

PRIMARY THINKING SKILLS

# Using Logic & Reason

REM 205D

A TEACHING RESOURCE FROM...

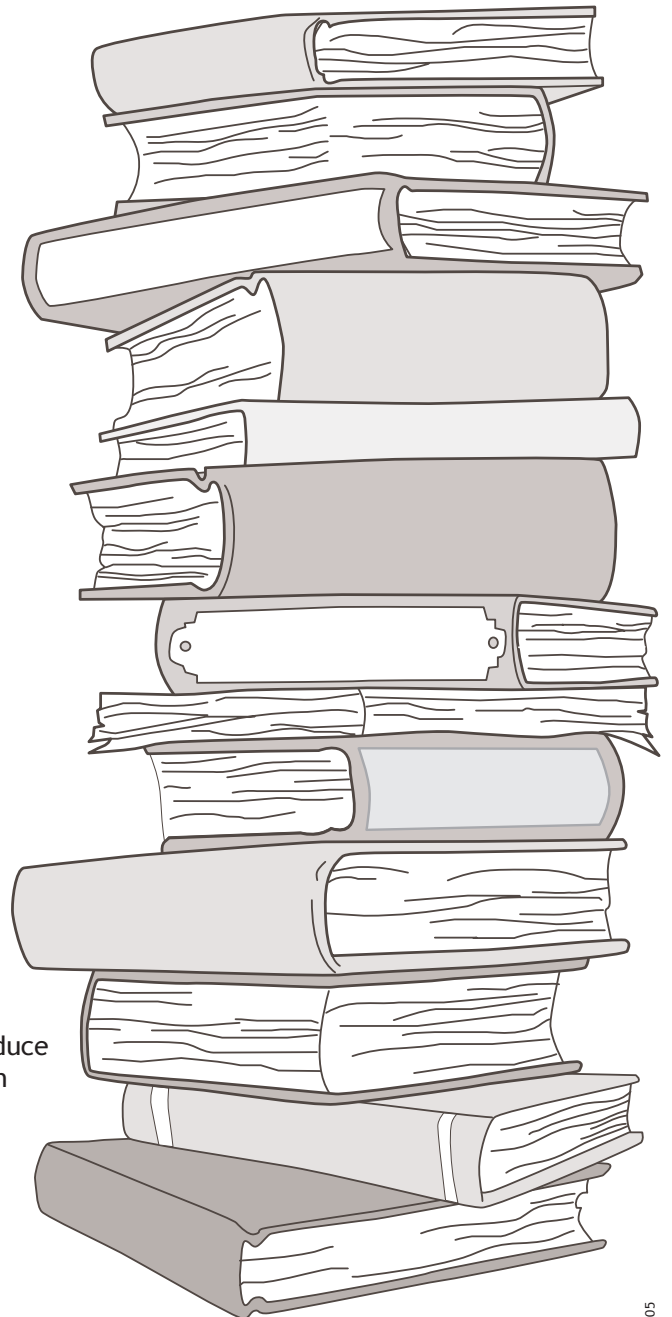


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# INTRODUCTION

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Experts say children need direct instruction in thinking skills. This instruction helps them sharpen those skills and raises their awareness of the quality of their own thinking.

As children learn to recognize and identify the skills they use, they gain more control over their learning and take more responsibility for it.

The books in this series give teachers a method to guide children through a focused and orderly practice of the critical thinking processes.

Because it is never too early to begin this teaching and practice, the activities in these books have been developed to fit the skills and ability levels of first and second graders.

As you begin, do not expect children to complete the activities independently. Work through them with the class or in small groups, with LOTS OF DISCUSSION. Allow explanations about each process and the various ways conclusions were reached.

