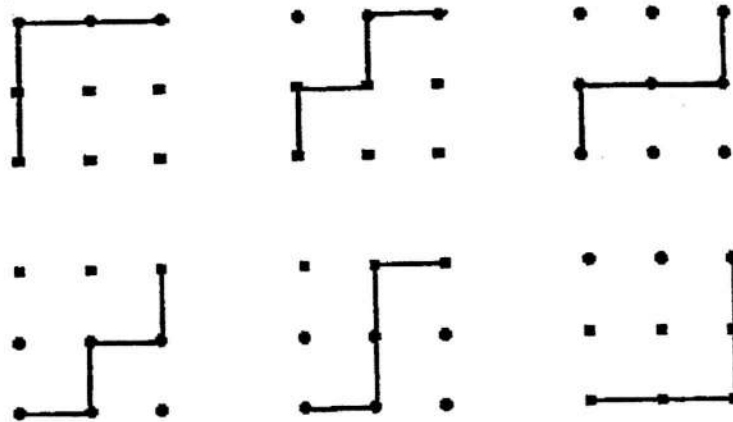


Commentary

Earth, IV

1. (11 and 6) Students might think of all the number pairs which sum to 17, and from that select the one in which one of the numbers is 5 more than the other.
2. (a. 12; b. 2 ; c. bicycle and car) The key to success for students is to notice the key to the graph, that each figure stands for two students. They can find most answers by counting by twos for each category, then comparing categories.
3. (D = 6) Students may use "guess-check-revise" to help solve the problem. There are some additional clues also -- for example, C can't be 5 or greater since that would produce an extra digit in the answer, to the left of D. So C must be 3. Some students might not understand the hints because they don't yet know the difference in *odd* and *even* numbers, although this was covered in Worksheet I for this grade level. A=1, B=2, and C=3; therefore, D=6.
4. (21) There are several approaches to the problem. Some students will add all of the animals together to get 32, then subtract 11 and get 21. Other students might keep the animals separated in their minds, subtracting 4 rabbits from 20 rabbits and 7 hamsters from 12 hamsters, getting 16 rabbits and 5 hamsters left, and add those together for 21 animals. Some might just make marks on a paper, and count what's left after marking out the right number.
5. (6) The possible paths are shown below:



6. (a. fish; b. nickel and penny) Nedra could not have bought the owl as it costs more than 25¢. If she bought the mouse, her change would only be 1¢, which is one coin. If she bought the bug, her change would be 8¢ which would be at least 4 coins (a nickel and 3 pennies). If she bought the cat, her change would be 13¢ or at least 4 coins (a dime and 3 pennies). If she bought the fish for 19¢, her change would be 6¢ or possibly 2 coins (a nickel and a penny). The fish is the only correct answer.