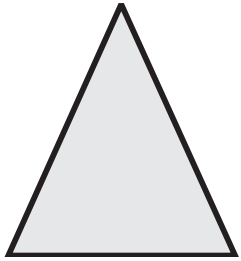
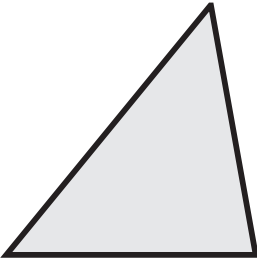
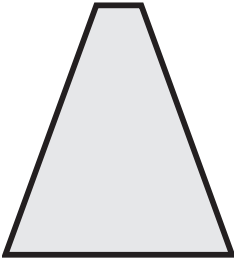
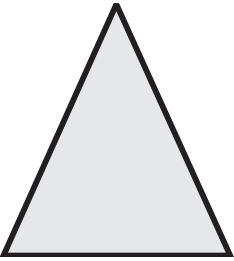
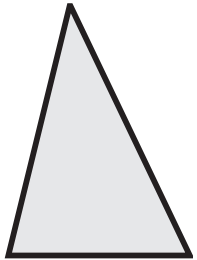
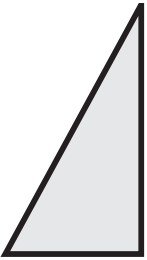
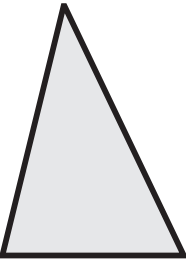
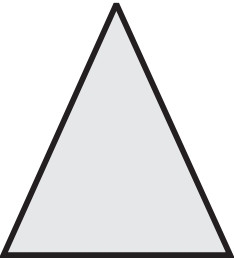
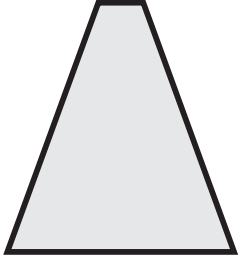
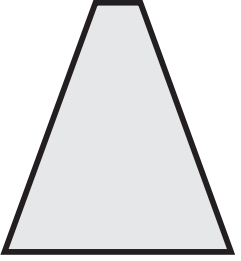
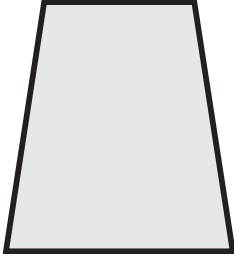
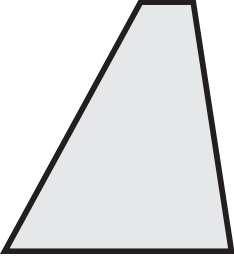
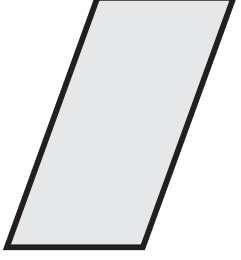
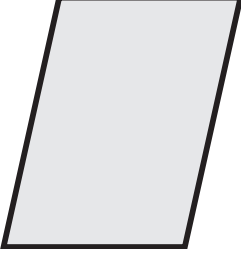
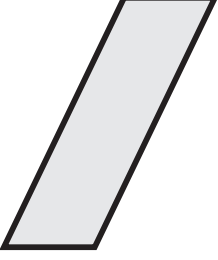
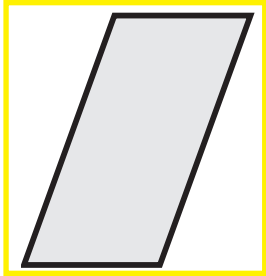


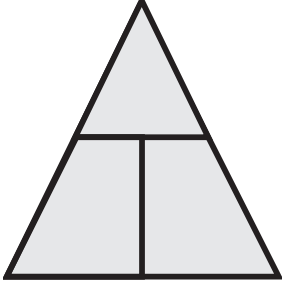
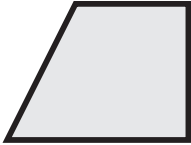
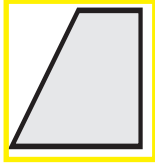
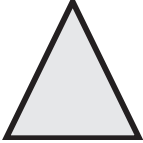
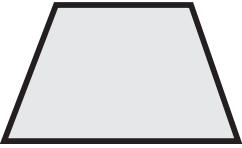
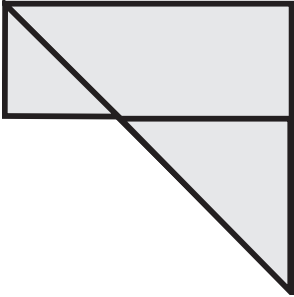

