

Critical Thinking Skills

Curious George

Skills For Critical Thinking	Chapter Questions					
	Phonics	Word Study	Comprehension	Reading Response	Writing Tasks	Graphic Organizers
LEVEL 1 Knowledge <ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence Recognize Basic Concepts 	✓	✓	✓		✓	✓
LEVEL 2 Comprehension <ul style="list-style-type: none"> Compare & Contrast Summarize Recognize Main Idea Describe Classify 		✓	✓	✓	✓	
LEVEL 3 Application <ul style="list-style-type: none"> Plan Interview Make Inferences 				✓	✓	✓
LEVEL 4 Analysis <ul style="list-style-type: none"> Draw Conclusions Recognize Cause & Effect 				✓	✓	✓
LEVEL 5 Synthesis <ul style="list-style-type: none"> Predict Design Create Imagine Alternatives 					✓	
LEVEL 6 Evaluation <ul style="list-style-type: none"> Opinion Make Judgements 				✓	✓	✓

Based on Bloom's Taxonomy



1,2,3

Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in this **Literature Kit™** are especially suited to a study of **Curious George**. Below are suggestions for using each organizer in your classroom, or they may 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).



MY FEELINGS

Use this organizer to help the children identify how they felt as certain passages were read. In the left-hand column, record the things that happened to George. In the right-hand column, the children are to write down how they felt as the event unfolded. This can be used for either independent work or as a whole class activity. As a whole class activity, record several different responses from the children. Then count and record how many students experienced each response (i.e., sad – 4, mad – 7, upset – 8). By looking at these numbers, you can get a sense of the different sub-groups' responses. Then use the numbers for a graphing activity in Math!

Found on Page 53.

SUM IT UP!

This organizer develops students' understanding of story elements. It can be used multiple times, each time with the students choosing different predicaments (problem situations) that George gets into. Here is a guide to help students identify the information needed for each of the questions:



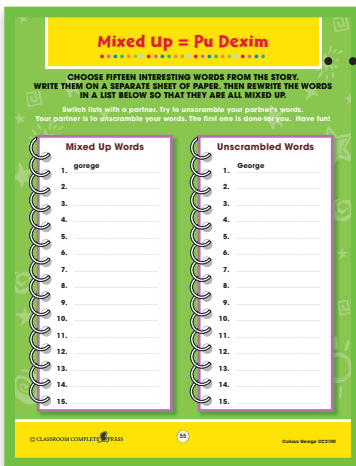
- Who are the characters involved in this event?
- What happens, exactly? What is the problem? Give details.
- Where does the event take place?
- When does it happen?
- Why does George get into this predicament in the first place?
- How is the problem solved?

Found on Page 54.

MIXED UP WORDS

This is an excellent activity to develop vocabulary and spelling skills. To make the activity more challenging, ask students to use only certain kinds of words from the story (for example, nouns and verbs). Or have the students choose certain words from the story and modify them before mixing them up (i.e., choose only singular nouns and change them to plural). This activity is perfect for use in pairs or as a whole class activity. As a whole class activity, use the overhead transparency with the answers covered. Have the students call out their answers.

Found on Page 55.



NAME: _____



Activity One

Which word **rhymes** with the word from the story?

- | | | | | | |
|----|------|------|------|-------|------|
| 1. | mat | name | what | came | hat |
| 2. | it | ship | mice | trip | ice |
| 3. | tire | fire | wire | weird | when |
| 4. | stop | pop | pot | top | on |
| 5. | we | fell | tree | sea | free |

Activity Two

Read the word. **Say** the word. Which kind of **vowel sound** does each word have? Circle your answers.

- | | | |
|---|--|---|
| 1. happy
long a
short a
silent a | 2. paid
silent a
short a
long a | 3. water
long a
short a
silent a |
| 4. bed
short e
long e
silent e | 5. easy
silent e
long e
short e | 6. came
long a
silent a
short a |



Activity Five

A full sentence is a complete thought. Are these sentences full sentences? Circle Yes or No.

- | | | |
|--|-----|----|
| 1. George was caught in the bag. | Yes | No |
| 2. What a nice place for George to live! | Yes | No |
| 3. Ding-a-ling-a-ling. | Yes | No |
| 4. On to the hook-and-ladders | Yes | No |
| 5. Everyone out of the way! | Yes | No |
| 6. Only a naughty little monkey. | Yes | No |

Activity Six

Add the ending to the root word to make a new word.
Example:

slow + ly =

- | | |
|--|--------------------------------------|
| 1. quick + ly = <input type="text"/> | 2. final + ly = <input type="text"/> |
| 3. struggle + ing = <input type="text"/> | 4. blow + ing = <input type="text"/> |
| 5. quiet + ly = <input type="text"/> | 6. sail + ing = <input type="text"/> |
| 7. row + ing = <input type="text"/> | 8. go + ing = <input type="text"/> |



Activity Five

Match the question with the correct answer.

- | | | |
|--|--------------------------------------|-----------------|
| <p>1 Who flew over the traffic light?</p> | <p>The sea gulls.</p> | <p>A</p> |
| <p>2 Who did the little girl buy a balloon for?</p> | <p>The monkey.</p> | <p>B</p> |
| <p>3 Who was too big and heavy?</p> | <p>The thin and the fat firemen.</p> | <p>C</p> |
| <p>4 Who did the man give money to?</p> | <p>George.</p> | <p>D</p> |
| <p>5 Who dialed 1-2-3-4-5-6-7 ?</p> | <p>The sailors.</p> | <p>E</p> |
| <p>6 Who threw George a lifebelt?</p> | <p>Her brother.</p> | <p>F</p> |
| <p>7 Who flew over the ship?</p> | <p>The balloon man.</p> | <p>G</p> |
| <p>8 Who did George say good-bye to?</p> | <p>The watchman.</p> | <p>H</p> |
| <p>9 Who made the bed tip over?</p> | <p>The watchman.</p> | <p>I</p> |
| <p>10 Who brought George to the prison?</p> | <p>The sailors.</p> | <p>J</p> |

SAMPLE