw/ Sounds



/ks/ Sounds



Two Letters—One Sound

Sometimes two consonants work together to make one sound that differs from the sound that either of the letters makes separately.

The consonants **s**, **c**, **t**, and **w** each work with **h** to make *one* new sound.

s + h says /sh/ in **ship**

c + h says /ch/ in **chin**

t + h says /th/ in **thick**

w + h says /wh/ in **wheel**

Notice that *ship* has four letters but only three sounds: **sh i p**.

Each word below has three sounds. Show the letters that make each sound by writing them on the lines in the four boxes. The first one has been done for you.

1.	Words	Sounds		
	wish	w	i	sh
	shot	_____	_____	_____
	shin	_____	_____	_____

2.	Words	Sounds		
	rich	_____	_____	_____
	chat	_____	_____	_____
	much	_____	_____	_____

3.	Words	Sounds		
	path	_____	_____	_____
	that	_____	_____	_____
	moth	_____	_____	_____

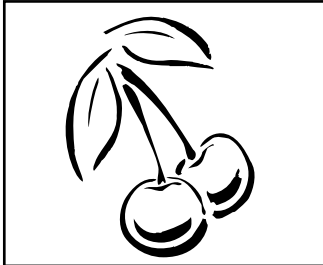
4.	Words	Sounds		
	whip	_____	_____	_____
	when	_____	_____	_____
	wheat	_____	_____	_____



Sorting Things Out

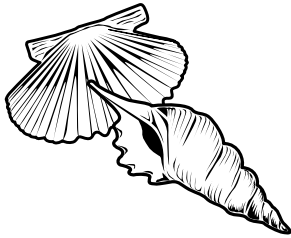
Say the name of each picture. Listen for the sound you hear at the beginning. Then draw a line to the sound you hear.

1.



/sh/ in ship

3.



/ch/ in chin

5.



/th/ in thick

7.



/wh/ in wheel

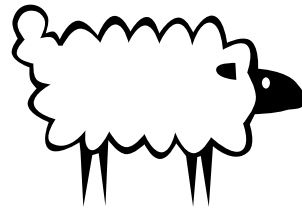
9.



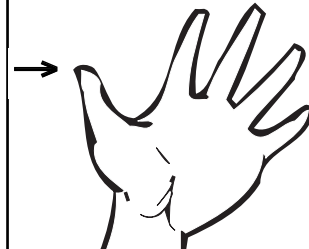
2.

13

4.



6.



8.



10.