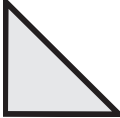

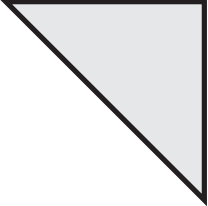
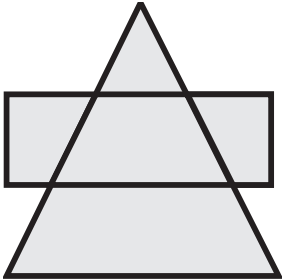
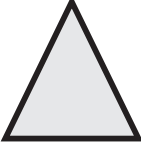



MATCHING SHAPES

DIRECTIONS: In each row, circle the shape that matches the one at the left.

<p>B-4</p> 	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>
<p>B-5</p> 	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>
<p>B-6</p> 	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>
<p>B-7</p> 	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>

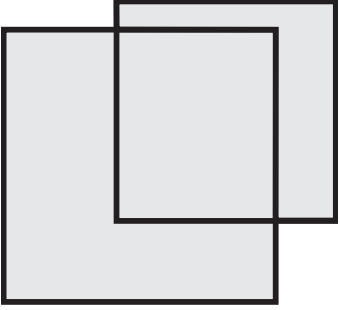
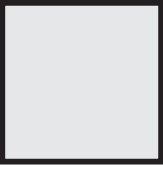
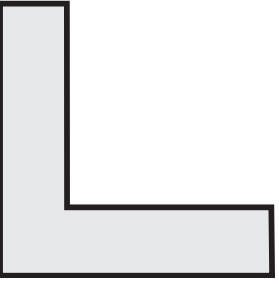
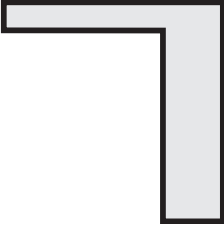

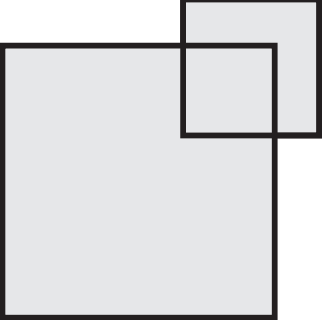

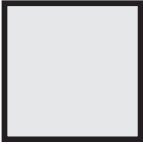
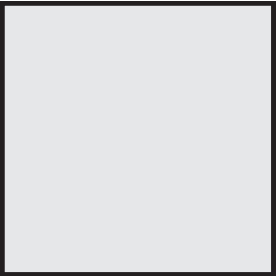
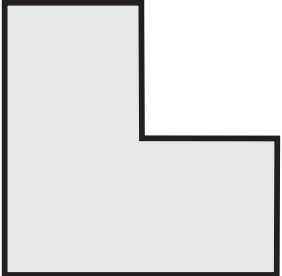
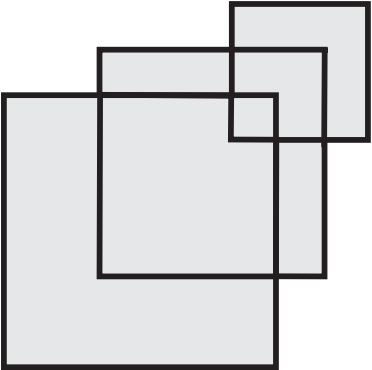
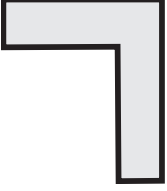

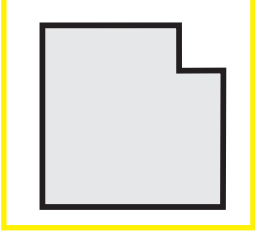
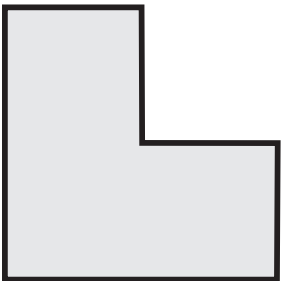
FINDING SHAPES

DIRECTIONS: In the box at the right, circle any shape that matches exactly one of the shapes in the box at the left.

