



The Critical Thinking Co.™ Products Have Won More Than 100 National Awards!



Gifted Sample Activity Booklet

How to Use This Booklet

This booklet is a small sample of our critical thinking products that engage and develop gifted minds. The material is organized by age and/or grade level to make it easier for you to find an acceptable level of challenge. To see a list of the sample products for a specific age or grade, please see the table of contents. You are free to print and use each of these samples in one home or one classroom for one year. None of the copyrighted material in this book can be sold or duplicated beyond the uses defined above without written permission from The Critical Thinking Co.™

Importance of Feeding the Gifted Mind

A gifted mind hungers for stimulation and The Critical Thinking Co.™ produces material that challenges and develops problem-solving skills. We empower minds; we do not teach through drill and memorization or teach to the tests. Our goals are higher grades, top test scores, and problem-solving skills to meet all of life's challenges. The Critical Thinking Co.™ is recommended by Mensa, Learning® Magazine, The Well-Trained Mind, Dr. Toy, Creative Child Magazine, and is used by Sylvan Learning Centers, Club Z In-Home Tutoring, leading U.S. public schools, and gifted and talented programs in 57 countries throughout the world. We guarantee better grades and higher test scores—or your money back.

We design critical thinking into ALL of our products. This not only helps gifted students transfer critical thinking skills to other areas of their lives; it improves the effectiveness of content lessons. Critical thinking requires deeper analysis of the lesson. Deeper analysis produces deeper understanding, resulting in greater engagement and retention of the lesson. Over time, students who practice critical thinking learn to apply it throughout their education and life.

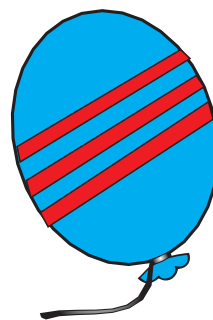
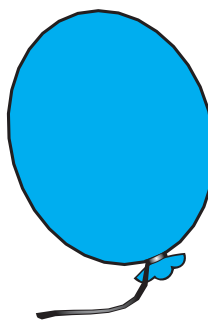
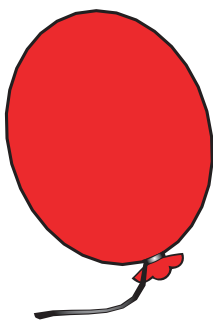
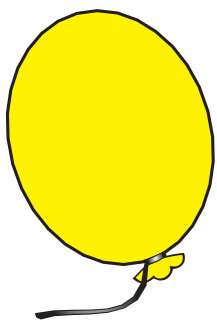
Our products are fun and engaging and help children succeed in school and life. We offer analytical puzzles for intellectual stimulation and as standards based educational products that teach reading, writing, science, social studies, and mathematics as they develop problem-solving skills. Try some of these free sample activities and learn why we have won more than 100 national product awards.

The Critical Thinking Co.™

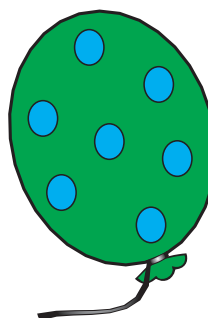
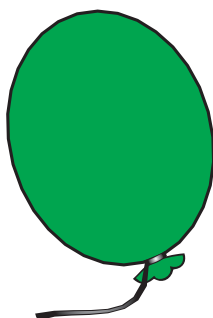
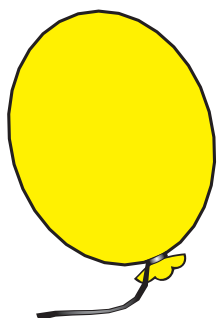
For more than 50 years, our award-winning products have helped students of all abilities achieve better grades and higher test scores with highly effective lessons that sharpen the mind as they teach standards-based reading, writing, mathematics, science, and history. Our products are fun, easy to use, and guaranteed to produce better grades and higher test scores.

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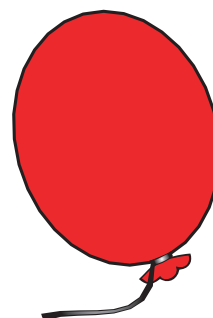
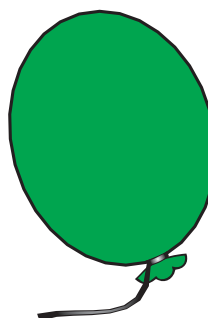
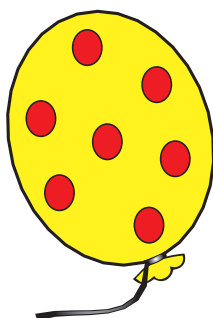
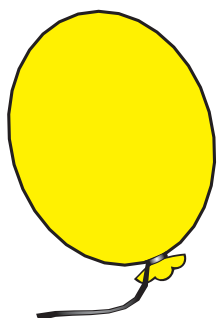
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Thinker Doodles Beginning	Prek	Critical Thinking	2
Mind Benders® Book 1.....	PreK-K	Critical Thinking	3
Can You Find Me?	Gr. K-1	Critical Thinking	4
Building Thinking Skills® Primary	Gr. K-1	Critical Thinking	5
Mind Benders® Book 2.....	Gr. 1-2	Critical Thinking	6
Mathematical Reasoning™ Level C.....	Gr. 2	Mathematics	7
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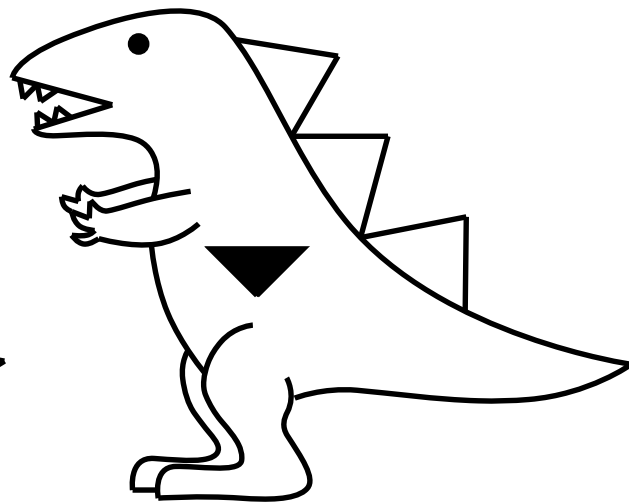
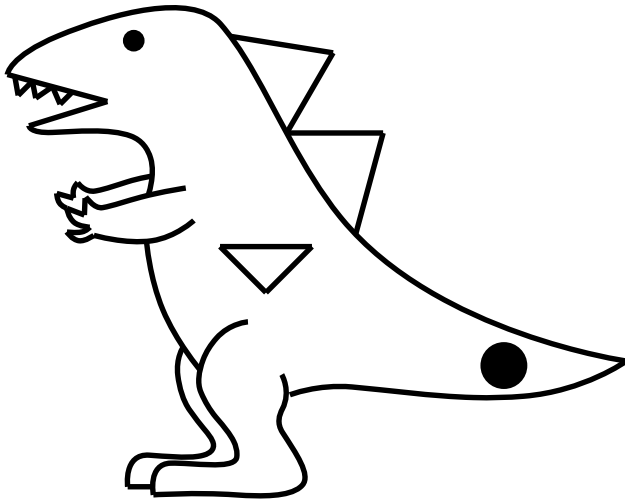
Which balloon is green or yellow?



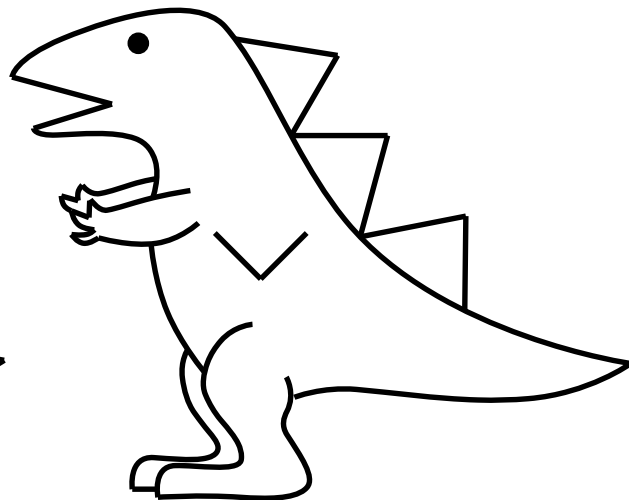
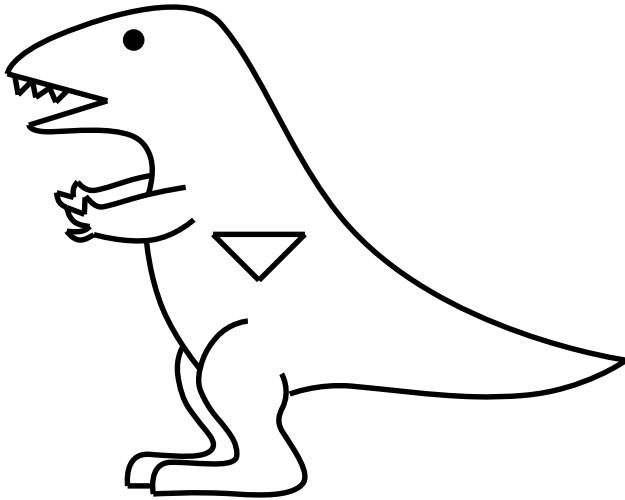
Which balloon is green and yellow?



