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Brain Teasers & SQUEEZERS



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Table of Contents

Introduction	3	Logic Grids	
Language Arts Activities		Spring Planting.	53
Word Puzzles #1–10	7	Camp Fish 'n Fun.	54
What's the Rule?		Let's Play Ball!	55
Colors	17	Birthdays! Birthdays! Birthdays!	56
Abbreviations.	18	Favorite Shoes	57
Games	19	Pony Rides	58
Months.	20	Plenty of Pie.	59
Compound Riddles	21	Friendly Frogs	60
Building Words		Adding Games	
Four-Letter Words	24	Add to 6.	61
Five-Letter Words.	27	Add to 7.	62
Six-Letter Words	30	Add to 8.	63
Math Activities		Add to 9.	64
Logic Problems		Add to 10.	65
Back to School.	31	Money Problems	
Sun, Moon, and Stars	33	Counting Pennies and Nickels	66
A Sea Full of Life	35	Counting Pennies, Nickels, and Dimes	67
Let's Go to the Zoo	37	Coin Combinations #1	68
Now We're Cooking!	39	Coin Combinations #2	69
Are We There Yet?	41	Coin Manipulatives	70
More Logic Problems		Shape Recognition	
Brain Squeezer to 12	43	Count the Circles	71
Brain Squeezer to 15	44	Count the Squares	72
Brain Squeezer to 18	45	Count the Triangles	73
Brain Squeezer to 21	46	Numbers and Operations	
Twelve-Picture Logic		What's My Sign? #1.	74
Eat Your Fruits and Vegetables	47	What's My Sign? #2.	75
Here, Kitty, Kitty	48	Manipulatives	
Going Buggy!.	49	Letters	76
Which Animal Am I?	50	Numbers.	77
Which Puppy Is It?	51	Answer Key	78
Which Flag Am I?	52		

Introduction

Brain Teasers and Squeezers is designed to develop logical thinking and reasoning and inference skills in primary-age students. The activities are divided into two main curricular areas—language arts and math. The activities in this book can be used in a variety of ways. The following are some suggestions:

Whole Class Instruction

Many of the activities can be easily done with the whole class. Make an overhead transparency of the activity and make a copy for each student in the class. Students can be called on to move pieces around (Logic Problems and More Logic Problems) or to show a solution to a problem as in Building Words. (Many of the activities can be done with just an overhead and no student copies.)

Seatwork

The activities can be assigned as seatwork or made available for students who finish an assignment early. Many of the activities can be laminated, and the student(s) can use an overhead pen to write on the laminated page. The teacher can quickly check the work, “erase” the page, and then the activity sheet is ready for the next student to use.

Advanced Students

The activities are great to use with the more advanced students in the class. Many of the activities are arranged in order from least difficult to most difficult. Make a checklist for each student in the class, and as each activity is completed, the student can place a check mark by his or her name under the specific activity.

Homework Assignments

Many of the activities are appropriate to send home as part of the weekly homework packet.

Introduction

Activity Descriptions

Word Puzzles 1–10 (pages 7–16)

The students need to write the missing letter in each circle to complete each word. After filling in each missing letter, a new word will be made from the letters written in each circle. Read the new word starting at the top and going down. Write the new word on the line. The students complete a short activity using the “mystery word” (new word).

What’s the Rule? (pages 17–20)

The students read the words already listed (words #1–6) and discover the “rule,” or what the six words have in common. The students then read the words in the word bank and select the words that meet the rule. The selected words are written on lines 7–12. The students then write the rule and complete a short activity related to the rule.

Compound Riddles (pages 21–23)

Ten compound words on a common topic are separated into the beginnings (first part of the word) and endings (second part of the word). The students read each clue and figure out which compound word answers each riddle. The students write the compound word on the lines. (Picture clues for each compound word are provided as well as lines for each letter in the compound word.)

