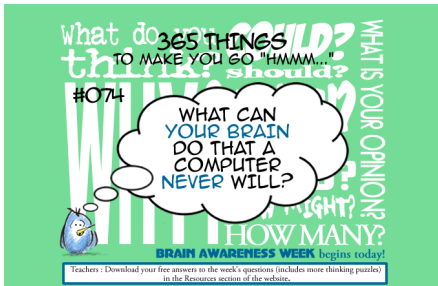


BRAIN AWARENESS WEEK

15 – 21 March 2010

Answers to this week's things to make you go "Hmmm...."

These questions will all feature on the website this week.

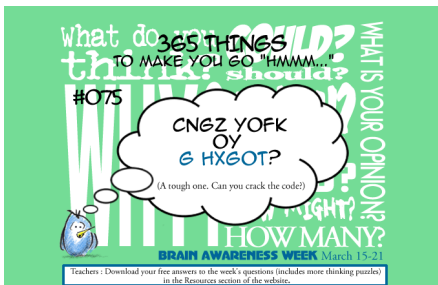


#074 (Monday 15th): What can your brain do that a computer never will?

ANSWER: open-ended (let us know your answers at

www.sparkyteaching.com/resources/thinkingskills/hmmm.html

(Click 'Reply to Sparky')



#075 (Tuesday 16th): CNGZ YOFK OY G HXGIT? (Crack the code!)

This is a tough one, but we think it is solvable! Get your class thinking about the number of letters in the words... For example:

- Write out the alphabet on the board. Underneath write the possibilities of coded letters (e.g. I or A must equal G). This will help your class visualise the solution as well as the problem.

- There's a one-letter word in there. What could it be? (I or A?) Write 'G' underneath the I and the A.

- The first word has four letters. Which four-letter question word has an A or an I as the third letter?

(WHAT) Write the letters C N G Z underneath the letters W H A T.

- By now, your decoder should look like this:

Alphabet: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Code: G N G Z C

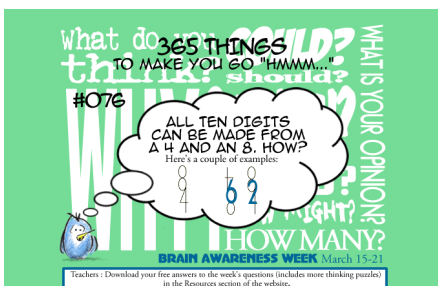
- Look at the letter T. If T=Z what could U equal? And V? And W?

ANSWER: Starting at A=U, B=V, C=W, the code continues through the alphabet

Until Z=T. The question is: **WHAT SIZE IS A BRAIN?** All your class now have to do is answer it!

Show your class are fantastic at www.sparkyteaching.com/resources/thinkingskills/hmmm.html

(Click 'Reply to Sparky')



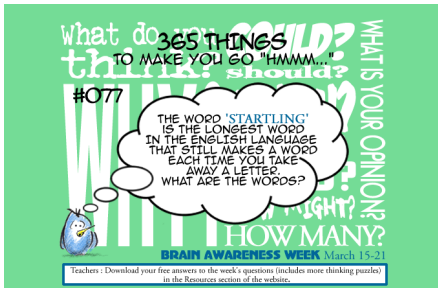
#076 (Wednesday 17th): All ten digits can be made from a 4 and an 8. How?

We found this on a great brainteasers website – we don't think it is copyright-protected, but if it's yours, we'll be happy to give you credit!

ANSWER:



Email your answers to hmmm@sparkyteaching.com

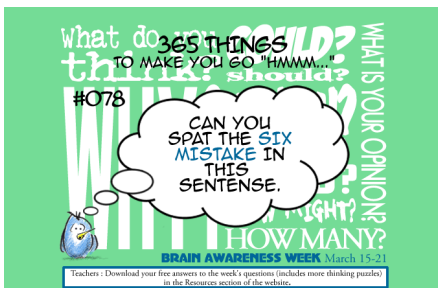


#077 (Thursday 18th): The word '**STARTLING**' is the longest word in the English language that still makes another word each time you take off a letter. What are the words?

ANSWER: STARTLING, STARLING, STARING, STRING, STING, SING, SIN, IN, I

Let the world know your class are sparky enough to solve this at

www.sparkyteacher.com/resources/thinkingskills/hmmm.html (Click 'Reply to Sparky')



#078 (Friday 19th): Can you spat the six mistake in this sentence.

- ANSWER:**
- 1) Spelling mistake: 'spat' should be 'spot'.
 - 2) Mistake should be plural: 'mistakes'.
 - 3) Spelling mistake: 'sentense' should be 'sentence'.
 - 4) If it's a question, it should end in a question mark (?)
 - 5) There aren't six mistakes, there are only five!!



If you are new to Sparky Teaching, then welcome.

We have a new 'big' question to make you go "Hmmm...." every day.

Keep coming back!

We are a relatively new website aimed at inspiring you to inspire your class to think! We like good design, creative ideas and lively resources. Please take the time to check out our latest...

sparky teaching's

We have a problem!



Our definitive guide to word problems.

www.sparkyteacher.com/resources/thinkingskills/wehaveaproblem.php

More time-filler brainteasers :

BRAINTEASER	ANSWER
Which is correct: Seven and five is thirteen or Seven and five are thirteen?	Neither, seven and five are actually twelve .
Which letter is next in the sequence? M, A, M, J, J, A, S, O.....	N for November (they are the months of the year).
Which letter is next in the sequence? O, T, T, F, F, S, S, E....	N again! This time it stands for NINE (they are the numbers One , Two , Three etc).
What about this number sequence? 1, 1 1, 2 1, 1 2 1 1 3 1 1 2	This is a little harder. Each new line describes the one above it. Starting with the digit 1, the second line describes that – you have one 1 (1 1). The third line describes the second line, where there were two 1s (2 1). The fourth line describes 2 1 by explaining that there was one 2 and one 1 (1 2 1 1). The fifth line describes the digits above it: three 1s and one 2 (3 1 1 2). So, the missing number will describe the digits 3 1 1 2. One 3, two 1s and one 2 (1 3 2 1 1 2) You see? Thought not!
And this one? 0, 1, 1, 2, 3, 5, 8 ...	It's the well-known Fibonacci sequence where each number is the total of the two before. So, as 5 + 8 equals 13, the next number must be 13. Fibonacci sequences often appear in the world around us in two consecutive Fibonacci numbers (for example branching in trees, arrangement of leaves on a stem, the segments of a pineapple or the arrangement of a pine cone).
James' mother has three children. One is called May because she was born in May. The other is called June because she was born in June. What is the third child's name?	Er, James (we did tell you!)
How many of the punctuation marks used in English grammar can you name? There are 14, we think! However, is the slash (/) also acceptable nowadays?	What better way to demonstrate them than by giving you a ridiculously long sentence full of the things? They are the full-stop or period (.), question mark (?), exclamation mark (!), comma (,), semicolon (;), colon (:), dash (-) and hyphen (-) – similar signs, different uses. There are also parentheses (())!!, brackets ([])!!, braces ({}))!!, apostrophe ('), quotation marks (""), and ellipses (...). Apologies to lovers of punctuation for the abysmal use in that paragraph!

Keep your eyes peeled. We've really enjoyed putting together these resources for Brain Awareness Week and are working on a similar theme for our next project.

Hope to see you soon at www.sparkyteaching.com