# Critical Thinking Skills

# USING LOGIC

REM 202B


**Writter & Illustrator:** Ellie Weiler
**Cover Designer:** Don Merrifield


## A Teaching Resource From


REMEDIA PUBLICATIONS



©2012, 2001, 1995
**Copyright by Remedia Publications, Inc.**
**All Rights Reserved. Printed in the U.S.A.**

The purchase of this product entitles the individual teacher to reproduce copies for classroom use.
The reproduction of any part for an entire school or school system is strictly prohibited.


To find Remedia products in a store near you, visit:
**www.rempub.com/stores**


Remedia Publications, Inc.
15887 N. 76th Street • Suite 120 • Scottsdale, AZ • 85260


BLACKLINE MASTERS

RESEARCH-BASED ACTIVITIES
Supports State & National Standards

This product utilizes innovative strategies and proven methods to improve student learning. The product is based upon reliable research and effective practices that have been replicated in classrooms across the United States. Information regarding the research basis is provided on our website at www.rempub.com/research

# INTRODUCTION

This book is designed to provide students with activities demanding the use of logic. As the basis of all reasoning skills, it is essential that logic be presented and stressed in as many different formats as possible. The activities included involve the basic skills of language, math, and visual perception. Students must analyze the problem, evaluate possible solutions, and follow sequential steps to arrive at a conclusion. These same steps are required in any problem-solving situation-both academic and practical. They will develop abilities in examining information, exploring possibilities, and sequencing.

You will find this book to be an effective teaching tool for many ages and readability levels. Based on Bloom's Taxonomy of thinking skills, it is suitable for grades 3-6. Readability is approximately at the 3rd-4th grade level. (Keep in mind that readability scales, though useful, are guidelines only. They cannot measure every factor affecting readability, such as sentence structure or appeal to the reader. Also, scales can differ from each other in the results they yield).

Although an answer key is provided, it is entirely possible that students may have very valid reasons for choosing a different answer than what is given in the key. Any answer they can explain in a logical manner should be accepted.

All activities are reproducible for use in a variety of teaching, practice, and reinforcement situations. They are appropriate for whole class, small group, or individual use. Oral discussion of the work as it is completed will increase the level of student understanding.

## THE CRITICAL THINKING SERIES

FROM REMEDIA PUBLICATIONS




©Remedia Publications

Name _____

# USING LOGIC

**Logic means "making sense."**

It's like putting a puzzle together. You gather all the pieces and put them together to make a clear picture. Sometimes the pieces are words — written or spoken. Sometimes they are numbers or even pictures and designs.

The examples below will give you an idea of what logic is all about.

**WORDS:**

**Read these sentences:**

**Do they make sense the way they are? Write them in logical order on the lines below.**

She mailed it. _____

Karen wrote a letter. _____

She put a stamp on it. _____

**Here's another example:**

Jim was late for school. He dressed quickly and gobbled down his breakfast. Then he sat down and watched the last cartoon on TV. He had to run all the way to school.

**What did Jim do that was not logical?** _____

_____

**NUMBERS:**

This number is odd.
It is larger than 12.
It does not have a 3 in it.

**Which is the logical choice? Circle the number.**

14 26 15 33

**PICTURES:**

This poster tells about a contest. Is it logical? _____

Explain: _____

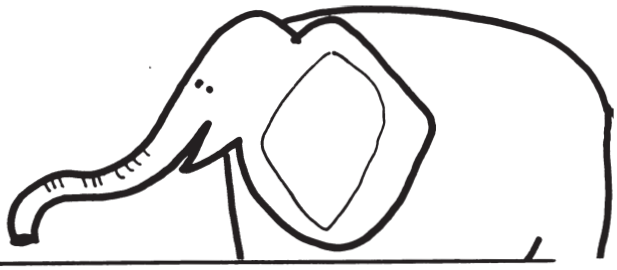
_____

Name _____



Putting things in order takes logic.

**Follow the directions for ordering each list below.**



1. Order these animals from LARGE to SMALL.

wolf _____

elephant _____

spider _____

chipmunk _____

rhinocerous _____

2. Now list them in ALPHABETICAL ORDER.

_____

_____

_____

_____

_____

3. Order these numbers from SMALL to LARGE.

674 _____

83 _____

208 _____

912 _____

4 _____

4. Write these number words in ALPHABETICAL ORDER.

twelve _____

four _____

six _____

nine _____

one _____

5. Order these fruits from LARGEST to SMALLEST.

cantaloupe _____

plum _____

watermelon _____

grape _____

orange _____

6. Order these animals from FAST to SLOW.

cat _____

pig _____

cheetah _____

turtle _____

horse _____



©Remedia Publications

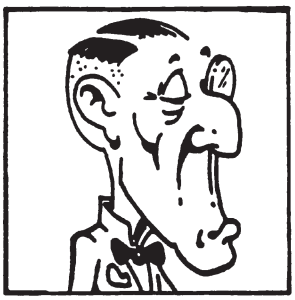
Name _____



# Welcome to Oakdale!

**Meet Aggie and Ansel Anderson. They live in Oakdale. They have a dog named Flapjack and a cat named Biscuit. Aggie and Ansel are very curious children and like to play detective.**