<p>B-29</p> 	<p>a. </p> <p>b. </p> <p>c. </p> <p>d. </p>
<p>B-30</p> 	<p>a. </p> <p>b. </p> <p>c. </p> <p>d. </p>
<p>B-31</p> 	<p>a. </p> <p>b. </p> <p>c. </p> <p>d. </p>

FINDING SHAPES

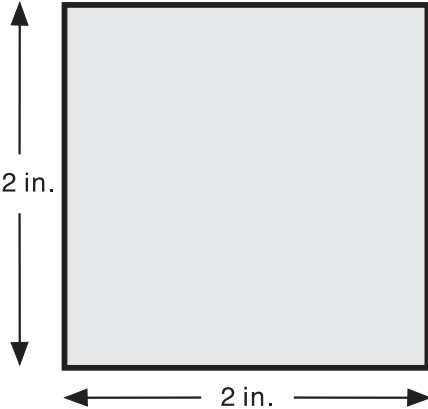
DIRECTIONS: In the box at the right, circle any shape that matches exactly one of the shapes in the box at the left.

<p>B-32</p> 	<p>a. </p> <p>b. </p> <p>c. </p> <p>d. </p>
<p>B-33</p> 	<p>a. </p> <p>b. </p> <p>c. </p> <p>d. </p>
<p>B-34</p> 	<p>a. </p> <p>b. </p> <p>c. </p> <p>d. </p>

COMPARING SHAPES—EXPLAIN

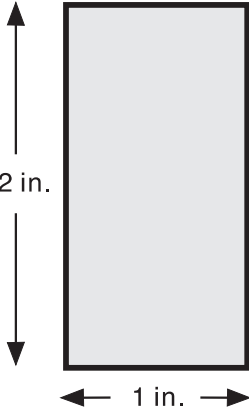
DIRECTIONS: Use this diagram to organize your thinking about how the **square** and rectangle are alike and how they are different.

B-113



2 in.

2 in.



2 in.

1 in.

➔

HOW ALIKE?




➔

➔

HOW DIFFERENT?

➔

WITH REGARD TO

SQUARE		RECTANGLE
	Number of equal sides 	
	Location of equal sides 	
	Size of base 	

BUILDING THINKING SKILLS® — BOOK ONE DISCRETE SHAPES

CHARACTERISTICS OF A SHAPE

DIRECTIONS: Look at the triangle in the center of the diagram. Say or write four characteristics of the triangle. Use these characteristics to describe the triangle. Say your description or write it in the description box.

A-61

CHARACTERISTIC
three sides

CHARACTERISTIC
one square corner
(right angle)

CHARACTERISTIC
two equal sides

CHARACTERISTIC
two equal angles

DESCRIPTION BOX

This triangle has a square corner, two equal sides, and two equal angles. (Note to teachers: This is an isosceles triangle.)

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BUILDING THINKING SKILLS® — BOOK ONE DISCRETE SHAPES

CHARACTERISTICS OF A SHAPE

DIRECTIONS: Look at the trapezoid in the center of the diagram. Say or write four characteristics of the trapezoid. Use these characteristics to describe the trapezoid. Say your description or write it in the description box.

A-62

CHARACTERISTIC
four sides
(quadrilateral)

CHARACTERISTIC
top and bottom sides go in
the same direction (parallel)

CHARACTERISTIC
Slanted sides are equal
in length.

CHARACTERISTIC
Angles at the bottom are equal.
Angles at the top are equal.

DESCRIPTION BOX

The top and bottom sides of this trapezoid are parallel. It has two equal sides. (Note to teachers: This is an isosceles trapezoid.)

