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# Introduction

The goal of this book is to provide students with challenging and fun activities that require critical thinking, logical thinking, problem-solving, and reasoning skills. Some of the less difficult activities are presented in the front of each unit with the activities increasing in difficulty as the chapter progresses.

Each chapter begins with instructional pages to the teacher that include the following:

## Goals

Use this section for planning the objective or goal statement.

## Teacher Tips

This section provides a brief description and an overview of what is expected from the activities.

## Step by Step

This explanation is a step-by-step process of how to solve the kind of logic problems encountered in that chapter. Begin each chapter by reading the chapter goal and teacher's tips; then work through the example problem with your students. Following the step-by-step process is a way to make maths logic problems easy for your students. Once the process of solving the particular type of logic problems in a chapter is understood by students, the remaining activities in the chapter are self-explanatory.

## The Activities

There are eight chapters in this book with specific types of logic problems to solve in each, except for the last chapter which has a variety of problems. In chapter two "Analysing Information: Finding All Possibilities", the last activity "Working for a Living" is a lengthy problem with 81 possibilities. It is suggested this activity only be assigned to students who want to be truly challenged. It can also be used as a class project in which the months of the year are divided so that small groups work out the possibilities and then the groups pool their information to get the answer. In chapter seven "Logic Puzzles and Games", the idea is to play the two games many times before discussing the strategy for winning so that each student can discover the strategy on his or her own. When most members of the class feel they know the strategy for winning, then a class discussion can take place and the students can create a condensed description of the strategy for winning.

Name \_\_\_\_\_

## Weird Dress Code



Primpy School has a wierd dress code. Would you believe this? They have to follow it on the weekends, too. Year six must wear jeans on Mondays, and the day after they wear long sleeve shirts. Year seven must wear shorts on Thursday, never the day before and also on the day year six wear long sleeve shirts. Year eight must wear sneakers two days after year seven wear shorts and hats three days after year six wear jeans. It is Thursday, and year six have on long sleeve shirts. Decode this dress code and list eight facts.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

What are the students wearing on Thursday? \_\_\_\_\_