**Here are some friends of Aggie and Ansel. They often find themselves smack-dab in the middle of Ansel and Aggie's adventures. Read the clues below to identify each person. Write the name of the character under his/her picture.**



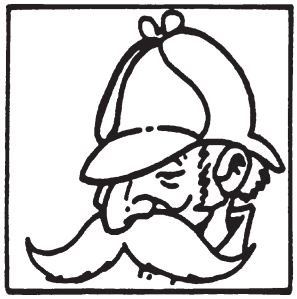
_____

_____

_____

_____

_____



_____

1. Mrs. Maypole lives next door to Aggie and Ansel. They like to tease her about her hats.
2. Miss Magenta works in the Oakdale library. She does not like fancy hair-dos and never wears jewelry. Mrs. Flamingo thinks Miss Magenta is a very boring person.
3. Sergeant Tuesday snorts and puffs through his thick mustache when Aggie and Ansel try to solve his cases for him.
4. Colonel Catsup and Professor Peachtree share a house on Pecan Street. The colonel often makes fun of the professor's bald head.

©Remedia Publications

Name _____

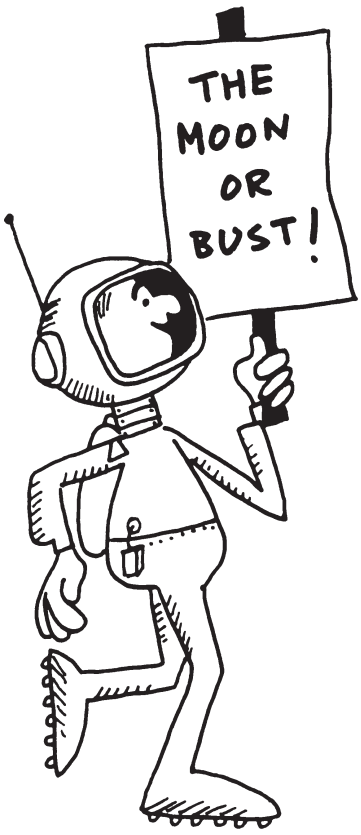


Making choices takes logic! You must know: 1) How many choices you have for a given situation and 2) What your choices are.

Sometimes there are only two possible choices.
Other times there are more than two.

**Each sentence below gives two choices. If you agree that these are the only two possible choices, put an A (agree) in front of the statement. If you feel there are more than the two choices given, put a D (disagree) on the line.**

**Example:** _____ You may have a hot dog or a hamburger for lunch.
(This is a **D** because you might have ham, tuna, or lots of other things for lunch!)




**Now try these!**

1. _____ All plants are either tall or short.
2. _____ A goldfish is either alive or not alive.
3. _____ You may either stand up or sit down.
4. _____ A glass is either empty or full.
5. _____ A person is either young or old.
6. _____ You are either awake or asleep.
7. _____ Food is either raw or cooked.
8. _____ People are either grouchy or happy.
9. _____ A dog is either large or small.
10. _____ Eyes are either brown or blue.
11. _____ The door is either open or closed.
12. _____ A cloud is either white or black.
13. _____ Your hair is either long or short.
14. _____ You either know the answer or you don't.
15. _____ The weather is either warm or cold.

 ©Remedia Publications

**An analogy compares two sets of words to see how they are alike. It takes logic to solve analogies.**

**Example:**

Fur is to bear as feathers are to a _____ .

To solve it, think "Fur covers a bear. What do feathers cover?" (bird, chicken)

**Now try these:**

1. Scissors are to cut as pencil is to _____ .
2. Sock is to foot as glove is to _____ .
3. Candy is to sweet as dill pickle is to _____ .
4. Scary is to monster as funny is to _____ .
5. Ant is to tiny as hippo is to _____ .
6. Summer is to warm as winter is to _____ .
7. Yellow is to lemon as red is to _____ .
8. Ball is to round as box is to _____ .
9. Up is to _____
   as top is to bottom.
10. Knee is to _____
    as elbow is to arm.
11. Peanut is to _____
    as banana is to monkey.
12. Shovel is to dirt as _____
    is to leaves.
13. _____ is to go as red is to stop.
14. Notes are to music as words are to _____ .
15. Hair is to head as beard is to _____ .