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

MATCHING SHAPES

DIRECTIONS: In each row, circle the shape that matches the one at the left.

EXAMPLE

a. b. c.

B-1

a. b. c.

B-2

a. b. c.

B-3

a. b. c.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

MATCHING SHAPES

DIRECTIONS: In each row, circle the shape that matches the one at the left.

B-4

a. b. c.

B-5

a. b. c.

B-6

a. b. c.

B-7

a. b.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

MATCHING SHAPES

DIRECTIONS: In each row, circle the shapes that are the same.

EXAMPLE

a. b. c. d. e.

B-8

a. b. c. d.

B-9

a. b. c. d. e.

B-10

a. b. c. d. e.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

MATCHING SHAPES

DIRECTIONS: In each row, circle the shapes that are the same.

B-11

a. b. c. d. e.

B-12

a. b. c. d.

B-13

a. b. c. d.

B-14

a. b. c. d. e.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

MATCHING SHAPES

DIRECTIONS: Draw a line from each shape in the left column to its twin in the right column. (A twin is the same shape and size as the original.)

B-15

LEFT COLUMN	RIGHT COLUMN
<p>a. EXAMPLE</p> <p>b. </p> <p>c. </p> <p>d. </p> <p>e. </p>	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p>

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

MATCHING SHAPES

DIRECTIONS: Draw a line from the shape in the left column to its twin in the right column.

B-16

LEFT COLUMN	RIGHT COLUMN
<p>a. </p> <p>b. </p> <p>c. </p> <p>d. </p> <p>e. </p>	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p>

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

MATCHING SHAPES

DIRECTIONS: Draw a line from the figure in the left column to its twin in the right column.

B-17

LEFT COLUMN	RIGHT COLUMN
<p>a. </p> <p>b. </p> <p>c. </p> <p>d. </p> <p>e. </p>	<p> </p> <p> </p> <p> </p> <p> </p> <p> </p>

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

WHICH SHAPE DOES NOT MATCH?

DIRECTIONS: Cross out the shape in each row that does *not* match the one at the left. The matching shapes must all face the same direction.

EXAMPLE

a. b. c.

B-18

a. b. c.

B-19

a. b. c.

B-20

a. b. c.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

WHICH SHAPE DOES NOT MATCH?

DIRECTIONS: Cross out the shape in each row that does not match the one at the left. The matching shapes must all face the same direction.

B-21

a. b. c.

B-22

a. b. c.

B-23

a. b. c.

B-24

a. b. c. d.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

MATCHING SHAPES THAT HAVE BEEN TURNED

DIRECTIONS: "Twins" are figures having the same shape and size even if they face a different direction. Draw a line from the figure in the left column to its twin in the right column. **BE CAREFUL—THE SHAPES HAVE BEEN TURNED!**

B-25

LEFT COLUMN RIGHT COLUMN

EXAMPLE

a. b. c. d. e.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

MATCHING SHAPES THAT HAVE BEEN TURNED

DIRECTIONS: Figures having the same shape and size are "twins" even if they face a different direction. Draw a line from the figure in the left column to its twin in the right column. **BE CAREFUL—THE SHAPES HAVE BEEN TURNED!**

B-26

LEFT COLUMN RIGHT COLUMN

a. b. c. d. e.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

FINDING SHAPES

DIRECTIONS: In the box at the right, circle any shape that matches exactly one of the shapes in the box at the left.

EXAMPLE

a. b. c. d.

B-27

a. b. c. d.

B-28

a. b. c. d.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

FINDING SHAPES

DIRECTIONS: In the box at the right, circle any shape that matches exactly one of the shapes in the box at the left.

B-29

a. b. c. d.

B-30

a. b. c. d.

B-31

a. b. c. d.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

FINDING SHAPES

DIRECTIONS: In the box at the right, circle any shape that matches exactly one of the shapes in the box at the left.

B-32

a. b. c. d.

B-33

a. b. c. d.

B-34

a. b. c. d.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

COMBINING CUBES

DIRECTIONS: Circle the shapes on the right that can be formed with the cubes at the left.

EXAMPLE

a. b. c. d.