Which balloon is blue or green?



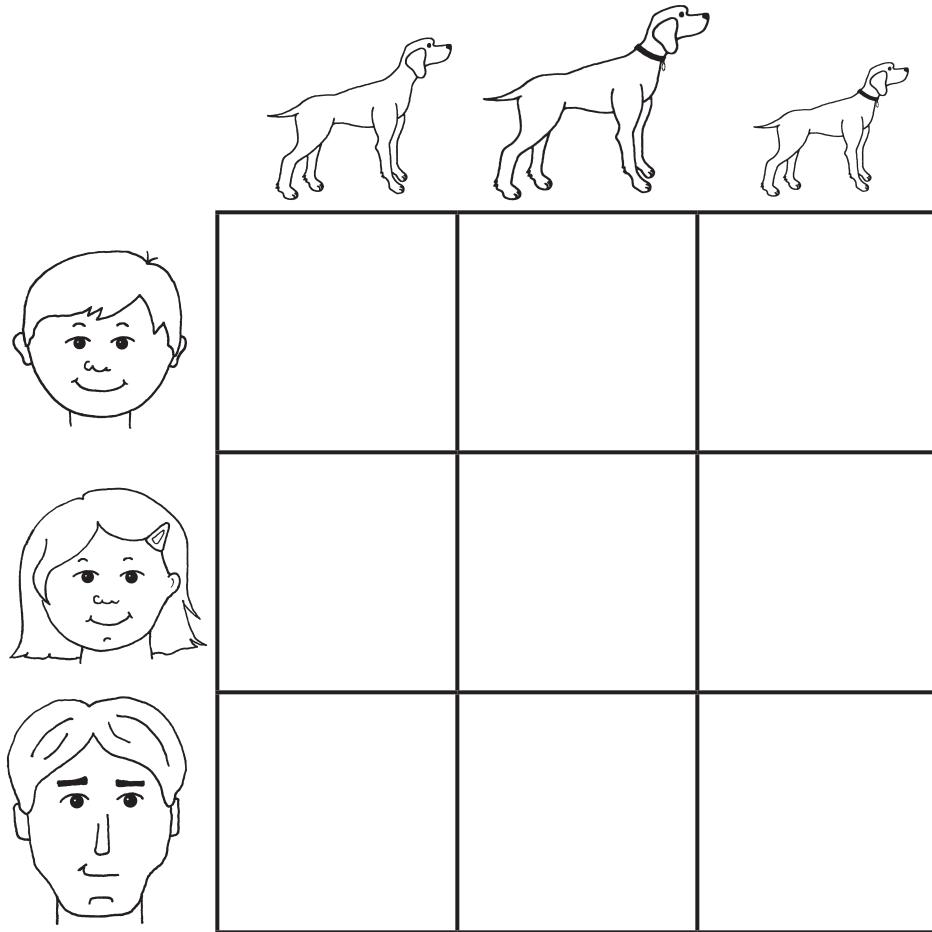
1. Look at each dinosaur above, then find its unfinished picture below. Use a pencil to draw in all the missing parts.



2. Circle the dinosaur on the bottom row that has a black triangle on its body.
3. Color the dinosaur on the bottom row that has a black circle on its tail, using three colors.
4. Draw something for the dinosaurs to eat.

ACTIVITY 5

Directions: Fill in the chart using Y for yes or N for no as you solve the puzzle.



A boy, a girl, and their dad each has a pet dog.
Use the clues and the chart to find each one's pet.

1. The girl's dog wears a collar and is smaller than her dad's dog.
2. The dad's dog is not the biggest or the smallest.

On the left is a big striped cat
who always wears a purple hat.
On the right is a green and white frog
who rides atop a shaggy dog.

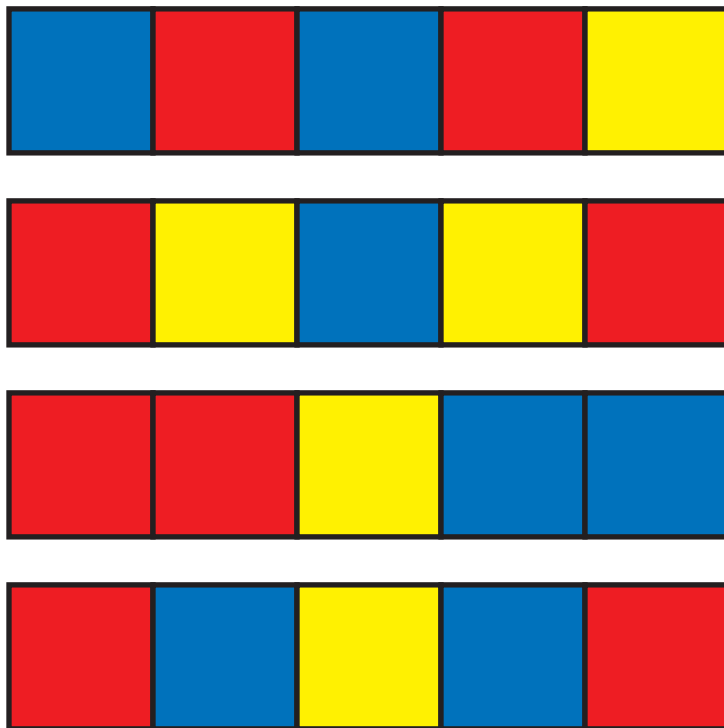
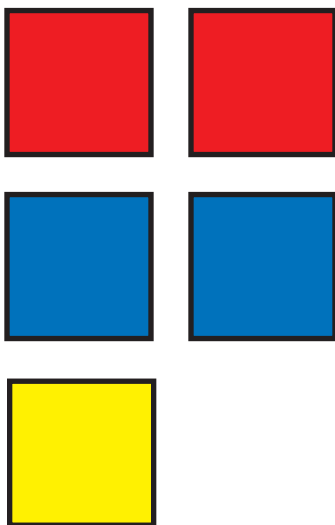
Of the four groups that you see,
which group must this one be?



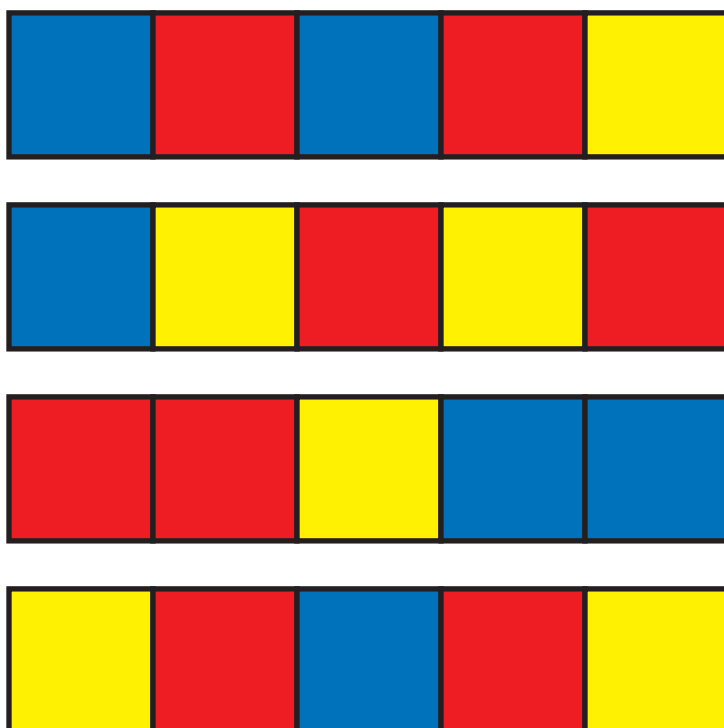
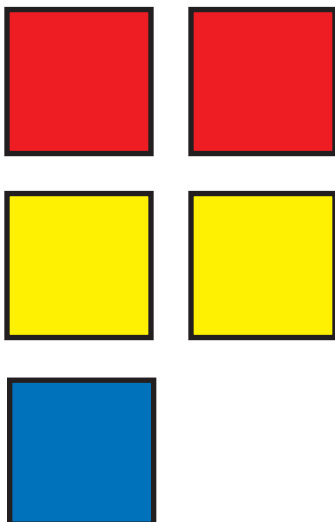
COMBINING INTERLOCKING CUBES

DIRECTIONS: Find the figures that can be made by combining five interlocking cubes. Circle the figures you can make. Then draw an “X” through the ones you CANNOT make.

