DEVELOPING LOGICAL REASONING

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Designed for ages 6-9

This unit is designed to provide questions that develop logical reasoning skills and improve the ability to verbally express logical answers.

At a very early age, children want to know "WHY" about everything. It is a natural process of developing reasoning skills and storing vast information about the reason things happen, why things are as they are, and the reason certain things happen as a result of a particular action.

While the majority of children can answer "What would you do?" questions without difficulty, other children who are experiencing a delay in developing language skills need structured practice in developing logical reasoning skills and in expressing their thoughts about what should be done or what would likely be done or would happen in particular situations.

To use the unit successfully, the children should be able to speak in short sentences. Their grammar does not need to be perfect; although the professional should model correct grammar when repeating the children's sentences.

At first, the professional may not have an accurate determination of the depth of the child's reasoning skills, but as the child develops the ability to express his/her thoughts in short sentences and has the vocabulary to do so, the ability to reason and use logic will become apparent when progressing through the unit.

Children with word retrieval problems usually experience more difficulty on nouns. Giving answers to the questions in this unit primarily incorporates pronouns and action words, with the nouns falling at the end of the sentences. Nouns at the end of the sentences usually make retrieval easier since the first part of the sentence signals or provides the association needed to retrieve the appropriate word.

Directions:

Make copies of the masters ahead of time and file for convenient use. A student page should be given to each child. The professional will use the instructional guide page that matches the children's pages.

1. For each picture, the professional reads the statement and question. One child should answer both questions while the other children listen.

2. Next, address another child. Look at the picture and ask that child what the person or animal in the picture is doing. The second child's response should be similar to what was previously said. If it isn't, reread the sentence. Then once again, read the questions to be answered by the second child. Answering again increases the chances of the children retaining the information. Continue in this way until the page is completed.

3. For children who are having difficulty, reviewing some of the pages will be beneficial.
Instructor’s Worksheet

Directions: Before beginning, each student should be given a copy of the page that corresponds to the instructor’s worksheet. The students are to look at each picture while the instructor reads the statement and questions aloud. One student answers a question (taking turns). The other students can be asked if they agree. If an answer needs to be expanded, the instructor should ask the child additional questions so that the final result is a logical answer.

The girl’s friend just left and went out the door.

1. What should the girl do to the door?
2. Why should people not leave their doors open?

The boy wants to sit on one of the tree limbs.

1. What should he do?
2. Why is it probably safe to sit on one of the big limbs?

The hole for the tree is too small.

1. What should the man do?
2. What will he probably do after he puts the tree in the hole?

The man wants to stop water skiing.

1. What should he do?
2. Will he get wet? Why?
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The man is giving the clerk a dollar.
1. What do you think the clerk will do?
2. Why do people pay money for groceries?

The man wants to fasten the paper to the wall.
1. What do you think he will do?
2. How do thumbtacks stay in the wall?

The mother heard the baby crying.
1. What do you think she will do?
2. Why do babies usually cry?

The man picked up his camera.
1. What do you think he will do?
2. Why do cameras need film in them?