
CONTENTS

Introduction 1

RELATIONSHIPS 2

Make a Set I 3
Make a Set II 4
The Zoo on Planet Woo 5
Creatures of the Lost Island 6
Shapes Alike 7
Shapes Relate 8
Animalogies I 9
Animalogies II 10
Animalogies III 11

SEQUENCING 12

Connect-the-Dots I 13
Connect-the-Dots II 14
Pancake Flip Flop 15
Club Corner 16
Pizza Island 17
School Daze 18
Family Reunion 19
Showtime 20
Amusement Park 21

INFERENCE 22

Piece By Piece 23
Piece It Together 24
Old Inventions—New Inventions 25
Holiday Match 26
Know-It-All? 27
Know Enough! 28
Lexi's Secret Club 29
The Secret Club's New Code 30
Tell-A-Pal 31
Pen Pal Problems I 32
Pen Pal Problems II 33

DEDUCTION 34

Rainbow Duck Walk 35
Rainbow Ducks Go Swimming 36
Grandma Annie's Farm 37
Water Ways 38
The Juggling Clown 39
Ferris Wheel 40
Seal Show 41
Fancy Dress Hats 42
Leash Work 43
Cool Collar Colors 44
Birthday Party 45
Three-on-Three 46
Video Wiz 47
Video Master 48
House Painting 49

GROUP ACTIVITIES 50

Match-Up 51
Because, Because 52
Word Around 53
Fable Stable 54
Fable Morals 55

ANSWER KEY 56

Answer Key (Relationships) 56
Answer Key (Sequencing) 56
Answer Key (Inference) 57
Answer Key (Deduction) 58

INTRODUCTION

Students in years three, four and five love to play games—cards, board games, and of course, video games. This natural love for games and strategies can be applied to logical puzzles, and students can begin to sharpen the logical skills they may not realize they have.

The purpose of this book is to bring children to a greater awareness of the powers their minds possess and of the ways they can use logical reasoning to solve problems.

The activities in this book are divided into five categories. The first is *relationships*, which involves classifying and comparing shapes and ideas. The next three are *sequencing*, *inference*, and *deduction*. The final section, *group activities*, is a collection of logical games for the entire class to play. These games use the skills developed in the previous sections.

Each section begins with an introduction to the skills practised in that section and suggests a few discussion ideas. The activities can be worked through systematically, but this is not necessary. Students who have completed other classwork can perform the activities independently, or you can distribute the worksheets for a change in class routine. The activities take about ten or fifteen minutes each.

The answer key is in the last few pages of the book. The students may want to compare and discuss their answers before comparing them with the key.

RELATIONSHIPS

The ability to recognize how objects, shapes, and words are related is a basic logical skill.

Make a Set I and II: Students will classify objects by locations and uses. By eliminating the object that does not belong with the others and then completing the sentence which follows it, students will define a set. In class discussions, students can add elements to the sets or make up their own sets. They will discover that sometimes a group of objects might fit into more than one set. You might list a few words that begin with the same letter or that have the same number of syllables. Then have students guess other words in the set until they figure out how the set is defined.

The Zoo on Planet Woo and Creatures of the Lost Island: Students will follow rules to fit objects into sets. In class discussion, students can expand the sets by drawing their own animals, or they can make up their own classification rules. A class discussion after each activity will help students who were confused by one activity to successfully complete the next activity.

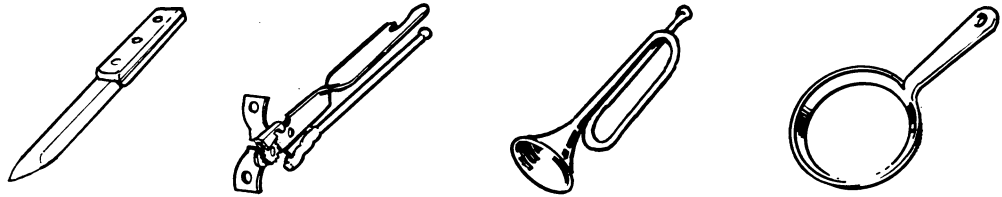
Shapes Alike and Shapes Relate: Students will exercise visual discrimination. They will recognize how two shapes are related and apply this relationship to other shapes. The first few should be worked out in front of the class.

Animalogies I, II, and III: Students will combine discrimination skills with basic knowledge of animals. The third activity allows the student to creatively exercise logic.

Make a Set I

Each set below has four objects. Three of the objects are often found in the same place. Cross out the object that does not belong. Then choose a phrase from the list at the bottom of the page to complete the sentence above each set of objects.

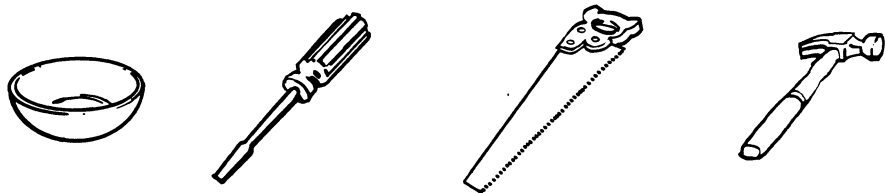
1. These three are found _____.