B-21 Use two red cubes, two blue cubes, and one yellow cube.



B-22 Use two red cubes, two yellow cubes, and one blue cube.



ACTIVITY 24

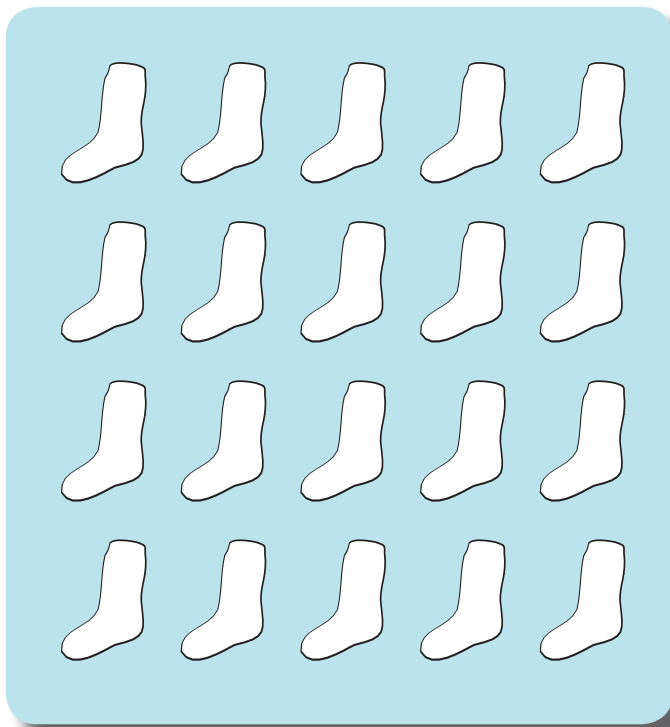
DIRECTIONS: Fill in the chart using Y for yes or N for no as you solve the puzzle.

10 20 25 35

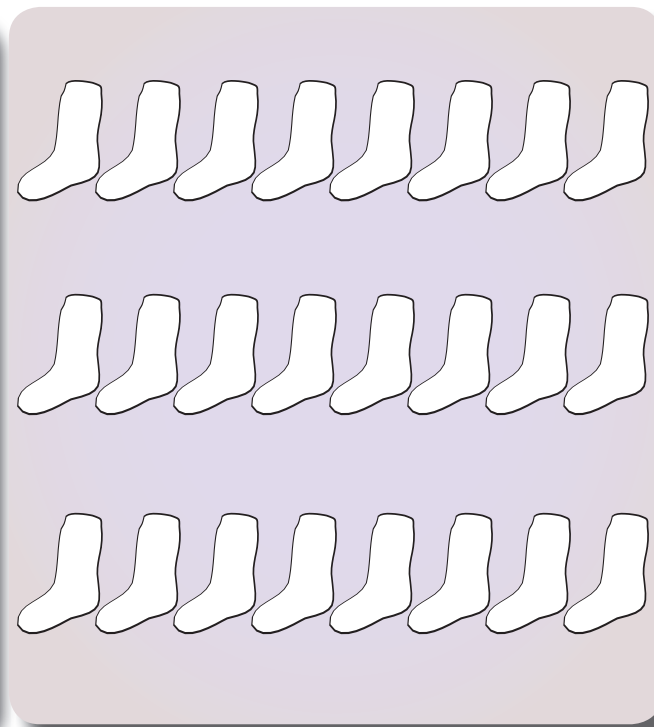


Four fish had fish for dinner. Find out how many fish each fish ate for dinner.

1. The black-tailed fish had more than the white fish.
2. The spotted fish had 5 more than the black-tailed fish.



Kyle's Socks



Mary's Socks

Half of Kyle's socks are red. The rest of his socks are blue. One third of Mary's socks are red. The rest are blue. Color Kyle's and Mary's red socks.

How many red socks does each person have?

Kyle _____ Mary _____

If half of Mary's socks were red, how many red and blue socks would she have?

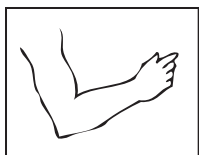




PARTS OF A WHOLE—SELECT

DIRECTIONS: Each exercise has four words. Read the words and decide which represents a whole thing and which are parts of the whole. In the blanks below each group, write the word that is the whole thing and then the words that are the parts.

I-9



arm



body



head



leg

WHOLE _____ PARTS _____

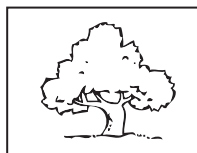
I-10



branch



leaves



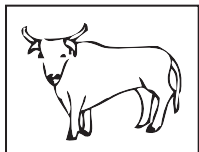
tree



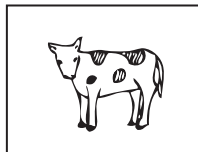
trunk

WHOLE _____ PARTS _____

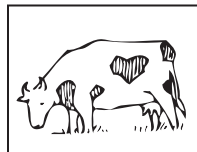
I-11



bull



calf



cow

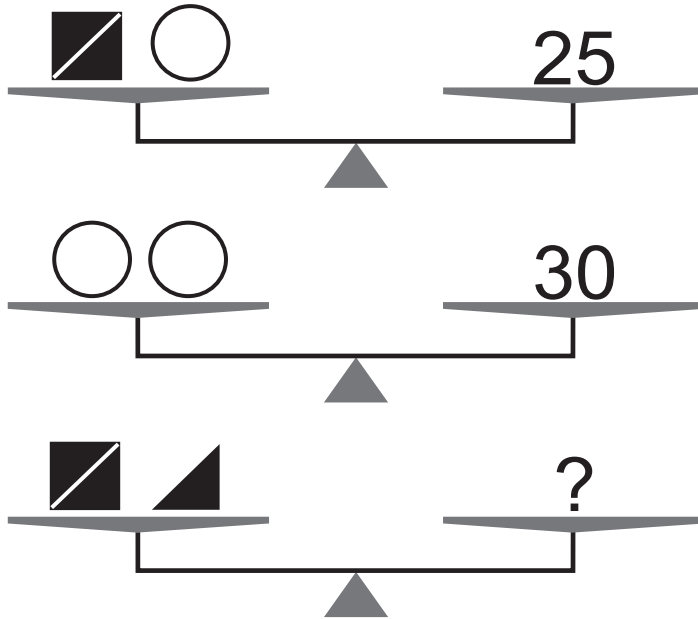


herd

WHOLE _____ PARTS _____



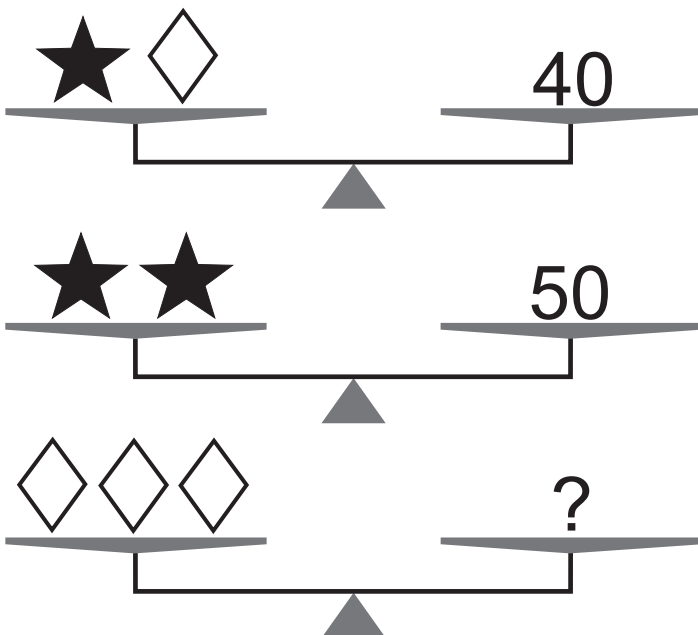
Use the balanced scales to find the missing numbers.


Problem 1

$$\square = \dots\dots\dots$$

$$\bigcirc = \dots\dots\dots$$

$$? = \dots\dots\dots$$


Problem 2

$$\star = \dots\dots\dots$$

$$\diamond = \dots\dots\dots$$

$$? = \dots\dots\dots$$

2. Why Dogs Wag Their Tails by David White

A ¹In the early days of the animals, the dog was trying to show his happiness but did not know how. ²He decided to ask his friends for help.