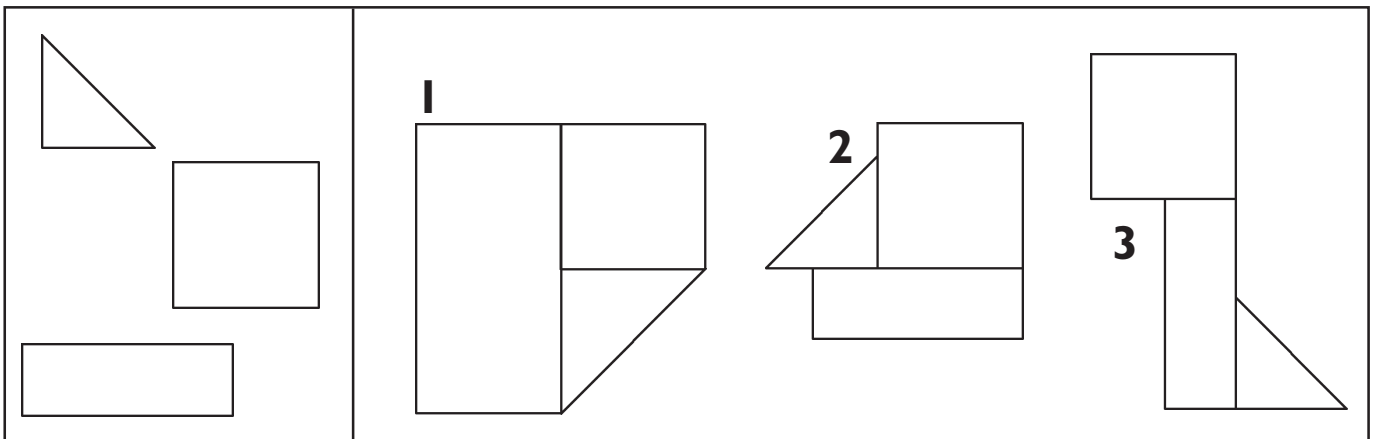
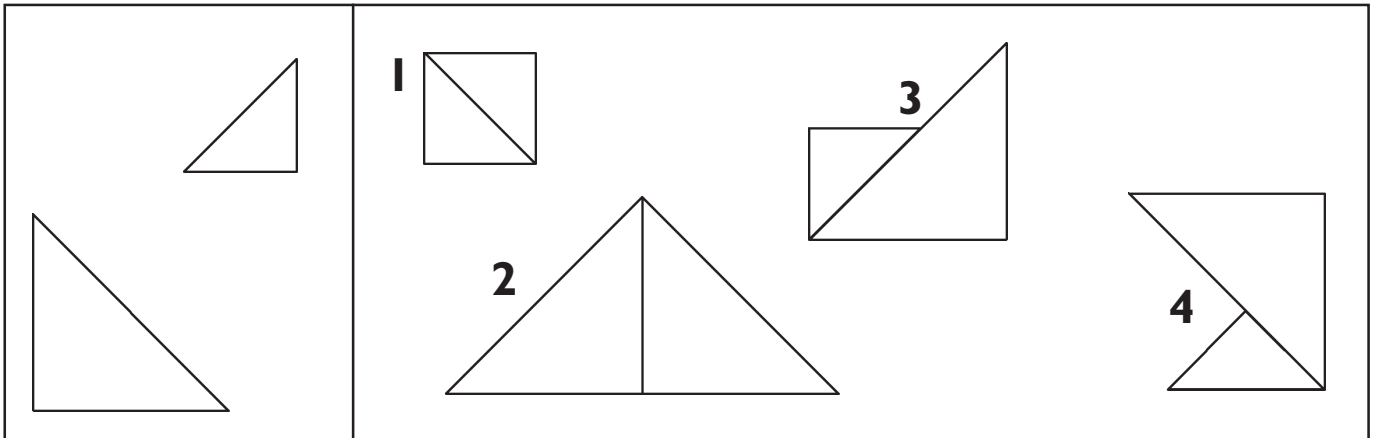
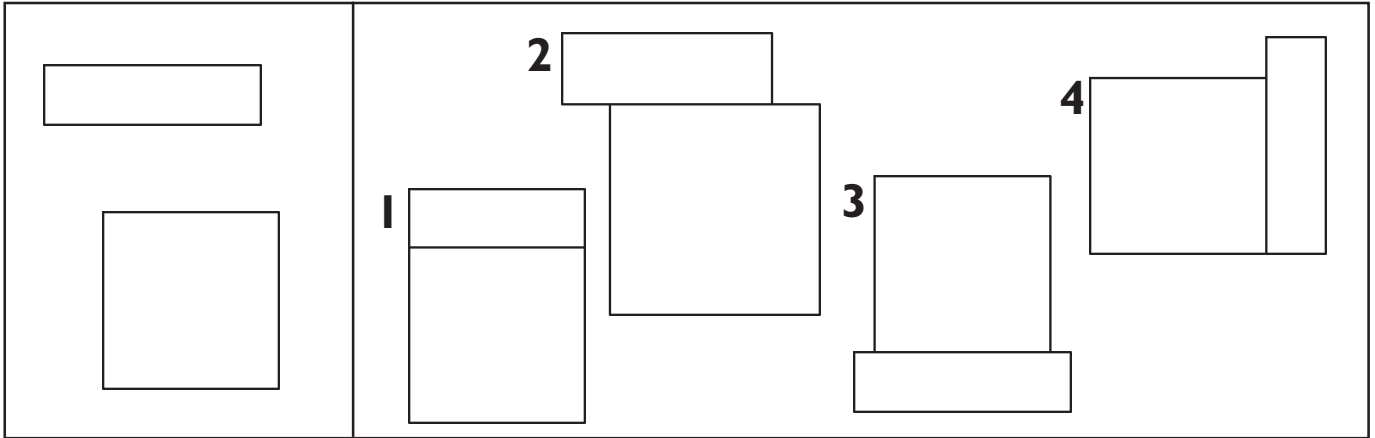
Encourage children to tell HOW they solved the problem. The more they verbalize and listen to others' ideas, the more understanding (and thinking) takes place.

