

Robert Femiano

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The Value of This Book

Move over Sudoku, here come *Balance Benders*[™]! You can use these books as quick, fun, logic problems or as stepping-stones to success in algebra. Students develop deductive thinking and pre-algebra skills as they solve balance puzzles that are more fun and addictive than Sudoku puzzles! Students must analyze each balance to identify the clues, and then synthesize the information to solve the puzzle. Try one—and then try to stop!

Teaching Suggestions

Before beginning the puzzles with your students, review the 10 Balance Tips (Algebra Concepts) listed on pages 41 and 42. Each puzzle's solution involves one or more of these basic concepts. Next, work the first puzzle with the students. After you work the puzzle and identify the correct answers, reread the 10 Balance Tips with the students to make sure they are familiar with all of them. Continue to work through the puzzles with the students until they demonstrate the ability to solve puzzles independently.

Once the students are working independently they might occasionally be stumped by a puzzle. If this happens, you can either ask them to return to the puzzle later after they take a break, or offer a clue using the Balance Tips found in the solutions on pages 43-46. It often helps to remind students that the joy of puzzles is being puzzled. Do your best to keep these puzzles fun, and remember that it is just as important to praise perseverance as it is to praise the correct answer.

About the Author

A longtime puzzle fan, Robert Femiano is a Seattle public school elementary educator and has been for most of his 34-year teaching career. For more than a decade of this time, he was also adjunct faculty at Seattle Pacific University conducting math methods courses. Publications include *Algebraic Problem Solving in the Primary Grades* in the National Council for Teachers of Mathematics peer-reviewed journal and *Quick Thinks Math* books and software by The Critical Thinking Co.[™]. In 2002, he won the highest honor in education, the Presidential Award for Excellence in Mathematics and Science Teaching.















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Puzzles













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Puzzles



















- b. ___ < ___
- c. \bigcirc > \bigcirc >
- d.
- e. 📉 > 🖂 🖂





Puzzles











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29

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a.

b.

C.

f. = 15



















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Balance Tips

(Algebra Concepts)



Balance Tips (Cont.) (Algebra Concepts)

lf

6. Dividing or partitioning both pans into equally numbered groups (e.g. take half) does not change the balance of the scale. For example:

If a = b then a/c = b/c

Division Property of Equality

7. Substitute one "weight" for a similar "weight" or group of "weights". For example:

If a = b then "a" can be substituted for "b" in any equation or inequality

Substitution Property of Equality and Inequality

If a = b and b = c then a = cIf a < b and b < c then a < cIf a > b and b > c then a > c

Transitive Property of Equality and Inequality

8. Combining two balanced scales does not change the balance of the new scale. For example:

If a = b and c = d then a + c = b + d and a + d = b + c

Addition and Substitution Properties

9. Removing a "weight" from one pan of a balanced scale causes an imbalance. For example:

If a + b = c then c > a and c > b

Equation to Inequality or Trichotomy Property

10. When multiplying or dividing, be sure to do the same to all "weights" in the pans. For example:

 $a \cdot (b + c) = (a \cdot b) + (a \cdot c)$







then









Solutions

Page 1: a, c, e

- a. Reversing the pans does not change the balance. (Tip 1)
 c. Add to each pan. (Tip 3)
- e. Double both pans then reverse. (Tips 5 and 1)

Page 2: c, d, e

- c. Add to both pans. (Tips 3 and 1)
- d. Add to both pans then reverse. (Tips 3 and 1)
- e. Add V to both pans then reverse. (Tips 3 and 1)

Page 3: b, e, f



- e. Add **X** to both pans. (Tip 3)
- f. Add **V** to both pans. (Tip 3)

Page 4: a, b, d

- a. Two half squares make one whole square.
- b. Two half squares make one whole square.
- d. Two half circles make one whole circle.

Page 5: c, d, e

- c. Double both pans, then reverse. (Tips 5 and 1)
- Both shapes are split in half but the balance does not change. (Tip 4)





c.	\therefore is heavier than \sum_{A} so \sum_{A} > \sum_{A} .
d.	is lighter than \overrightarrow{V} so \overrightarrow{V} .

f. Doubling both pans does not change the balance. (Tip 5)

Page 7: c, d, e

 $\boldsymbol{c}.$ Double both pans then reverse. (Tips 5 and 1)





Remove from both pans. (Tip 4)

b. Rearrange pans. (Tip 2) Reverse. (Tip 1)

Remove

d. Remove

e.

Page 13: b, e, f



Balance Benders[™] Beginning – Algebraic Reasoning



Solutions

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Solutions

