

Page 2

Because parts a, b, and c of the problem do not appear in the order in which the answers will be found, the problem would be easier if the three parts were eliminated and replaced by the simple question, "Where did each dog hide its bone?" However, it is important for the students to realize that the order in which an author states questions is sometimes arbitrary and that it may be easier to answer a later question first.

It is also possible that an author thought the questions to be stated not arbitrarily but in a logical sequence, each answer helping with the answer to a later question, whereas a student might use a different line of reasoning and find that rearranging the order of the questions makes solving the problem easier.

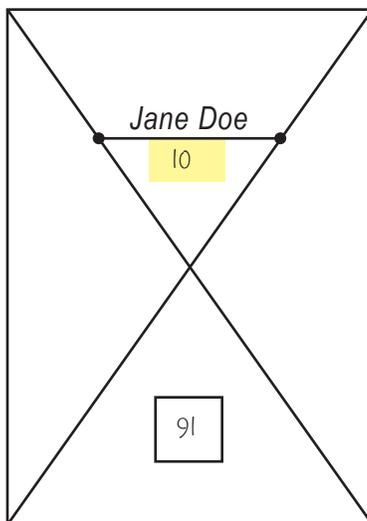
In either case, the student should be taught to have no compunction about reading through all questions to be answered and choosing to start with whichever one seems the easiest.

ANSWERS

2. The bulldog's bone is not near a hedge or a tree (both given), so it is by a fence. Then the fox terrier's bone is not the one by a fence, nor is it near a tree (given), so it is under a hedge. This leaves the boxer's bone to be the one behind a tree.
 - a. fox terrier
 - b. boxer
 - c. bulldog

Page 3**ANSWER**

3.

**Pages 4–6****ANSWERS**

4. Stephen, Randall, Inez
5. Not enough information
6. in front of the house with the red roof
7. a mile
8. Tasha, Jacob, Erica
9. Yes. Maybe Ludwig was absent today.
10. 30¢
11. Not enough information

Pages 7–15

Students too often make unwarranted assumptions about what they're reading or being told. A painless way to show them that they do this is to supply them with a short story and some conclusions about a subject that is simple to understand, emotionally neutral, and interesting enough to argue about. Fairy tales and nursery rhymes not only meet these criteria but have the added advantage of being so familiar that the students are doubly likely to allow past impressions of the story to influence their interpretations of what they are now reading.

Use class discussion to decide on the answers. For each answer, ask first, "How many chose 'true'? How many 'false'? How many 'can't tell'?" and write the numbers on the chalkboard. Ask, "Who wants to start? Tell us which answer you chose and why you think it's right." Try to keep out of the discussion yourself. Let the students argue about it until they are all convinced of the same answer. It will take longer to settle without your intervention, but it will be more effective in developing the students' abilities to think critically.

Don't take for granted that my answers have to be right. I once used the same problem for three different classes, went to the first class *knowing* my answer was right, changed my mind because of the students' arguments, and changed my mind twice more because of the arguments of the students in the other two classes.

Don't think your students are too old for nursery rhymes and fairy tales. My students were tenth-through twelfth-graders whose abilities ranged from gifted to educable mentally retarded and whose social inclinations ranged from aggressive gang members to shy loners. Despite the ages of the students and the numerous classes exposed to such materials, there were only a handful of times when a student objected to the first problem with a