

Critical Thinking Skills

Sight and Picture Words Big Book

High-Frequency Sight Words

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| 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

In the column on the left, record five sight words. Say the word. Think of other words that sound like the sight word. In the column on the right write three words that rhyme with the sight word.

| Sight Word | Rhyming Words |
|------------|---------------|
| | |
| | |
| | |
| | |
| | |

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 can provide students with the flash cards to help them identify sight words. Found on Page 56.

Write the Room

Look around the classroom for sight words. Record ten of them on the lines below. Choose five and write them in sentences.

| Sight Words | |
|-------------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

| Sentences |
|-----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |
| 4. _____ |
| 5. _____ |

Take a Guess

Read each clue, think of which sight word matches the clue. Write the word on the line in the guess column. Read the next clue and make another guess.

| Clue | Guess |
|---|-------|
| 1. This word has _____ letters. | |
| 2. This word has _____ sounds. | |
| 3. This word starts with a _____. | |
| 4. This word rhymes with _____. | |
| 5. This word makes sense in this sentence: _____. | |

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 what 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 prediction as 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.

1. Write the word: _____
2. _____
3. Which sight word will help you spell: _____
(_____)
4. What ending do you need to add to spell the word: _____
? (_____)
5. 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.



Grade One Flash Cards

after

again

an

any

as

ask

by

could

every

fly

from

give

going

had

has

her

him

how

just

know

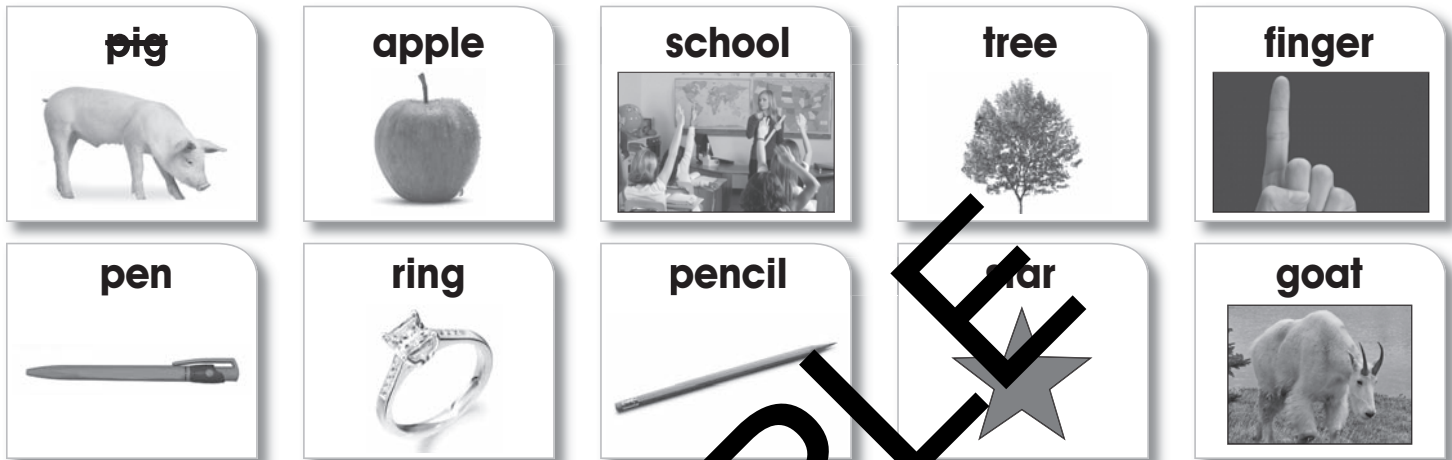
let

NAME: _____



Picture Word Sentence Completion Set#2

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.**



1. We have a **p** **i** **g** and on our farm.
2. I have a on my .
3. Pick an from the .
4. Look at the in the sky.
5. You will need a and .
6. What time do you go to ?



cow



cup



curtain



dog



door



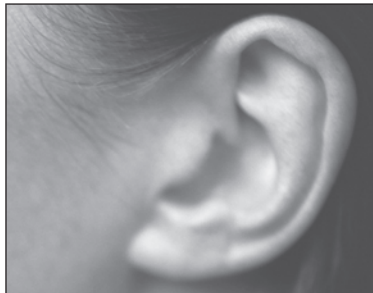
drawer



dress



ear



egg





Comprehension Quiz



Circle the answer that is correct.

1. Which word is not a picture word?

a) it

b) cat

c) pot



2. Which word will not fit? 

a) key

b) bee

c) bag



3. Which word cannot be eaten?

a) cheese

b) apple

c) watch



4. Which word is not an animal?

a) toe

b) cow

c) pig



5. Which sentence has two picture words in it?

a) The cat and dog ran.

b) I have a plane.

c) She went to school.



Circle

T

if the statement is TRUE **or**

F

if it is FALSE.



T F

a) "Tree" is a picture word.

T F

b) "The, at, in" are picture words.

T F

c) "Hand, finger, thumb" are body part picture words.

T F

d) "Green, yellow, orange" are picture words.

T F

e) "Bee" and "ball" rhyme.

SUBTOTAL: /10