Building Words (pages 24–30)

Anagrams are words that are made by rearranging the letters to form another word. The activities on these pages provide a “twist” to the traditional anagram by directing students to first rearrange the letters to make a new word and then having them subtract one letter each time a new word is made. For each word, several word choices are possible.

Logic Problems (pages 31–42)

The students arrange different items on logic mats according to a variety of clues read by the teacher. The students also complete a sentence about the logic mat or make up their own logic problems.

Introduction

Activity Descriptions *(cont.)*

More Logic Problems—Brain Squeezers (pages 43–46)

The students need to arrange nine of the number squares so that the numbers going across and down all equal a specific number.

(**Note:** Not all of the number squares will be used.)

Twelve-Picture Logic (pages 47–52)

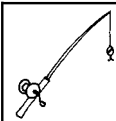

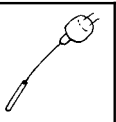
The students listen to (or read) clues and place an **X** on the pictures that do not meet the clue. After listening to and following all of the clues, there should be only one picture left. The students write the number of the remaining picture and a new clue to fit that picture.

Logic Grids (pages 53–60)

The students read each clue. If the answer is **yes**, the students make an **X** in the box. If the answer is **no**, the students make an **O** in the box.

Camp Fish 'n Fun

1. Reba does not like to go canoeing or fishing. Place **O**'s in the columns by Reba's name under canoeing and fishing. There is only one activity left for Reba and that is "marshmallows." Place an **X** in the marshmallow column by Reba's name. Since Reba likes roasting marshmallows, that means Dean and Jake don't like roasting marshmallows. Make an **O** by Dean and Jake's names under the marshmallow column.

			
Dean	X	O	O
Jake	O	X	O
Reba	O	O	X

2. Dean likes to go fishing. (Place an **X** in the fishing column by Dean's name. Place an **O** in the canoeing column. Based on the clues, there is only one empty activity left, and that is canoeing. Place an **X** in the canoeing column by Jake's name.)

Introduction

Activity Descriptions *(cont.)*

Adding Games (pages 61–65)

Students use crayons to color in 2–4 squares that add up to the specified number. The squares must touch on the sides—not just at the corners.

For one player: Use several different colors of crayons to color in the numbers that equal the specified number.

For example, if adding to 6, a student might use a red crayon to color in the squares with the numbers 1, 2, and 3. All 3 squares will be colored red. For the next set of numbers, the student will use a different color of crayon.

For two players: Each player will choose his or her favorite color of crayon. Taking turns, each player colors in the squares needed to reach a specific number.

1	2	1	4	3	4
4	3	2	3	4	3

One player—The different shadings represent different colors of crayons. (The students would use different colors of crayons to color in the numbers instead of shading in the used numbers.)

4	1	2	3	1
2	4	4	3	2
3	4	2	1	4

Two players—Each player has his own kind of shading. (The students would use crayons to color in the numbers instead of shading.)

Money Problems (pages 66–70)

Students cut out the money and arrange the coins to make different combinations for the given amounts of money. A page of paper coins is provided to use as manipulatives.

Shape Recognition (pages 71–73)

Students count the number of shapes in each picture, write the numbers on the line, and color the picture. Students can also color each shape a different color to help them keep track (colors will overlap).

Numbers and Operations (pages 74 and 75)

Students fill in the correct sign (+, −, or =) to make each problem correct.

Manipulatives (pages 76 and 77)

These pages may be reproduced as needed, cut out by students, and used to help with the math or language arts activities.

Word Puzzle #1

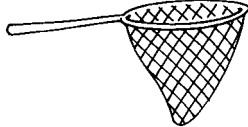
Look at each picture. Read the word that goes with each picture. Write the missing letter in the circle. After all of the circles have been filled in, find the mystery word.

1.



c a

2.



n t

3.



m a

4.



a t

5.



c e

6.



e a f

What is the mystery word? _____

Draw a picture of the mystery word.