

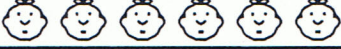


# Commentary

Venus, I

1. (7)  $15 - 8 = 7$ . Students might use cubes to represent the strawberries. Making up a story to go with the problem might help some students who have trouble. They are likely to solve the problem by *counting on*.
2. (12)  $5 + 7 = 12$ . Manipulatives to represent the bugs, or drawing pictures of the bugs, will help some students.
3. (12) 1st week-2 books, 2nd week-4 books, etc....6th week-12 books. Students who simply add or subtract the two numbers they see in the problem will need to act this out, with real books and a calendar.
4. (fish) The problem is an intuitive introduction to probability. The chance is greater for getting a fish because fish take up more area of the circle. Some students unfamiliar with spinners may choose "bird" because that is where the arrow is pointing to in the drawing.

5.

|           |  |
|-----------|--|
| September |   |
| October   |   |
| November  |  |

6. (A square divided into 5 sections.) Be lenient with student's drawings. Some will have the right idea, but their small motor skills aren't developed enough to draw such a figure precisely. Have them describe their figure to you verbally, and give them credit if their description is correct.

