Commentary

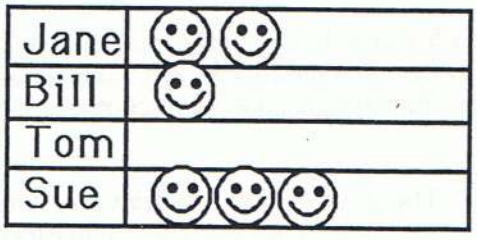
Venus, XXII

1. **(Joe -- 20; Keesha -- 25)** The problem has two steps. The first step is to add 10 to Karen's points to get Keesha's, and the second is to subtract 5 from Keesha's to get Joe's.

2. **(30¢)** Most students will first use the second clue to find the cost of an orange at 20¢. This is done intuitively, rather than with the formal process of division, by asking themselves "what price, added 3 times, gives 60¢?" If students have trouble with this step, they might represent 60¢ with 6 dimes, and then divide the dimes into 3 equal piles. The first clue is then used, knowing that an apple plus 20¢ is 50¢, to find the cost of an apple at 30¢.

3. **(6)** Students might be encouraged to circle the angles. The two right angles will be easy for them. The other four will be less obvious as they are closer together on the tag, and are obtuse angles which means they don't appear as "sharp" to students. Note, some students might give a very large number as an answer -- if they have tried to count the angles in the small stars, they should be given extra credit for noticing something that wasn't intended.

4. **(The pictograph is shown below.)** The main point of this problem is for students to use the key correctly.



5. **(Answers will vary.)** Check to see if there are 20 tally marks. Then check to be sure that the face with the most tally marks is circled. If two faces have the same number, then both should be circled.

6. **(23)** This problem encourages students to use *number sense* to look for easy ways to compute. In this problem, they look for numbers that sum to 10, and put those together first, adding on the remaining numbers as necessary. Some students will not do this, of course -- they will simply add the numbers in the order in which they appear. Such students should be given credit if they succeed with the problem below, but should be encouraged to make their computation easy, when possible.

   Have this problem on several 3 x 5 cards, for students to look at when they hand in their paper. The student is only allowed to write the answer, not any steps in getting the answer:

Add in your head:
6
8
4
3
+2