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# Introduction

This is a friendly book. It is designed to convince children that an encounter with higher-level thinking problems can be a lot of fun. In so doing, we hope it will support your efforts to help your students become more logical, flexible, and adventuresome thinkers.

As you become acquainted with “WakerUppers,” you will notice certain recurring themes. First of all, we have devised fifty different ways for children to write their names. You’ll also find drawing challenges, personal questions, and an array of logic puzzles, mazes, and more. We have also invented a number of interesting abstractions. Here are a couple of examples:

Match the drawings and the words.

Skip	1
Crawl	2
Dive	3
Swing	4
Climb	5

Match the drawings and the words.

1	2	3	4
5	6	7	8

Kennel	___	House	___
Iglu	___	Barn	___
School	___	Tent	___
Skyscraper	___	Castle	___

Almost every “WakerUpper” sheet also features an activity which calls for a combination of logic and an ear for language. Some examples:

O	X	X
	O	
		X

I just made my X. Now it is \_\_\_\_\_.

GRRRR! I AM NOT AFRAID!

There are many ways to \_\_\_\_\_ a \_\_\_\_\_.

This is either a very \_\_\_\_\_ person or a very \_\_\_\_\_ chair!

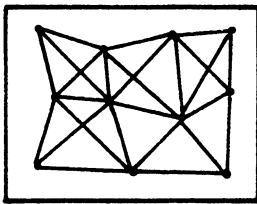
If you are using a Multiple Intelligences approach to teaching and learning you’ll find that the focus in these activities is mostly on visual/spatial and linguistic intelligences. Therefore, the activities can be used with children’s strength areas or to help students improve their visual/spatial and linguistic intelligences.

As you can see, we have had fun inventing this collection of activities. We hope your students will share in this sense of fun as they “wake up” to the many challenges in this book. Enjoy!

# Take Aways, Triangles, and Rain

## ANSWERS

1. Standing still.
2. 3, 6, 9, and 11.
3. This pencil is too short and too fat.
4. Possible solution:



6. Pea, car, red, cow, moth, low, cry, bone.

## COMMENTS

- About Number 1: While “standing still” is the best answer, be tolerant of other responses, such as “jumping.” If a child can make a case for an alternative answer, so be it. However, if a child replies, “That person has turned himself into a little dot above a line,” you have our permission to say, “Wrong!”
- Activities such as Number 3 help give children a feeling for sentence structure. Even though the sentence is presented with the “innards” missing, most youngsters will still be able to make sense of it.

TAKE AWAYS, TRIANGLES, AND RAIN

WRITE YOUR NAME WITHOUT LIFTING YOUR PENCIL OFF THE PAPER!

DO IT!

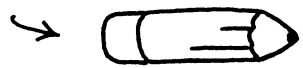


1 If this is someone running, and this is someone walking, what could this person be doing?

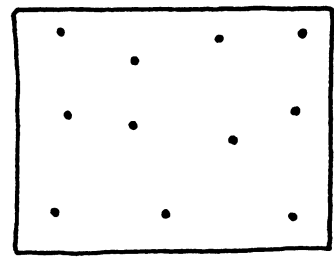
2 The rain is coming down at a slant because the wind is blowing. Circle the numbers of the people who will get wet.



3 This \_\_\_\_\_ is too \_\_\_\_\_ and too \_\_\_\_\_.



4 Make at least 16 triangles by connecting dots. The triangles can touch each other.



5 HOW MANY PERMANENT TEETH DO YOU HAVE?

6 Take away any two letters from the underlined word to make a new word for the thing being described.

- A kind of monkey - grape ape
- Something you eat - pearl \_\_\_\_\_
- A form of transportation - carol \_\_\_\_\_
- A color in our flag - tired \_\_\_\_\_
- A farm animal - clown \_\_\_\_\_
- Something that flies - mother \_\_\_\_\_
- Opposite of high - elbow \_\_\_\_\_
- Something babies do - crazy \_\_\_\_\_
- Something dogs like - bounce \_\_\_\_\_

# Robot Writing and Strange People

## ANSWERS

1. Moustache - 8; freckles - 3; earring - 5; combed hair - 1; worries - 2; needs shave - 7; yawns - 4; lost comb - 6.
2. Possible solution: fox; cat; rat; bat; dog; pig; cow; fly; owl; bee; ant.
3. No!
4. This is a happy U, and this is a sad U.

## COMMENTS

- We had a lot of fun inventing Number 1. Initially, we thought of the little oval in Picture 4 as singing but then decided that children would probably see it more readily as a yawn.
- About Number 2: As an extender, have children make lists of four-letter animals, birds or insects. And keep the idea of the beginning letter to lead students into the activity. It provides structure which makes the challenge more interesting.
- About the name activity: If you have time, carry the robot writing one step further and have them write a note to you in “robotese.”