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Introduction

Learning to think is a most important ability to nurture—a most precious gift to give our children.

Parents and educators have a great opportunity to introduce thinking activities that develop the ability to reason in many areas of daily life. Parents can begin with decision making in the home. Teachers can bring critical thinking activities into the classroom.

Analyzing information and reasoning logically can be taught—and taught at an early age. Through education and with practice, the ability to think clearly can be developed.

In *Logic in the Round* you will find entertaining and mind-stretching problems to help students work toward this important goal: learning to think.

How to Use This Book

The thirty logic problems in *Logic in the Round* have been designed to develop critical thinking skills. They also give practice in reading and following directions. It is suggested they be used for students from grades 5 and up.

The problems are arranged by difficulty, from simple to more complex, and can be used either individually or sequentially. To solve the problems, it is necessary for the student to organize and analyze information in order to reach a logical conclusion.

In the classroom, the logic problems can be used in three ways:

1. as independent activities at learning centres,
2. as extra or supplementary work for students who finish their assigned work early, or

3. as a minicourse in thinking skills for the entire class.

We recommend that you introduce the material by leading the students through the sample problems on pages 1-4. These problems show you how to organize information and how to use the chart to solve more difficult problems.

We also suggest that you duplicate and hand out the *Logic in the Round* Reminder Page on page 5. This sheet details the key points that students should remember when working the problems.

In addition to the problem pages, there are three “Make Your Own Logic Problems” pages. Your students can design their own logic problems on these pages to try on their friends. Because constructing logic problems can be as demanding as solving them, these pages will further build your students’ thinking skills.

The answer key is at the end of the book. You should decide whether you want to collect students’ completed problems and correct them yourself, to duplicate the answers so students can correct their own work, or to read the answers aloud to the entire class when all the students are finished. This last alternative allows for further discussion and clarification.

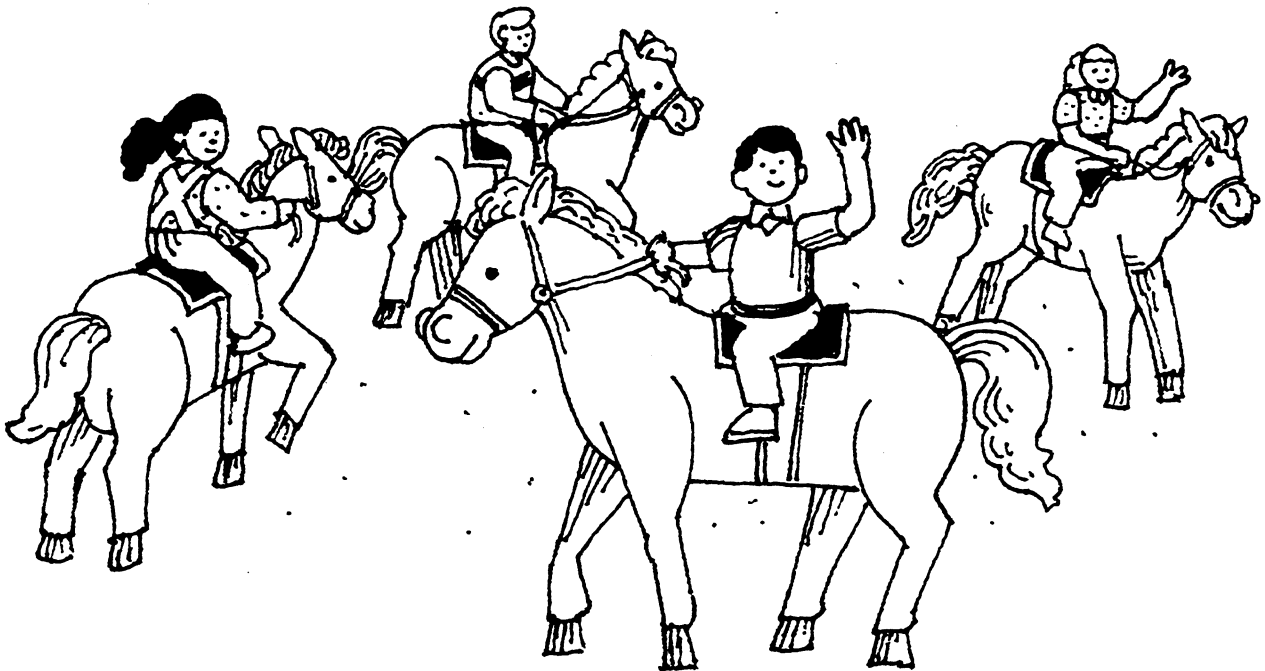
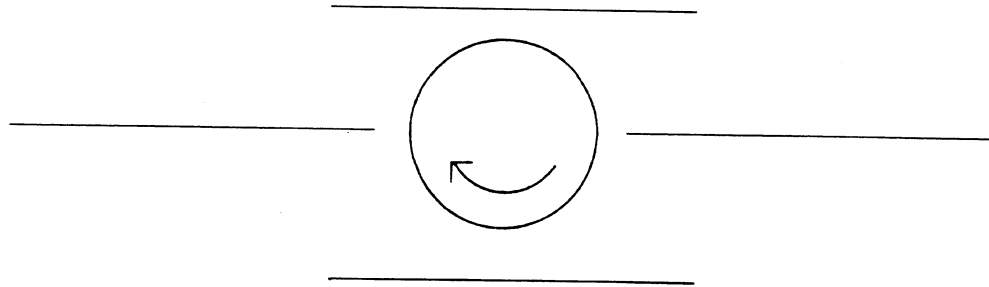
1 Perfect Ponies

