Relying on Reason

REM 202E

A TEACHING RESOURCE FROM...

RP

REMEDIA PUBLICATIONS

BLACKLINE MASTERS

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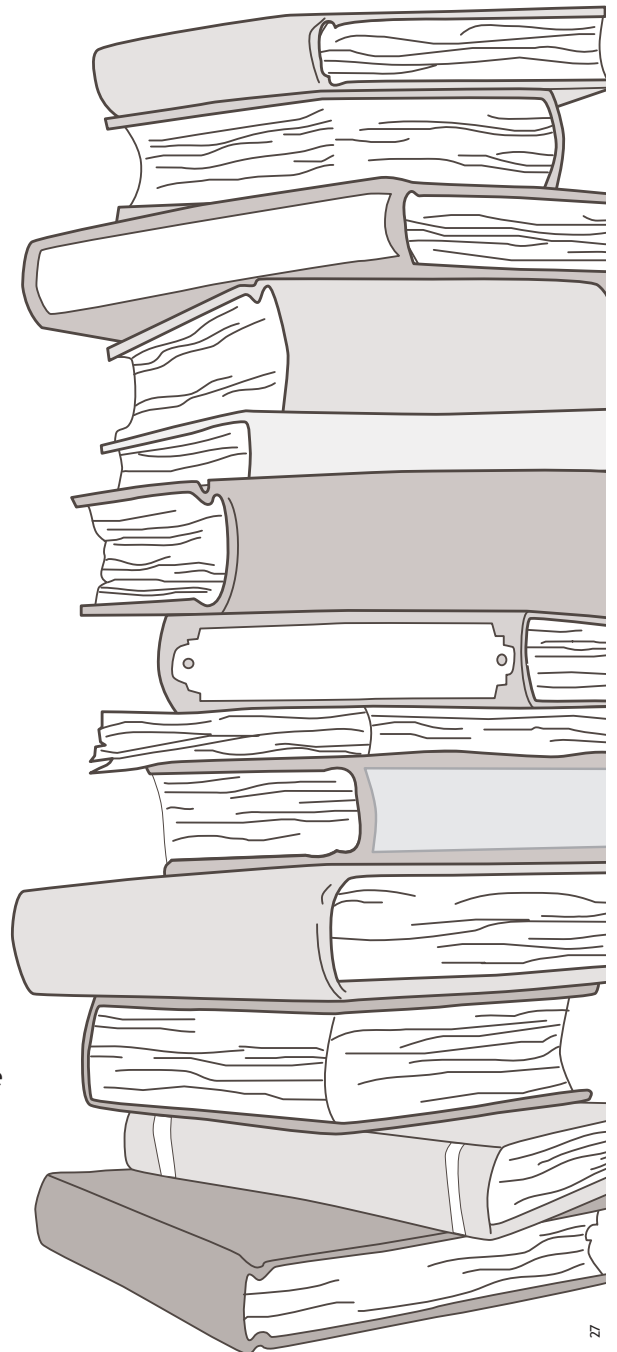
INTRODUCTION

This collection of activities covers five major areas of reasoning skills-analyzing real and make-believe, inferring, distinguishing between fact and opinion, making assumptions, and determining cause and effect.

Since these activities involve an abstract level of thinking, after introducing the concept it might be necessary to go through one or two activities with the entire group. This would make it possible to reinforce the concepts and to be sure a good understanding exists before they continue independently.

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 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

Name _____

Read each phrase below.
If the phrase tells something that could be
real, put an **R** in front of it.
If it is **make-believe**, put an **M** in front of it.

_____ 1. A singing pig

_____ 2. Plastic flowers growing

_____ 3. A spotted cow

_____ 4. An enchanted toad

_____ 5. A machine that can do math

_____ 6. A cricket that can jump

_____ 7. A fairy godmother

_____ 8. A bumpy road

_____ 9. A magic banana

_____ 10. A horse with a curly tail

_____ 11. A green bird

_____ 12. A talking sandwich

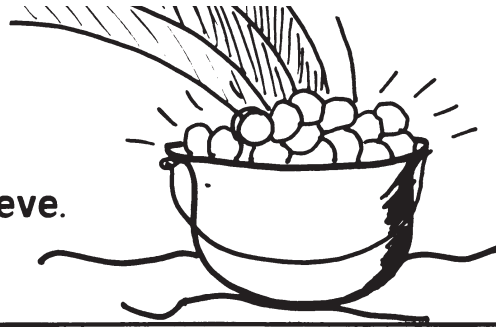**Draw a picture of two of the make-believe phrases.**

Name _____

Read each set of sentences.
One is real and one is **make-believe**.
Put an **R** in front of the one that is **real**.
Put an **M** in front of the one that is **make-believe**.

_____   1.   The children followed the path over the rainbow and found a pot of gold.

_____   2.   The children followed the path into the woods to pick fresh berries.

_____   3.   The angry mother hen chased the dog away from her chicks.

_____   4.   The angry mother hen chased the dog away with a big stick.

_____   5.   Mother took the cake out of the oven when it was golden brown.

_____   6.   Mother knew the cake was done when she heard a voice coming from inside the oven.

_____   7.   The lightning bugs guided the boys out of the dark cave.

_____   8.   The boys used their flashlights to find their way out of the cave.

_____   9.   The puppy and the kitten liked to play together.

_____   10.   The puppy and the kitten told the children about their favorite games.

On the back of this page, draw a picture of one of the make-believe sentences.