B-35

a. b. c. d.

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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL SIMILARITIES AND DIFFERENCES

COMBINING CUBES

DIRECTIONS: Circle the shapes on the right that can be formed with the cubes at the left.

B-36

a. b. c.

B-37

a. b. c. d.

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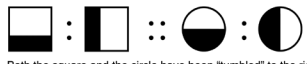
BUILDING THINKING SKILLS® — BOOK ONE FIGURAL ANALOGIES


KINDS OF ANALOGIES

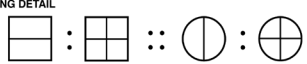
DIRECTIONS: Study the five types of analogies illustrated below.

CHANGE IN SIZE
 A large square is to a small square as a large circle is to a small circle.

CHANGE IN COLOR
 A white square is to a gray square as a white circle is to a gray circle.

TUMBLING

 Both the square and the circle have been "tumbled" to the right.

FLIPPING

 Both the square and the circle have been "flipped" like a page in a book.


ADDING DETAIL

 Both the square and the circle have received an extra line.

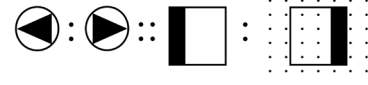
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BUILDING THINKING SKILLS® — BOOK ONE FIGURAL ANALOGIES

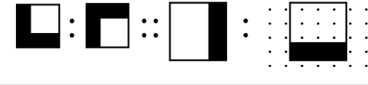
ANALOGIES WITH SHAPES—COMPLETE

DIRECTIONS: In the grid at the end of each row, draw the last figure to complete the analogy. As you draw the figure, think about what has changed.

E-19


E-20


E-21


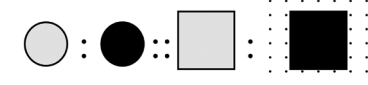
E-22


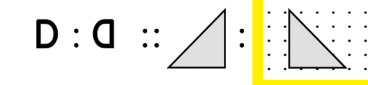
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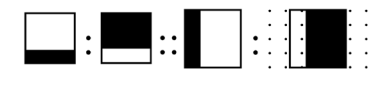
BUILDING THINKING SKILLS® — BOOK ONE FIGURAL ANALOGIES

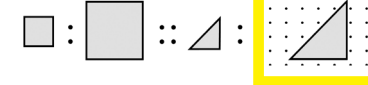
ANALOGIES WITH SHAPES—COMPLETE

DIRECTIONS: In the grid at the end of each row, draw the last figure to complete the analogy. As you draw the figure, think about what has changed.

E-23


E-24


E-25


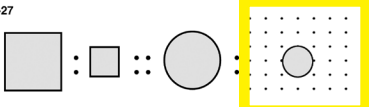
E-26



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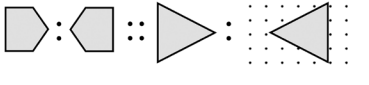
BUILDING THINKING SKILLS® — BOOK ONE FIGURAL ANALOGIES


ANALOGIES WITH SHAPES—COMPLETE

DIRECTIONS: In the grid at the end of each row, draw the last figure to complete the analogy. As you draw the figure, think about what has changed.

E-27


E-28


E-29


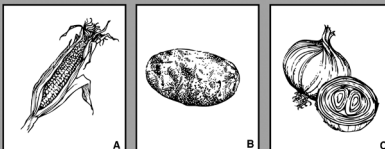
E-30


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BUILDING THINKING SKILLS® — BOOK ONE DESCRIBING THINGS

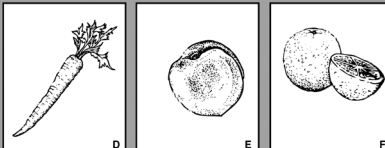
DESCRIBING FOODS—SELECT

DIRECTIONS: Look at the three pictures of foods. Read each description below the pictures and decide which of the pictures it describes. Write the letter of the correct picture on the line.