It's county fair time!

Each year the pony rides are a favorite with all who go to the fair. This year, four beautiful little ponies faithfully carry their riders around the ring. They are the Shetland, the Welsh, the Hackney, and the Dartmoor.

Find the positions of each pony in the pony ride. Note that the ponies go clockwise around the ring.

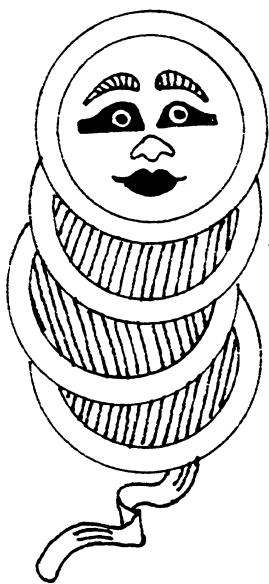
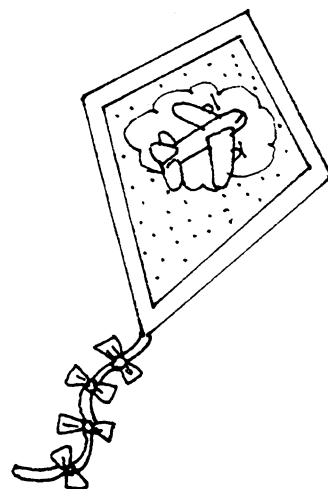
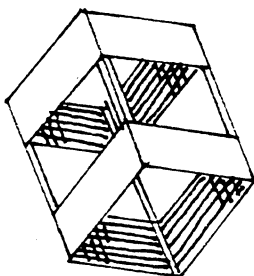
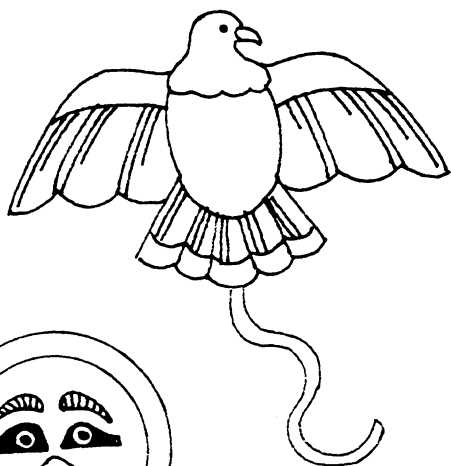
1. The Dartmoor is opposite the Hackney.
2. The Welsh nudged the Dartmoor with his nose.
3. The Shetland is the oldest pony.

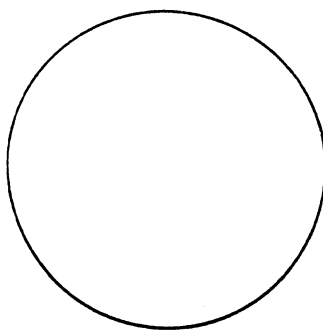


2 High-Flying Kites

One windy day in March, four brightly colored kites were flying high in the clear sky. On the ground, four friends stood in a circle. Each tugged on the string to make his or her kite fly the highest. The kites were red, yellow, blue, and white. Find the color of each person's kite. Then write the name of the person whose kite flew the highest.

1. Keith shouted to Carrie, who was standing across from him, "See, my blue kite has the longest tail."
2. The red kite was either Pierre's or José's, although neither of their kites flew the highest.
3. A long tail did not help a kite to fly the highest.
4. Standing to the left of Carrie was José. His kite wasn't white or red.





The kite that flew the highest belonged to _____.

Name _____