Name _____

Below are the beginnings of sentences. Each can be finished in two ways —
real and **make-believe**. **Write two endings for each sentence**.

1. The little girl waved the stick in the air and

    (real) _____

    _____

    (make-believe) _____

    _____

2. The small, green frog hopped into the car and

    (real) _____

    _____

    (make-believe) _____

    _____

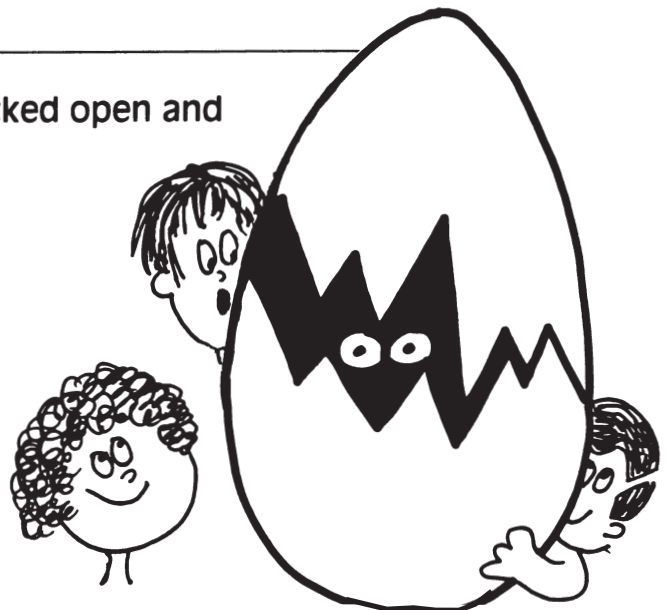3. Jim rubbed the old lamp very, very hard and

    (real) _____

    _____

    (make-believe) _____

    _____

4. As the children watched, the egg cracked open and

    (real) _____

    _____

    _____

    (make-believe) _____

    _____

    _____

Can you make pictures of real and make-believe?
In the cartoon boxes below, there are "word balloons" showing what is being said.

Those are very pretty shoes you are wearing.

Thank you! They are

Make this cartoon picture one that could really happen.

Who would be talking?

How would the second speaker finish the sentence?

What would the shoes look like?

Make this cartoon picture make-believe.

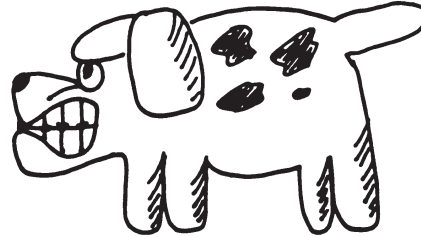Who might be talking?

How would the speaker finish the second sentence?

What might the shoes look like?

Those are very pretty shoes you are wearing.

Thank you! They are

What is inference?
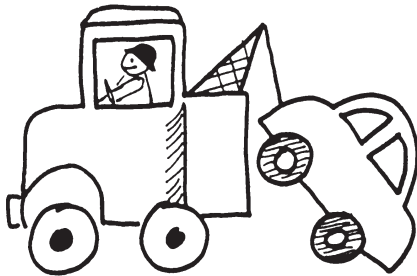Inference is using facts and reasoning to come to a decision or an opinion about something.

Example: From the way this dog looks, you could probably **infer** that he is not very friendly.

What could you infer from these pictures? **Write a sentence (or two) next to each one, explaining your inference.**

_____

_____

_____

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Read each short story. Look at the pictures below each one.

**Which DO NOT fit with the story? Cross them out.**

Teddy and Betty were playing in the snow. They made a little house using blocks of snow. They threw snowballs at an old tin can. After awhile they went inside to get warm.

The swimming pool was full of laughing children. They played tag in the water. They had races from one end to the other. It felt great on such a hot day.
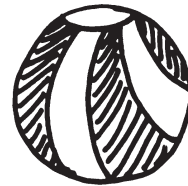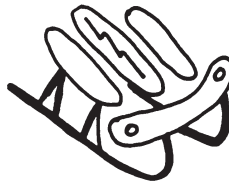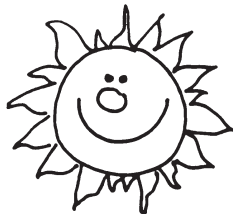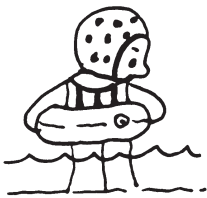
Susie and Hoozie were in Brown's Pet Store. They needed to get some food for Susie's fish and a new wheel for Hoozie's hamster. They enjoyed talking to Ms. Brown about the animals in the store.

BIRD SEED
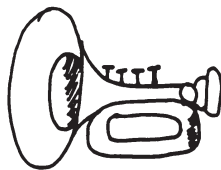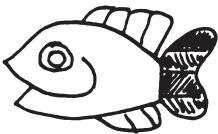
Tim was making a poster for the book sale at school. His class had brought lots of books. They wanted everyone to know about the sale.

COLOR MARKING PENS