EXAMPLE: This vegetable grows underground. The root part we eat may be white or purple and comes apart in many circles when sliced. C

F-1 We eat the seeds of this yellow vegetable. The seeds are protected by husks. The husks grow on a stalk. A



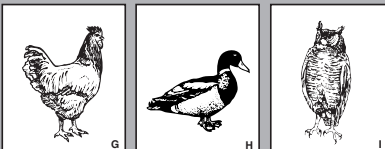
F-2
 A. This fruit grows on a tree. Many people like its juice. Some kinds have many seeds. F
 B. Sometimes we cook and eat the orange root of this plant; sometimes we eat it raw. D

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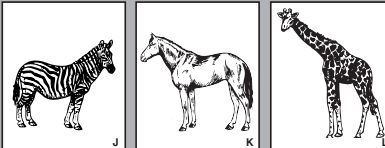
BUILDING THINKING SKILLS® — BOOK ONE DESCRIBING THINGS

DESCRIBING ANIMALS—SELECT

DIRECTIONS: Look at the three pictures of animals. Read each description below the pictures and decide which of the pictures it describes. Write the letter of the correct picture on the line.



F-3
 A. This wide-eyed bird has large feathers. It uses its beak to prey on small animals. I
 B. This bird is a good swimmer and uses its bill to scoop up food in the water. H




F-4
 A. This striped, horse-like animal is a native of Africa. In the United States, it is seen only in zoos. J
 B. This African animal eats the leaves from the tops of tall trees. L

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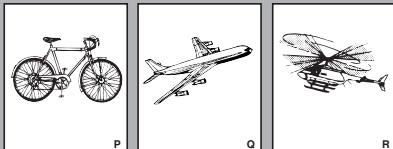
BUILDING THINKING SKILLS® — BOOK ONE DESCRIBING THINGS

DESCRIBING VEHICLES—SELECT

DIRECTIONS: Look at the three pictures of vehicles. Read each description below the pictures and decide which of the pictures it describes. Write the letter of the correct picture on the line.



F-5
 A. This vehicle is used to take injured or sick people to the hospital. N
 B. This vehicle is used for hauling large objects or material. O




F-6
 A. This aircraft takes off and lands on an airport runway. It has wings and is moved by propellers or by jet engines. Q
 B. This aircraft can take off straight up and land in very small areas. It is used for police patrol and sightseeing. R

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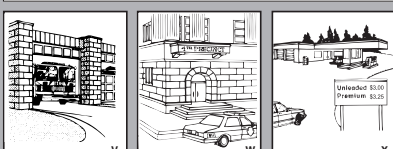
BUILDING THINKING SKILLS® — LEVEL ONE DESCRIBING THINGS

DESCRIBING PLACES—SELECT

DIRECTIONS: Look at the three pictures of places. Read each description and decide which of the pictures it describes. Write the letter of the correct picture on the line.



F-7
 A. Food is grown and animals are raised here. Workers use machinery to plant and harvest the food. S
 B. Food is cooked and served to people here. U




F-8
 A. People come here to buy fuel for their vehicles. X
 B. Police officers keep their vehicles and equipment here. W

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BUILDING THINKING SKILLS® — BOOK ONE DESCRIBING THINGS

DESCRIBING OCCUPATIONS—SELECT

DIRECTIONS: Look at the three pictures of people working. Read each description and decide which of the pictures it describes. Write the letter of the correct picture on the line.



F-9
 A. This person may work in an office or clinic. He or she cares for teeth and teaches people about dental care. BB
 B. This person works in a school. He or she talks to children to help them learn. CC



F-10
 A. This public worker works long hours and sometimes sleeps above the garage where his or her truck and equipment are stored. EE
 B. This public worker protects people and property and helps prevent crime. He or she sometimes rides in a car or on a motorcycle. DD

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DEDUCTIVE REASONING

DIRECTIONS: Complete each of the following Mind Benders® problems.

H-129
Mrs. Grant is giving her grandchildren presents from her bicycle store. Her grandchildren are 3, 6, and 12 years old. Find out which of the children are boys and which are girls.
1. Mrs. Grant gave her grandson a tricycle.
2. The oldest received a 10-speed bicycle, but her sister was unhappy because she got a bicycle with training wheels.

	Boy	Girl
3	Y	N
6	N	Y
12	N	Y

The 3 year old is a boy.
The 6 year old is a girl.
The 12 year old is a girl.

