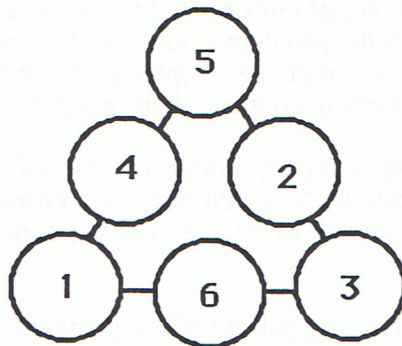


# Commentary

*Venus, XII*

1. (**scissors, phone**) The pattern is repeated after every third term. The 10th figure is called for because it is the next one not shown. The 14th term is then called for, as this encourages students to predict "down the line" what might appear. Students will enjoy making their own such patterns, and using them with other students.
2. (**B**) One out of four equal parts of the square is shaded in. Most students will not have encountered these names in their formal schooling yet, but some will have an intuitive notion of the word names for these simple fractions.
3. (**72**) Counting by tens, there are 7 tens and 2 which is 72. In experiences leading to this, the tens and ones should be "mixed up" from left to right, so the child has to sort out the tens and ones based on their size, rather than the way someone has already grouped them, as is displayed here.
4. (**8**) There are 6 small triangles around the edges, and then the two large triangles themselves. The purpose of this problem and similar ones is for students to see both the overall structure of a design, and also the small parts that make it up.
5. (**One solution shown below.**) Try a *guess and check* strategy. Try 6 numbers in different places until you find the combination that works. Be sure the sum along each side is 6. A hint might be that the 5 and 6 need to be "separated."



6. (**2, 2; 4,3; 4,0**) This problem is an introduction to the Cartesian Coordinate system. It is important that students remember to go east first, then north. Although this is merely a convention, it is an important one to keep in mind.
7. (**11:00**) Showing time on clocks will be new for some students, but not for others. Students are asked to respond using both types of common clocks. The time increments in the problem are limited to "half hours" so that students can intuitively add the time periods.