As they progress through activities, they will express interest in doing it by themselves. This is the perfect time to use cooperative learning groups effectively.

As a teacher, use the vocabulary of thinking. Ask questions such as, "What can you INFER from this picture?" "How does this character COMPARE with Willy in the story we read yesterday?" "What do you PREDICT will happen next?"

As you read these activities, you will become more aware of ways to incorporate the specific skills into all areas of the curriculum.

**Color the figures that could be made with the shapes in the first box.**



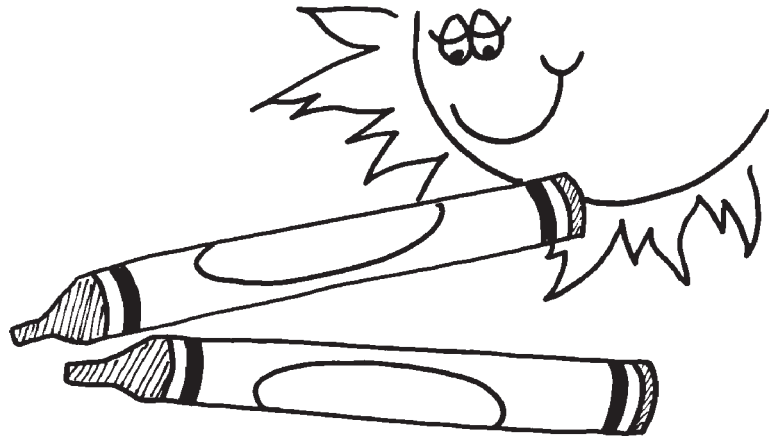
**Color the single shapes that are exactly like a part of the figure in the first box.**

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	<p>1 </p> <p>2 </p> <p>3 </p> <p>4 </p>
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	<p>1 </p> <p>2 </p> <p>3 </p> <p>4 </p>
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### What will happen?



1. If you leave a crayon out in the sun, what will happen?

\_\_\_\_\_

2. If you water a plant every week, what will happen?

\_\_\_\_\_

3. If a bee loses its wings, what will happen?

\_\_\_\_\_

4. If you leave papers out in the wind, what will happen?

\_\_\_\_\_

5. If you tell a funny joke, what will happen?

\_\_\_\_\_

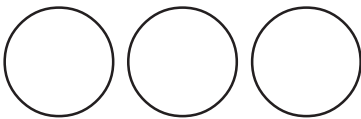
6. If it rains on your picnic, what will happen?

\_\_\_\_\_

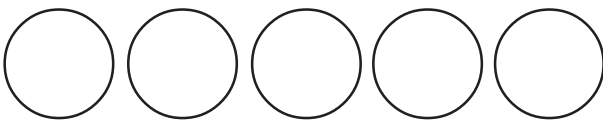
**When Marvin Monkey dances, people put money in his cup? Every hour Marvin counts his money. Marvin is a very smart monkey.**



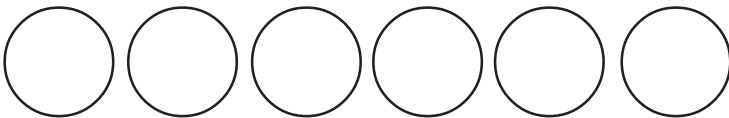
1. Monday he had 16 cents.  
He had 3 coins.  
What were they?



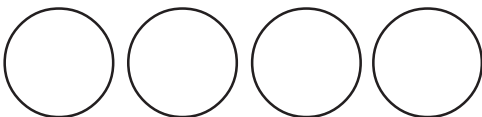
2. Tuesday he had 5 coins.  
He had 21 cents.  
What were the coins?



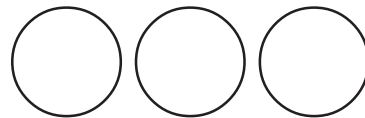
3. Wednesday he had 19 cents.  
He had 6 coins.  
What were they?



4. Thursday he had 4 coins.  
He had 40 cents.  
What were the coins?



5. Friday he had 3 coins.  
He had 7 cents.  
What were the coins?



6. Saturday he had 26 cents.  
He had 4 coins.  
What were they?



**This is Buster. He is a very busy kid!**  
**Read the clues and write what he does each day.**



Monday	_____
Tuesday	_____
Wednesday	_____
Thursday	_____
Friday	_____
Saturday	_____

1. He has a soccer game on Thursday.
2. He has swim lessons 3 days before soccer.
3. He has music lessons 2 days after soccer.
4. He has cub scouts the day before music lessons.
5. He goes to the library the day after swim lessons.
6. What day does he get to stay home? \_\_\_\_\_