

Critical Thinking Skills

High-Frequency Sight Words Grade K-1

Skills For Critical Thinking		Boxed Words	Mixed Up Words	Sentence Completion	Match and Print	Sight Word Stories	Writing Tasks	Crossword	Word Search	Graphic Organizers
LEVEL 1 Remembering	<ul style="list-style-type: none"> Identify Read Match Select Record 	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding	<ul style="list-style-type: none"> Use Describe Reorganize Interpret 		✓				✓		✓	✓
LEVEL 3 Applying	<ul style="list-style-type: none"> Choose Information Construct Apply What Is Learned 		✓	✓	✓		✓		✓	✓
LEVEL 4 Analysing	<ul style="list-style-type: none"> Discriminate Illustrate Identify Relationships 	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Evaluating	<ul style="list-style-type: none"> Decide Make Choices Explain 			✓	✓	✓	✓	✓		✓
LEVEL 6 Creating	<ul style="list-style-type: none"> Design (i.e., a picture book) Create 						✓			✓

Based on Bloom's Taxonomy



1, 2, 3, 4, 5, 6

Graphic Organizer Transparencies

Suggestions for using the six **Graphic Organizer Transparencies** included in our **Sight Word Book** are found below. They may also be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4). Once each activity has been taught and practiced many times, it can become a center or be used as an individual activity.



RHYME TIME

This organizer can be used as a whole class activity and then as a small group or individual activity. To introduce this to the whole class, talk about rhyming words. Ask students: How do you know when words rhyme? Do these words rhyme – boy/girl, ate/date, at/cat, big/large? When you are confident that the majority of the students understand rhyming words, ask students to suggest sight words that they know. Create a list on the board of all the suggestions. Choose five words from the list that you can find rhyming words for. One at a time orally manipulate each word to create real and nonsense words. Ask students to listen to each rhyming word: Does the word make sense? Does it sound right? Together determine if it is a real word. Record three real rhyming words for each sight word, then do the same process for the next sight word until the sheet is complete. **Found on Page 55.**

WRITE THE ROOM

This organizer can be used as a whole class, small group or individual activity. Ask students to look around the classroom for sight words. Together brainstorm a list of sight words found in the classroom. Choose ten words. Write one on each line and draw a picture to match each word. Write a sentence using five of the words. *At first, the group may need manipulatives to assist them with this activity. You may provide students with the flash cards to help them identify sight words.* **Found on Page 56.**



TAKE A GUESS

This organizer can be used as a whole class, small group or individual activity. For a class activity, lead your students through how to successfully complete this activity. Prior to beginning the activity, pick a sight word. Fill in the clues. Together brainstorm 3-4 possible answers to each clue in the side margin. Model how to eliminate guesses that do not fit the subsequent clues.

Extend the activity by having students write their own sentence using the word. **Found on Page 57.**



1, 2, 3, 4, 5, 6

Graphic Organizer Transparencies

Sight Word Tally Chart

Choose a book from the classroom. Read the first five pages. List all of the sight words you find. Put a tally in the right column to show how many times each word appears.

Book Title: _____
Author: _____

Sight Word	Number of Times Found

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SIGHT WORD TALLY CHART

This organizer can be used as a whole class, small group or individual activity. For a whole class activity, use a shared reading text that students are familiar with. Read one page at a time and together identify sight words. Read up to five pages until ten sight words are found. Place a tally in the column on the right every time the word appears in the text. Once the sheet has been completed, review the sight words and tallies. Which word appeared most often in the text? Which words appeared the same number of times? **Found on Page 58.**

PREDICT THE HIDDEN WORD

This organizer is a whole class and/or small group activity. Place a sticky note on the pictures in the story. Read the title to the students and ask them about the park and what kind of things happen there. Ask students to predict which word is hidden as you read the passage aloud. In the side margin record three student predictions for each word covered. Reveal one letter at a time for the covered words. As each letter is revealed:

- Ask the students if the predictions look possible. (Does the first letter match each predicted word?)
- Ask the students if they would like to cross any out.
- Would they like to change their prediction? Why or why not?
- Adjust words accordingly.
- Circle the word that matches the word as its letters are revealed.
- Revealing the picture, does the word match the picture?

Celebrate all of the words that the students accurately predict. **Found on Page 59.**

Predict the Hidden Word

Meeting Friends at the Park

On the weekend I went to the store with my mom. The store didn't open until nine o'clock so we had a cookie first. We bought a picnic basket, some apples, and a new bathing suit for me. Then we went to meet our old friends at the park. We met them by the swings and had a picnic. After we put on our bathing suits and went for a swim. We had a great time. I can't wait to see them again.

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Endings

Write the numbers 1-5 on your paper.

- Write the word.
-
- Which sight word will help you spell: _____
(_____)
- What ending do you need to add to spell the word: _____? (_____)
- Write _____ on your paper.

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ENDINGS

This organizer can be used as a whole class, small group or individual activity. For a whole class or small group activity, model adding word endings to sight words to form new words before asking students to try the activity on their own. As whole group, model the procedure using the overhead several times until students are proficient.

- Write the word: **looks**.
- He **looks** great in his new shirt.
- Which sight word will help you spell **looks**? (look)
- What ending do we need to add to **look** to spell **looks**? (-s)
- **looks**

Found on Page 60.



Pre-Kindergarten Mixed Up Words Set#1

Unscramble the sight words. Write the word on the lines.



nwod



mjpu



otw



kolo



nfyun



nru

SAMPLE



First Grade Sentence Completion Set

Choose a word from the box to make the sentence complete. The boxes show tall and small letters. **The first one has been done for you.**

Ask open give going old think Where Take stop live after

1. **A** **s** **k** your mom if you can play
 school
2. do you .
3. Could you me your bike
to ride?
4. We are to at
the park on the way home.
5. my keys and the door.
6. What do you the answer is?

SAMPLE



Pre-Kindergarten Flash Cards

a

and

away

big

blue

can

come

down

find

for

nunny

go

help

her

I

in

is

it

jump

little

look

SAMPLE