H-130
Amanda, Desiree, and Jose listed their favorite foods. One liked beef burgers, one liked chicken, and one liked salads.
Find out the favorite food of each person.
Amanda does not eat meat, and Jose does not eat beef.

	Beef Burgers	Chicken	Salads
A	N	N	Y
D	Y	N	N
J	N	Y	N

Amanda likes salads.
Desiree likes beef burgers.
Jose likes chicken.

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DEDUCTIVE REASONING

DIRECTIONS: Complete each of the following Mind Benders® problems.

H-131
Three boys named Nick, Pablo, and Tim own athletic shoes. One boy has basketball shoes, another has running shoes, and another has sneakers.
Find out the owners of each shoe size and style.

- The basketball shoes are the largest.
- Tim has the smallest feet.
- Nick wears a larger shoe than Pablo, who owns the sneakers.

Shoe size	Shoe style		Basketball	Running	Sneakers
L	Basketball	Nick	Y	N	N
M	Running	Pablo	N	N	Y
S	Sneakers	Tim	N	Y	N

The basketball shoes are owned by Nick.
The running shoes are owned by Tim.
The sneakers are owned by Pablo.

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RANKING TIME MEASURES

DIRECTIONS: Use the chart below to list time measures in order from shortest to longest. Remember that 1 day equals 24 hours, 1 month equals 28-31 days, and 1 year equals 12 months or 365 days.

H-132

TIME MEASURES

day, hour, month, year

LONGEST ↑

year

↑

month

↑

day

↑

hour

SMALLEST ↓

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RANKING LENGTH MEASURES

DIRECTIONS: Use the chart below to list length measures in order from smallest to largest. Remember that 1 foot equals 12 inches, 1 yard equals 3 feet, 3 feet equals 36 inches, and 1 mile equals 5280 feet.

H-133

LENGTH MEASURES

foot, inch, mile, yard

LARGEST ↑

mile

↑

yard

↑

foot

↑

inch

SMALLEST ↓

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RANKING IN GEOGRAPHY

DIRECTIONS: Use the chart below to list the geographic regions in order from smallest to largest.

H-134

GEOGRAPHIC REGIONS

city, nation, neighborhood, state

LARGEST ↑

nation

↑

state

↑

city

↑

neighborhood

SMALLEST ↓

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FLOWCHART—EXAMPLE

DIRECTIONS: Look at the "flowchart symbols." Next, read the example question and follow the flowchart to see how the problem is solved. Since the answer to the question "Are all times in days?" is "No," you need to read the left "top" first.

FLOWCHART SYMBOLS

QUESTION (diamond)
ACTION (rectangle)
YES OR NO (circle)
ANSWER (trapezoid)

EXAMPLE
How many days are there in 2 weeks and 3 days?

NO → CHANGE ALL TIMES TO DAYS → There are 7 days in a week, so 2 weeks equals 14 days → ARE ALL TIMES IN DAYS? → YES → FIND THE TOTAL NUMBER OF DAYS → 2 weeks = 14 days, 14 + 3 = 17 days → ANSWER

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FLOWCHART—ARITHMETIC

DIRECTIONS: A flowchart can show a sequence of steps to be followed. Use the flowchart below to help you solve arithmetic problems.

H-135 Add 6 inches to 1 foot 9 inches. 2 feet 3 inches
H-136 Add 4 inches to 2 feet 10 inches. 3 feet 2 inches

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FLOWCHART—ARITHMETIC

DIRECTIONS: A flowchart can show a sequence of steps to be followed. Think about how to add hours and minutes. Fill in the blanks on the decision diamond and the action rectangles, and complete the flowchart to solve the problem below.

H-137 Add 30 minutes to 1 hour and 45 minutes. 2 hours 15 minutes

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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.

EXAMPLE

cheese, crust, pizza, tomato
WHOLE pizza PARTS cheese, crust, tomato

I-1

bun, burger, patty, tomato
WHOLE burger PARTS bun, patty, tomato

I-2

bicycle, pedal, seat, wheel
WHOLE bicycle PARTS pedal, seat, wheel

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