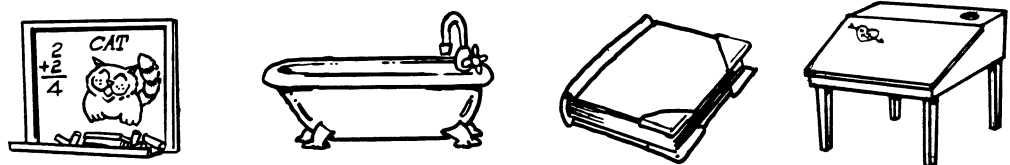
2. These three are found _____.



3. These three are found _____.



4. These three are found _____.

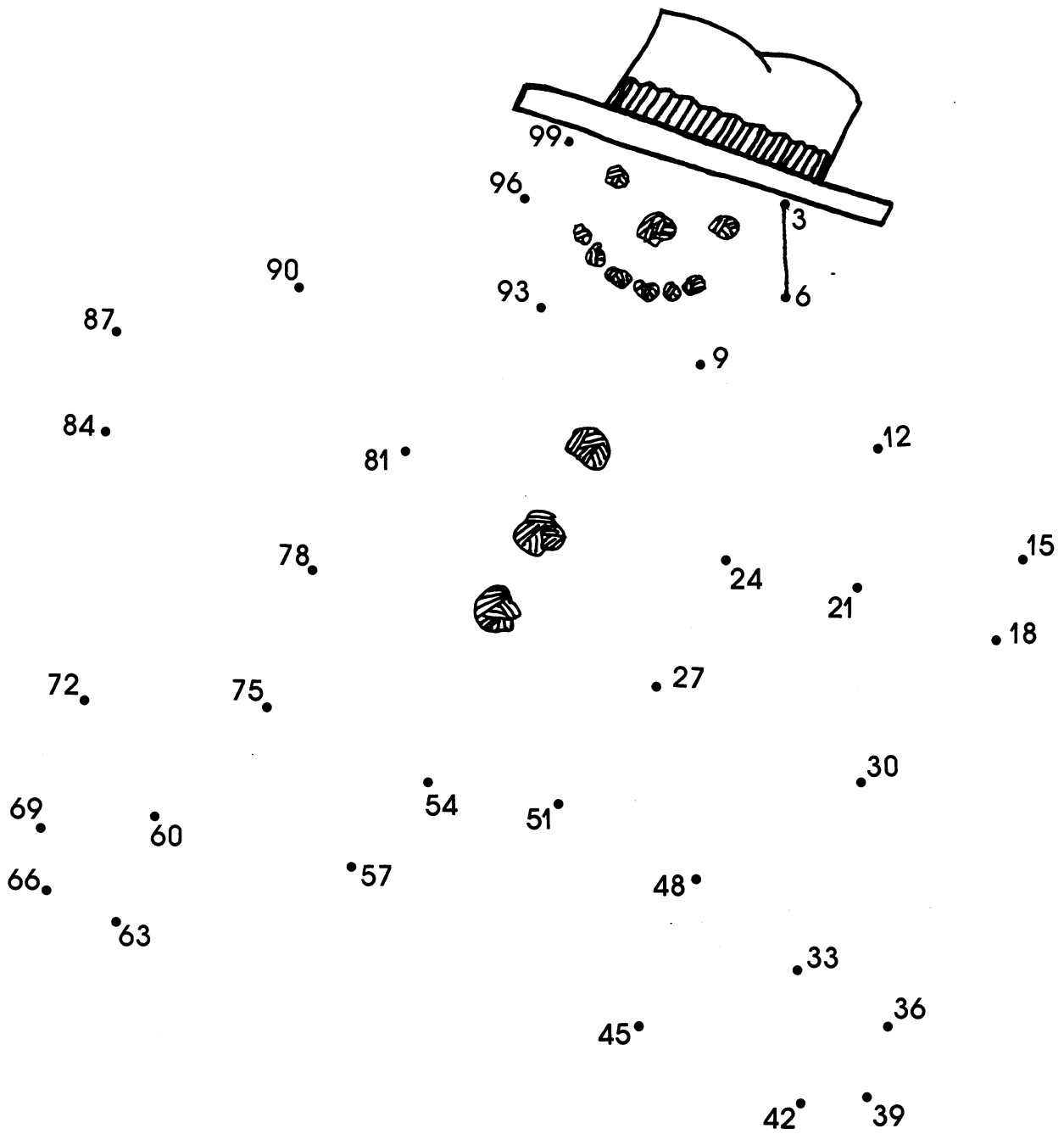


- a. in a toolbox b. at a shoe shop c. in an office
 d. at a school e. in a kitchen f. at the beach

Name _____

Connect-the-Dots I

Connect the dots beside the numbers in order from 3 to 99. The numbers are multiples of *three*. The first line, from 3 to 6, has been drawn for you.



Name _____