B ³The dog went to the cat. ⁴“You should try purring,” the cat said, purring.

C ⁵“You’re no help,” said the dog sadly.

D ⁶The dog went to the hyena. ⁷“You should try laughing,” the hyena said, laughing. ⁸“Look at me. ⁹I’m happy when I laugh.”

E ¹⁰“You’re no help,” said the dog sadly.

F ¹¹The dog went to the chimp. ¹²“You should try smiling,” she said with a grin. ¹³The dog tried to smile. ¹⁴The chimp tried not to laugh. ¹⁵“You’re right, my friend,” she said. ¹⁶“I thought it would help, but you don’t look happy.”

G ¹⁷The dog hung his head and walked away. ¹⁸Then he had an idea. ¹⁹He would go see the lion. ²⁰The lion was wise.

H ²¹“King of the Beasts, please tell me how to look happy,” the dog said.

I ²²The lion yawned and said, “Think of something happy.”

J ²³The dog thought for a long while. ²⁴Finally, the dog thought how lucky he was to have friends like the cat, the hyena, and the chimp. ²⁵The dog’s tail twitched.

K ²⁶“Aha,” the lion said. ²⁷“I wondered how your happy feeling would show.”

L ²⁸“I felt it,” the dog said excitedly. ²⁹The tail moved even more. ³⁰“Wow!” the dog cried. ³¹“My tail shows how happy I am! ³²Thank you, lion!”

M ³³The dog bounded off. ³⁴He couldn’t wait to show his other friends! ³⁵As he ran along, his lively tail wagged after him.



DIRECTIONS: Circle the letter next to the correct answer or write the answer on the lines given. When asked, write the number of the sentence or the letter of the paragraph that is the best evidence.

1. Why did the dog tell the cat, “You’re no help”?

Which sentence is the best evidence?

2. Why did the hyena suggest that the dog should laugh?
- A. He wanted to make fun of the dog.
 - B. Laughing made the hyena happy.
 - C. Purring made the dog sound silly.
 - D. He was worried about the dog.

Which sentence is the best evidence?

3. What did the chimp think would happen if the dog smiled? The dog would
- A. look happy.
 - B. say he was sorry.
 - C. stop looking for friends.
 - D. become the chimp’s friend.

Which sentence is the best evidence?

4. In sentence 22, why did the lion tell the dog to think of something happy?

Which sentence is the best evidence?

5. What does the last paragraph suggest about how the dog felt when he left the lion?

Which sentence is the best evidence? _____

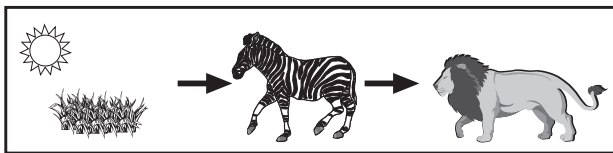
26—Food Chains and Food Webs

A ¹Every organism needs food. ²Food provides energy, and an organism will die if it does not get enough energy. ³Plants get energy from sunlight and use it to make their food. ⁴Animals get their energy by eating plants or by eating animals that eat plants.

B ⁵Because plants make their own food, they are called food **producers**. ⁶Animals cannot produce food—they must *consume* plants or other animals to get food. ⁷Animals are called **consumers**.

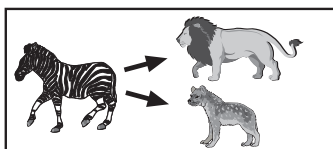
C ⁸Without producers, consumers would not live long. ⁹That's because animals eat plants or other animals that eat plants. ¹⁰If plants disappeared, animals would run out of food and die.

D ¹¹A special type of diagram is used to show what-eats-what in an ecosystem. ¹²This diagram is called a **food chain**. ¹³A food chain is a kind of flow chart.

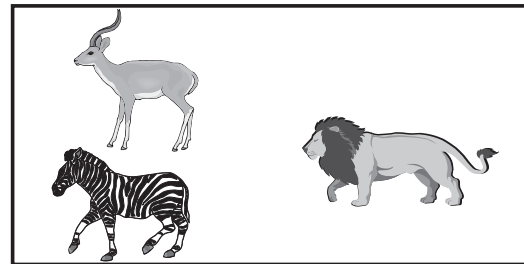


E ¹⁴In a food chain, each organism is called a link. ¹⁵Arrows show the direction energy flows between links. ¹⁶Each arrow means "is eaten by." ¹⁷For example, → means "grass is eaten by a zebra."

F ¹⁸Different animals may eat the same kind of consumer.



G ¹⁹On the other hand, one kind of animal may eat more than one kind of consumer. ²⁰A lion eats both zebra and antelope. ²¹Where would you draw two arrows to show the flow of energy in the flow chart below?



H ²²It is easier to use names instead of drawing pictures in a flow chart. ²³How would you read this flow chart?

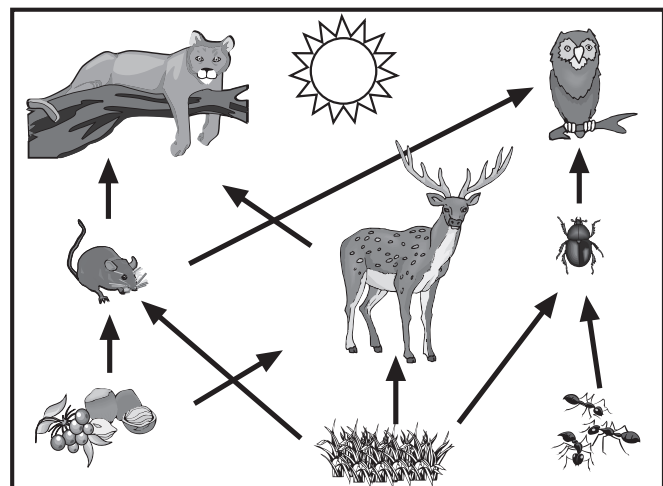


Grass

Zebra

Lion

I ²⁴A single food chain does not tell how all the organisms in an ecosystem relate to one another. ²⁵We can learn a lot about an ecosystem by putting several food chains in one diagram. ²⁶A diagram that combines more than one food chain is called a **food web**. ²⁷Think about the food web below.



1. For each statement, circle T or F for true or false. In the blanks, write the number(s) of the SENTENCE(s) that gives the best evidence for your answer.

- a. An animal can be a producer. T F ____
- b. A mouse is a consumer. T F ____
- c. Producers get energy from the sun. T F ____, ____
- d. Consumers can survive without producers. T F ____

2. What is the most likely meaning of *consume* as it is used in sentence 6?
- a. change into c. feed
b. take in d. become

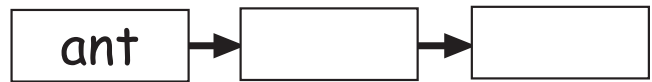
3. Why is the sun part of a food chain? Use complete sentences to explain your answer.

Write the number of the sentence that gives the best evidence for your answer. ____

4. If plants disappeared, could animals continue to survive? ____

Use complete sentences to explain why or why not.

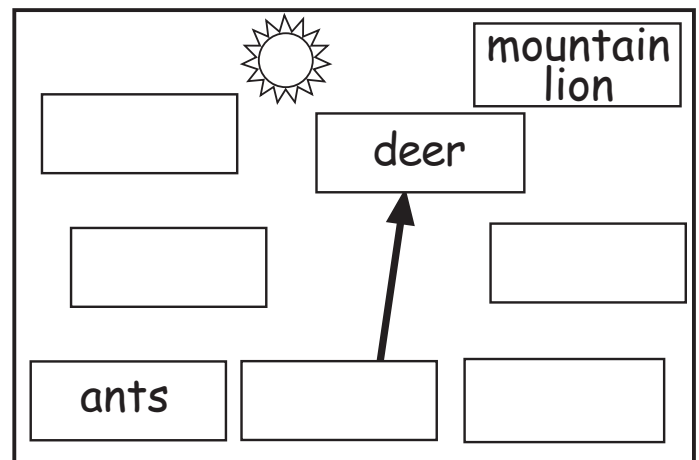
5. Using the food web in the lesson, complete the following food chains of the owl and the cougar.



6. Write the names of the following organisms in the correct order in the flow chart below: fish, sea grass, shark, and shrimp.



7. Look again at the food web in the lesson. Then complete the diagram below by adding names and connecting them with arrows.



4. Aiden and Reilly

¹Aiden and Reilly lived together in the snow.
²In fact, they were snowmen! ³Aiden was younger than Reilly. ⁴He always did whatever he felt like doing. ⁵Aiden wore a metal bucket on his head, while Reilly did not. ⁶Aiden also liked to throw snowballs at the birds. ⁷Reilly never liked when he did this. ⁸He always tried to protect his neighbors from the forest.



⁹One day, Aiden asked Reilly if he wanted to go for a walk. ¹⁰Reilly declined the offer, and then he reminded Aiden about what the other snowmen always said: "Don't go past the Great Meadow." ¹¹He told Aiden that it gets very warm beyond the meadow, and it would be dangerous for him to go there. ¹²Aiden turned away without listening and began walking. ¹³He got to the Great Meadow, stopped, and then kept on walking. ¹⁴Reilly never saw Aiden again.

Circle **T** if you are certain this sentence is true. Circle **F** if you are certain it is false. Circle **U** if it is unknown because you need more information. Add the sentence number on the line that best supports your true or false answer.

1. Aiden is older than Reilly. T ____, F ____, or U
2. Aiden and Reilly live in the city. T ____, F ____, or U
3. Aiden wore a wooden bucket on his head. T ____, F ____, or U

Write the answer on the lines given or circle the letter next to the correct answer(s).

4. What probably happened to Aiden? Write the number of the sentence that best supports your answer.

Best evidence sentence: ____

5. What does this story suggest?
 - a. Don't play in the snow.
 - b. Being reckless can be dangerous.
 - c. Snowmen talk to each other when people aren't around.
 - d. Sun melts snow.
6. Circle all the statements you can reasonably conclude from sentence 8.
 - a. Reilly would save a skunk from freezing in the snow.
 - b. Aiden would help a wounded hawk.
 - c. Reilly would make a good hunter.
 - d. Reilly would help a baby bear in trouble.
7. Aiden's and Reilly's character traits are:
 - a. the same.
 - b. almost alike.
 - c. different.
 - d. similar.
8. Which would be the best title for this story?
 - a. Two Polar Snowmen
 - b. A Winter in Mexico
 - c. Frosty's Children
 - d. The Snowman Who Wouldn't Listen

Circle **PT** for probably true or **PF** for probably false. Be sure to supply all evidence: sentence number(s) and personal knowledge that best supports your answer.

9. Aiden walked past the Great Meadow and melted.

PT or PF Sentences _____

Personal knowledge: _____

10. The two snowmen lived near a forest.

PT or PF Sentence _____

Personal knowledge: _____

Name the Animals

A cat, a large dog, a goat, and a horse are named Jumper, King, Rose, and Sparkle. Read the clues to find each animal's name.

1. Rose and the cat like each other.
2. Jumper and the horse go for walks together.
3. Jumper, King, and the goat are the largest of the four animals.

	Jumper	King	Rose	Sparkle
cat				
dog				
goat				
horse				

Sarah Plays the Piano



A photo of Sarah taken on Wednesday playing the piece “Claire de Lune”.

¹Sarah likes playing the piano, and she looks forward to her piano lessons with Mr. Keys on Wednesdays. ²However, she does not like to practice, and she only practices when her mother makes her practice, which is an hour everyday except on Wednesdays when she has her piano lessons. ³Sometimes when she practices her father helps her and then practice is fun.

Write whether each sentence is **True**, **False**, or **Unknown**. Explain all the evidence that supports each true or false answer.

- _____ 1. The man in the photo is Sarah’s father helping her practice.
- _____ 2. Sarah sometimes practices more than six hours a week.
- _____ 3. Sarah never uses sheet music during her music lessons.
- _____ 4. Sarah’s favorite piece of music to play is Debussy’s “Clair de Lune.”
- _____ 5. Sarah enjoys playing the piano and having piano lessons.

Activity 1

Use the clues and the chart to determine the value of each letter, solve the cryptogram, and discover the famous quote.

$$b > 2$$

$$b < 4$$

$$b > d$$

$$e < d$$

	a	b	e	d
1				
2				
3				
4				

$$a = \underline{\hspace{2cm}}$$

$$b = \underline{\hspace{2cm}}$$

$$e = \underline{\hspace{2cm}}$$

$$d = \underline{\hspace{2cm}}$$

$$i \neq 5$$

$$u > i > t$$

$$y = 7$$

	i	u	y	t
5				
6				
7				
8				

$$i = \underline{\hspace{2cm}}$$

$$u = \underline{\hspace{2cm}}$$

$$y = \underline{\hspace{2cm}}$$

$$t = \underline{\hspace{2cm}}$$

$$n \neq 9$$

$$r \neq 9$$

$$r \neq 10$$

$$o > r > n$$

	n	o	r	h
9				
10				
11				
12				

$$n = \underline{\hspace{2cm}}$$

$$o = \underline{\hspace{2cm}}$$

$$r = \underline{\hspace{2cm}}$$

$$h = \underline{\hspace{2cm}}$$

Cryptogram (Parentheses separate double digits; they have no other meaning.)

"6f 7o8 596(10)k 128c456(12)(10) 6s 1xp1(10)s6v1,
5(11)7 6g(10)(12)(11)4(10)c1."

21(11)1k 3(12)k

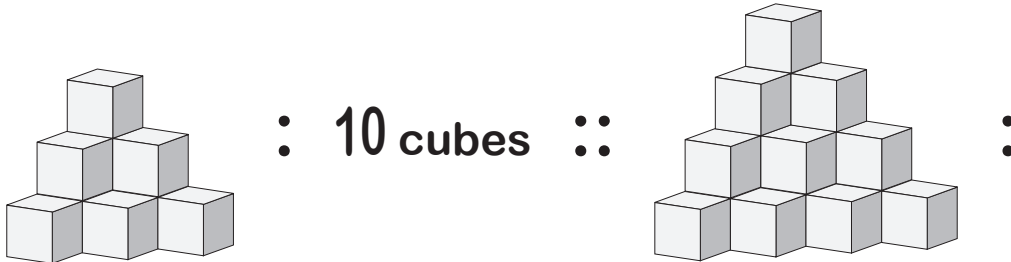
"_ f _ o _ _ _ _ k _ _ _ c _ _ _ _ _ s
_ xp _ _ s _ v _ , _ _ _ _ _ g _ _ _ _ _ c _ ."

_ _ _ _ k _ _ k



Complete Each Math Analogy

85)



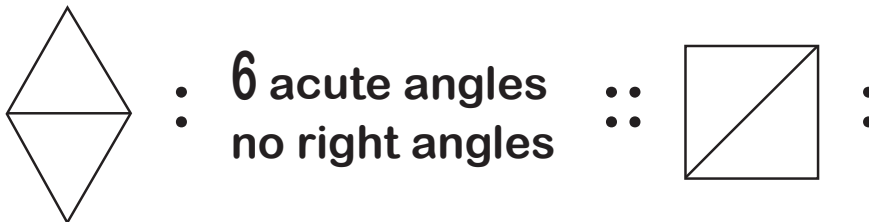
86)

4, 6, 9, : composite :: 2, 3, 5, :
 15, 36, 144 : numbers :: 13, 17, 19 :

87)

century : decade :: dollar :
 (\$1.00) :

88)



OPPOSITES—SELECT

DIRECTIONS: Each line contains four verbs. Read the first verb and think about what it means. One of the next three verbs will mean the opposite of the first verb. Circle the one that is the opposite of the first verb.

play**a. amuse****b. entertain****c. work****allow****a. deny****b. let****c. permit****mend****a. break****b. correct****c. patch****save****a. collect****b. store****c. spend****harm****a. damage****b. hurt****c. benefit****doubt****a. believe****b. challenge****c. question****reduce****a. cut****b. diminish****c. increase****conclude****a. close****b. finish****c. open****approach****a. arrive****b. leave****c. reach****escape****a. depart****b. flee****c. return****reject****a. accept****b. dismiss****c. overlook****overlook****a. miss****b. ignore****c. choose**

Instructions

An activity leader (usually a teacher) reads the answer to this mystery (page 33). Students are allowed to ask the leader “yes or no” questions or “true or false” questions until they solve the mystery. Remember, the leader can only answer a question true, false, yes, or no.

A world famous French chef unexpectedly quit her job at a fashionable restaurant.

When asked her reason for quitting, the chef replied through an interpreter, “I just can’t stand to cook anymore.”

What could be wrong?

With offs I'm the shaggy,
Old shorts that once were long;
My upper is the punch,
That brings the birdie's song.

What am I?

The duty of a broom,
Until the job is done;
And when I am clean,
You've taken every one.

What am I?

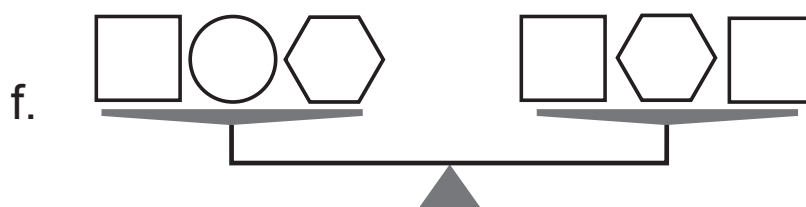
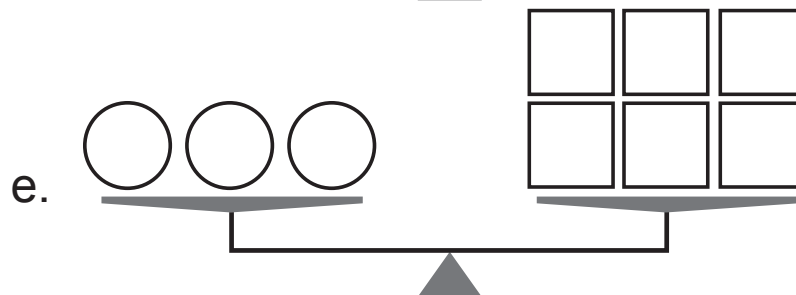
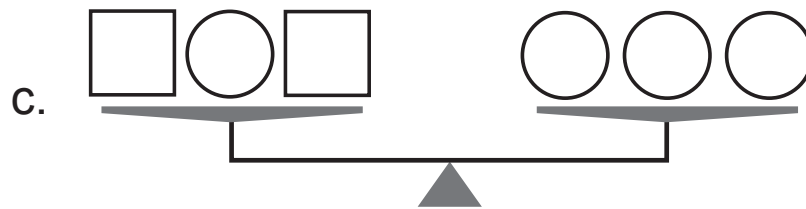
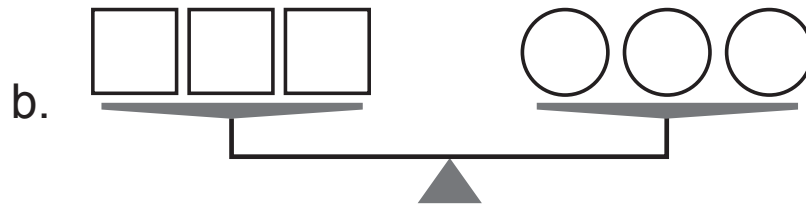
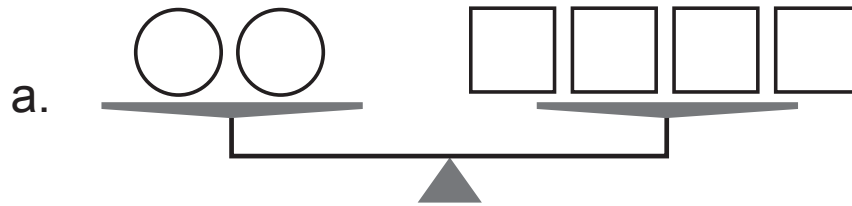
First put your foot out,
Lean forward and I'm done;
If there are lots of me,
Please take me one by one.

What am I?

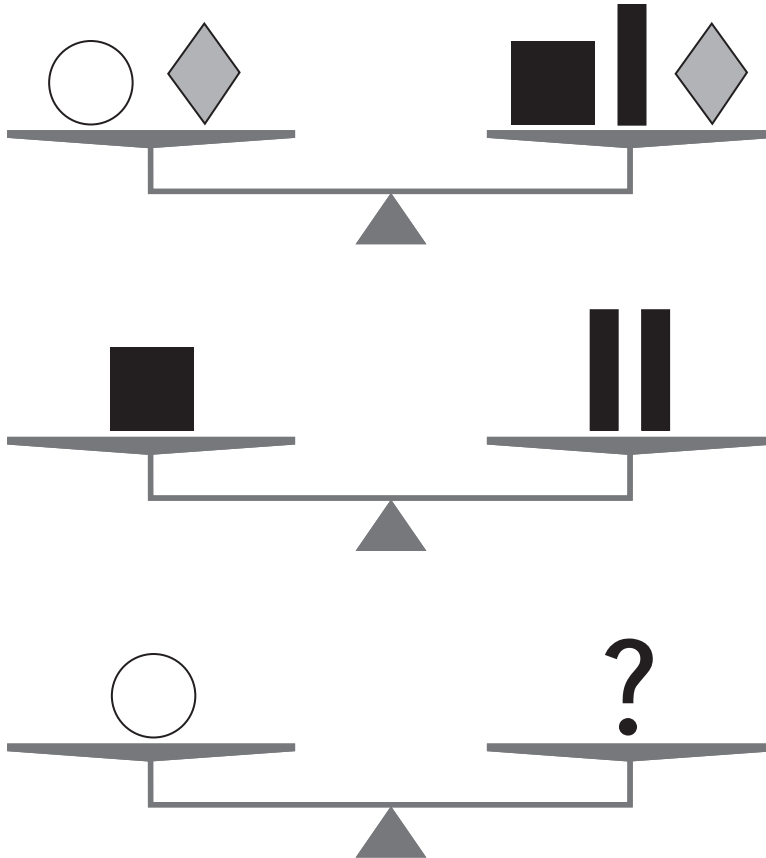
You need a drink,
Your mouth is so dry;
Use the word form,
That leaves off the Y.

What am I?

Circle the letters of the 3 scales that show the same as: $2x = y$.



Balance Benders™



Which answer can replace the question mark?



Hint: Remove from both pans on 1st balance.

YOU CALL THAT BIG?

Read the true story below, then make an inference based on the evidence in the story.

¹The largest living bird in the world is the ostrich. ²The ostrich may grow as tall as 8 feet and may weigh as much as 345 pounds. ³Another large bird was the moa of New Zealand, which is now extinct. ⁴The moa grew as tall as 10 feet, but weighed less than the ostrich. ⁵However, the largest of all birds is a bird that was native to the African island of Madagascar. ⁶This bird is also now extinct, but when it was alive, it weighed in at a whopping 1,000 pounds. ⁷This extinct bird gets its common name based on its sheer size. Can you infer what logical and appropriate name was given to these giant African birds?

Your conclusion: _____

Which sentence has the best evidence to support your conclusion? _____

THE TIMELINE GAME

Using the clues, cross out each wrong answer to match each scientist with his invention, and the year of the invention.

Agustus Siebe	Crawford Long	Charles Goodyear	Justus von Liebig
1832	1832	1832	1832
1839	1839	1839	1839
1840	1840	1840	1840
1842	1842	1842	1842
vulcanization	vulcanization	vulcanization	vulcanization
anesthesia	anesthesia	anesthesia	anesthesia
chloroform	chloroform	chloroform	chloroform
diving helmet	diving helmet	diving helmet	diving helmet

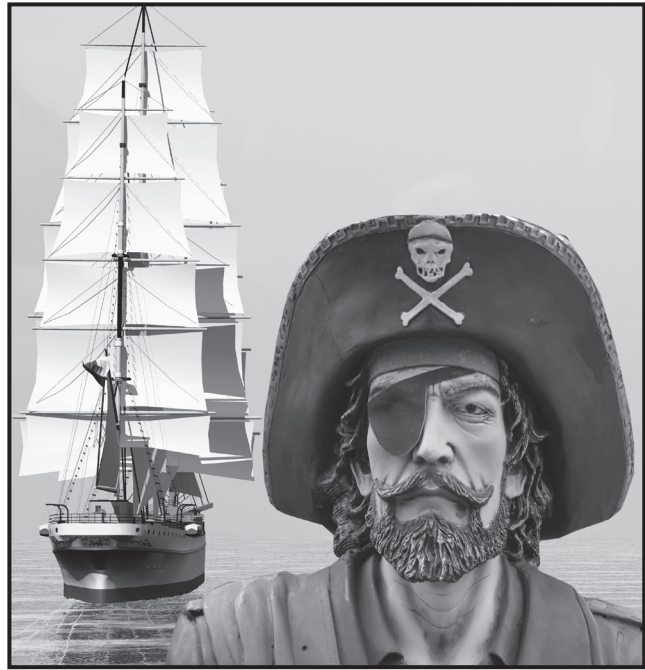
- Siebe and Long did not invent either vulcanization or chloroform.
- Vulcanization and chloroform were both invented before 1840.
- Von Liebig's invention was exactly seven years before vulcanization was invented, and the diving helmet was invented exactly two years before Long invented anesthesia.

Siebe	_____	_____
Long	_____	_____
Goodyear	_____	_____
von Liebig	_____	_____

9. A Pirate's Life for Me?

“Yo ho, yo ho,” it’s a pirate’s life for me.”

Pirate’s lives were not as glamorous as books have portray them. Pirates made their living attacking merchant ships and inland towns the battles were brutal, and a pirate rarely lived long. Pirates were considered outlaws by all nations. They sailed under their own flag, the skull and crossbow, and lived by their own lose system of rules. These rules specified the share of the treasure each pirate received and the amount of compensation for lost limbs and other injuries. However very few of the pirates actually shared in the lavishly treasure chests of jewels and gold. Most was very poor, and many fared worst than beggars.



Pirates sailed under the skull and crossbones (a flag known as the Jolly Roger) and attacked merchant ships and towns along the North and South American coasts. In the Caribbean Sea alone, treasures worth millions of dollars lie buried beneath the waves.

Find the 11 errors in this activity. There are no errors in the picture or the caption.

Around the World

André, Barney, Cleo, and Dixie, whose last names are North, Olsen, Partin, and Ryan, live in Egypt, France, India, and Mexico. Read the clues to find each person's full name and country.

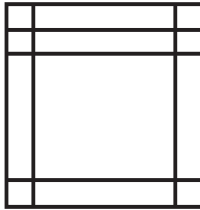
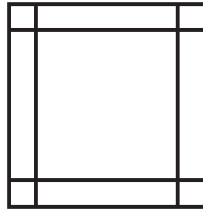
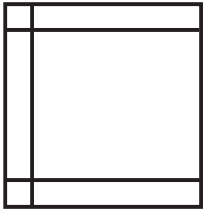
1. Cleo, North, and the Indian are pen pals.
2. Ryan has never written to any of the other three people.
3. The Frenchman wants to meet André.
4. Olsen and the Indian talked to each other on the telephone.
5. The Mexican woman saw Dixie's picture in the paper.
6. André is not the Egyptian.
7. Dixie is not North.

	North	Olsen	Partin	Ryan	Egypt	France	India	Mexico
André								
Barney								
Cleo								
Dixie								
Egypt								
France								
India								
Mexico								

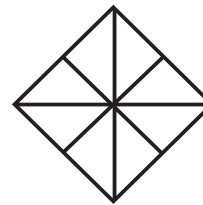
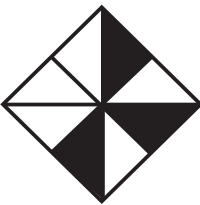
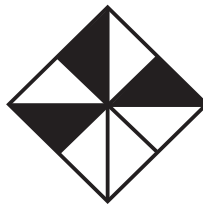
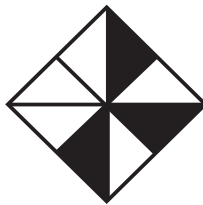
SEQUENCE OF FIGURES—SUPPLY PATTERN

Draw the details in the fourth figure in each row as it should appear to continue each sequence.

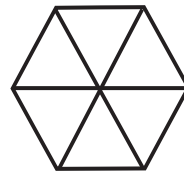
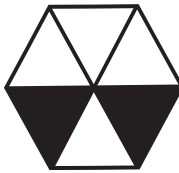
B-21



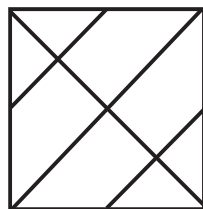
B-22



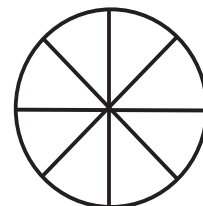
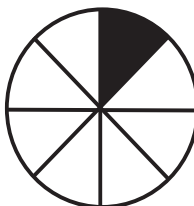
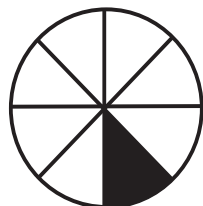
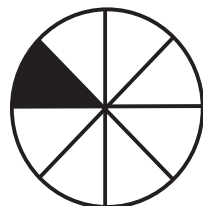
B-23



B-24



B-25



TIME SEQUENCE—SUPPLY

The first two words in each group suggest an order of occurrence. Think of a word that will continue the time sequence and write it in the blank. Use a dictionary if you need help.

B-203 departure, flight, _____

B-204 lesson, rehearsal, _____

B-205 cause, situation, _____

B-206 early, prompt, _____

B-207 mix, cook, _____

B-208 decide, order, _____

B-209 infection, treatment, _____

B-210 problem, action, _____

B-211 ancient, old, _____

FOCUS: geo

PREFIX	ROOT	SUFFIX
	centr center	-al like, related to; an action or process
	chron time	-er one who, that which
	gen cause, birth, race, produce	-ic like, related to
	geo earth, ground	-logy study of, science
	graph write, written	-ous having the quality of
	therm heat	-y state of, quality, act; body, group

DIRECTIONS: In Column A, identify the elements in each word by circling roots and underlining prefixes and suffixes. Then match each word with its correct meaning from Column B.

COLUMN A

1. geochrony ____
2. geology ____
3. geocentric ____
4. geothermal ____
5. geogenous ____
6. geographer ____

COLUMN B

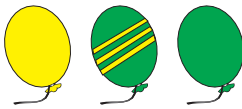
- a. one who writes about the earth's features
- b. growing on or in the ground
- c. related to the heat of the earth's interior
- d. related to the earth's center; earth-centered
- e. system of time divisions used in the study of the earth
- f. study of the earth's structure

DIRECTIONS: Underline the best word for each sentence. Use each word only once.

1. As a (geographer, geochrony), one must be extremely knowledgeable in all aspects of the earth's composition.
2. Epochs, periods, and eras are terms primarily related to (geochrony, geology).
3. Geysers are a source of (geogenous, geothermal) energy.
4. Most plants that are (geocentric, geogenous) have root systems.
5. Early Greek astronomers developed a (geogenous, geocentric) model of the solar system.
6. Volcanoes and glaciers are part of the (geochrony, geology) of the earth.

ANSWERS

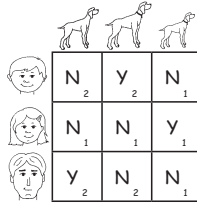
Page 1:



Page 2:

The dinosaur on the upper left is the dinosaur on the lower left. The dinosaur on the upper right is the dinosaur on the lower right.

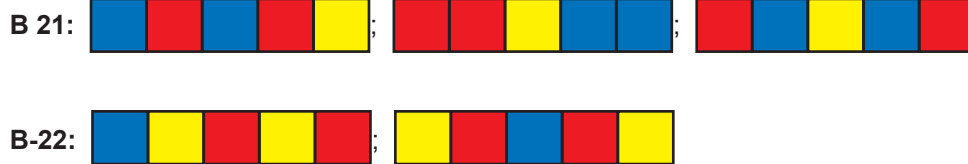
Page 3:



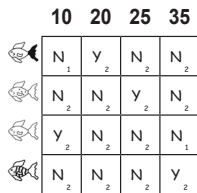
Page 4:



Page 5:



Page 6:

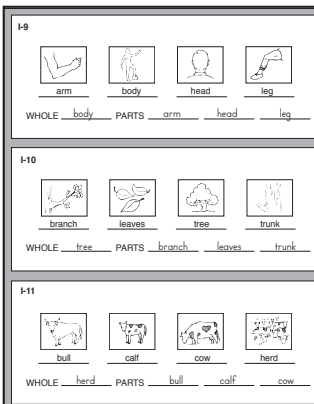


Clue 1 states that the black-tailed fish had more than the white fish, so it didn't eat the fewest and the white fish didn't eat the most. Clue 2 states that the spotted fish had 5 more than the black-tailed fish, which means that the spotted fish had 25 and the black-tailed fish had 20. So the white fish had 10 and the striped fish had 35.

Page 7:

10, 8; 12, 12

Page 8:



Page 9:

Problem 1: $\blacksquare = 10$, $\bigcirc = 15$, $? = 15$. Explanation: Divide both sides on 2nd balance in half so $\bigcirc = 15$. Substitute 15 for \bigcirc on 1st balance so $\blacksquare + 15 = 25$. Remove 15 from both sides so $\blacksquare = 10$. Divide in half so $\blacktriangle = 5$, so $\blacksquare \blacktriangle = 10 + 5 = 15$. **Problem 2:** $\star = 25$, $\diamond = 15$, $? = 45$. Explanation: Divide both sides on 2nd balance in half so $\star = 25$. Substitute 25 for \star on 1st balance so $25 + \diamond = 40$. Remove 25 from both sides so $\diamond = 15$. $\diamond \diamond \diamond = 15 + 15 + 15 = 45$.

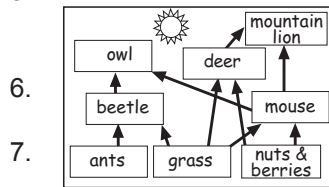
- Page 11:**
1. The cat told the dog to purr. The dog probably could not purr. Best evidence sentence: **4**
 2. B. Laughing made the hyena happy. Best evidence sentence: **9**
 3. A. look happy. Best evidence sentence: **16**
 4. The lion wanted to see how the dog would show his happiness. Best evidence sentence: **27**
 5. He was happy. His wagging tail meant that the dog was happy.

- Page 13:**
1. a. F 6; b. T 7; c. T 3, 5; d. F 8
 2. b
 3. Plants get their energy from sunlight. Without the sun, plants would die. 3
 4. No. Animals get energy from eating plants. They also get energy from eating animals that eat plants. Without plants, animals cannot get energy.

ant → beetle → owl

nuts → mouse → cougar

5. sea grass → shrimp → fish → shark



- Page 14:**
1. F; 3
 2. U; The story does not identify where they live, though it is probably false that they live in the city. It is more likely that they live near a forest, given sentence 8.
 3. F; 5
 4. He melted from the heat beyond the Great Meadow.; 11
 5. b; The story shows the importance of using good judgement. Aiden chose to ignore the caution to not go past the Great Meadow because of its dangerous heat. Being a snowman, heat would melt him. Aiden went anyway and was never seen again.
 6. a, d
 7. c
 8. d
 9. PT; 11, 13, 14; Sentence 11 tells us that the heat is dangerous for snowmen. Sentence 13 and 14 explain that Aiden chose to ignore Reilly's warning and went past the Great Meadows. Aiden probably melted from the heat. And personal knowledge; for example: When I went to the mountains, I tried to bring back a snowball. The heat in the car melted it.
 10. PT; 8; Sentence 8 tells us that Aiden always tried to protect his neighbors from the forest. The clue here is the word "neighbors". A neighbor is someone who lives near you, so if these neighbors live in a forest, then Reilly probably lives in or near the forest. Since Aiden and Reilly live together, then Aiden probably lives near a forest, too.

Page 16:

ANIMAL	NAME
cat	Sparkle
dog	Jumper
goat	Rose
horse	King

The cat isn't Jumper or King (3) or Rose (1), so it is Sparkle. The goat isn't Jumper or King (3), so it is Rose. The horse isn't Jumper (2), so it is King. Then the dog is Jumper.

- Page 17:**
1. The man in the picture is Sarah's father helping her practice.
False. Evidence: the photo, sentences 2, 3. The man cannot be her father because Sarah does not practice the piano on Wednesday. On Wednesdays, Sarah has piano lessons, so the man in the photo helping her is probably Mr. Keys, her piano teacher.
 2. Sarah sometimes practices more than six hours a week.
Unknown. We do not know if Sarah ever practices more than six hours a week, though it is possible, especially if she is preparing for a recital.
 3. Sarah never uses sheet music during her music lessons.

- False. Evidence: the photo. The photo shows Sarah using sheet music during her music lesson.
In fact, using sheet music is the way most people learn a new piece of music.
4. Sarah's favorite piece of music to play is Debussy's "Claire de Lune."
Unknown. We are not told what music Sarah likes to play, not even her favorite piece of music. Just because we see Sarah playing "Clair de Lune" in the photo does not mean it is her favorite piece of music.
5. Sarah enjoys playing the piano and having piano lessons.
True. Evidence: sentence 1. Sarah likes playing the piano, and she looks forward to her piano lessons.

Page 18: "If you think education is expensive, try ignorance." *Derek Bok*

	a	b	e	d
1	—	—	+	—
2	—	—	—	+
3	—	+	—	—
4	+	—	—	—

Answers: a = 4; b = 3; e = 1; d = 2

Since *b* is greater than 2 and less than 4, *b* must be 3. If *b* is greater than *d*, *d* must be either 1 or 2. Since *e* is less than *d*, *e* must be 1 and *d* must be 2. *a* is then 4.

	i	u	y	t
5	—	—	—	+
6	+	—	—	—
7	—	—	+	—
8	—	+	—	—

Answers: i = 6; u = 8; y = 7; t = 5

Since *u* is greater than *i*, and *i* is greater than *t*, and *y* is 7, then *u* must be 8, the biggest number. *i* must be 6, the next in order after *y*. Therefore, *t* must be 5, the smallest number.

	n	o	r	h
9	—	—	—	+
10	+	—	—	—
11	—	—	+	—
12	—	+	—	—

Answers: n = 10; o = 12; r = 11; h = 9

Since *r* is not 9 or 10, then *r* must be 11 or 12. *o* is greater than *r*, so *r* must be 11 and *o* must be 12. That means *n* is equal to either 9 or 10, but since it is stated that *n* does not equal 9, *n* must be 10. *h* is then 9.



- Page 19:** 85) 20 cubes
86) prime numbers
87) dime
88) 4 acute angles; 2 right angles












Page 20:

G-1	play	a. amuse	b. entertain	Ⓒwork
G-2	allow	Ⓐdeny	b. let	c. permit
G-3	mend	Ⓐbreak	b. correct	c. patch
G-4	save	a. collect	b. store	Ⓒspend
G-5	harm	a. damage	b. hurt	Ⓒbenefit
G-6	doubt	Ⓐbelieve	b. challenge	c. question
G-7	reduce	a. cut	b. diminish	Ⓒincrease
G-8	conclude	a. close	b. finish	Ⓒopen
G-9	approach	a. arrive	Ⓐleave	c. reach
G-10	escape	a. depart	b. flee	Ⓒreturn
G-11	reject	Ⓐaccept	b. dismiss	c. overlook
G-12	overlook	a. miss	b. ignore	Ⓒchoose

Page 21: The chef explained that because she had broken both of her legs in a skiing accident, she would no longer be able to do her job which required her to move about the restaurant kitchen. The interpreter summarized her statement and left out a few key parts of it.

Page 22: cutoffs, uppercut
sweep, clean sweep
step or stride
thirst

Page 23: (a) Divide both pans in half, then reverse.
(d) Remove   from both pans, then reverse.
(e) Divide both pans by 3, then reverse.

Page 24: d. Remove  from both pans on 1st balance so  =  . (Tip 4) From 2nd balance, substitute   for  so  =   . (Tip 7)

Page 25: Elephant bird. Best evidence sentence(s): 6

Siebe
diving helmet
1840

Long
anesthesia
1842

Goodyear
vulcanization
1839

von Liebig
chloroform
1832

EXPLANATION Clue # 1 tells you to cross out vulcanization and chloroform under the two names, meaning you cross out the diving helmet and anesthesia under the other two names. In Clue #2, you cross out 1832 and 1839 where appropriate. Clue #3 tells you Goodyear and von Liebig were in 1839 and 1832, so cross out where appropriate. Clue #3 also tells you the diving helmet had to be Siebe in 1840 and anesthesia had to be in 1842.

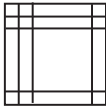
Page 26: 1. “Yo ho, yo *ho*, it’s – Punctuation: unnecessary quotation marks (middle of quote)
2. *Pirates’* lives – Punctuation: apostrophe used with plural possessive ending in s
3. have *portrayed* – Grammar: past participle (used in present perfect tense)
(Acceptable: *as books portray them*)
4. *coastal* – Content: see caption (Acceptable: *inland towns along the coast.*)
5. *towns. The* – Punctuation: run-on sentence
6. *crossbones* – Content: see caption (Acceptable: *flag, the Jolly Roger*)
7. *loose* – Spelling
8. *However,* – Punctuation: comma used after introductory word
9. *lavish* treasure chests – Grammar: adjective modifies noun
10. Most *were* – Usage: agreement of verb with indefinite pronoun
11. *fared worse* than – Grammar: comparative adverb

Page 27:

NAME	COUNTRY
André Partin	India
Barney North	France
Cleo Olsen	Mexico
Dixie Ryan	Egypt

The person living in Mexico is female (5) but isn’t Dixie (5), so she is Cleo. The person living in France is male (3) but isn’t André (3), so he is Barney. André doesn’t live in Egypt (6), so Dixie does, and André lives in India. North is not Cleo (1), André (1, India), or Dixie (7), so North is Barney. Three of the people write to each other (1), but Ryan is not one of these people (2), so Ryan is not Cleo (1) or André (1, India). So Ryan is Dixie. André (India) is not Olsen (4), so Cleo is, and André is Partin.

Page 28: B-21 See Graphic



B-22 See Graphic



B-23 See Graphic



B-24 See Graphic



B-25 See Graphic



Page 29: B-203 arrival
B-205 result
B-207 eat
B-209 cure
B-211 modern

B-204 performance
B-206 late
B-208 receive
B-210 solution

Page 30: 1. e geochrony
2. f geology
3. d geocentric
4. c geothermal
5. b geogenous
6. a geographer
1. geographer
2. geochrony
3. geothermal
4. geogenous
5. geocentric
6. geology