Commentary

Venus, XIV

1. **(40¢)** It will help students to draw a diagram. Each cut is 10¢, but it takes 1 less cut than the number of pieces needed. Five pieces will take 4 cuts, giving 40¢ for the cost. Students might enjoy acting out this problem or similar ones, cutting a piece of string.

2. **(A)** Students with good visual discrimination skills will have no trouble with this problem. Others might choose to trace over the cut-out area, cut it out, and see which one it fits.

3. **(7¢)** The problem involves the concepts of *greater than* and *less than*, in one problem. In this case, the words are used naturally with coins and should be more meaningful to students than if the words were used simply with numbers. Similar problems used in the classroom will develop this skill in children in a natural way, before it is met in a more formal setting, and with symbols > and <.

4. **(about 30)** The students can see only "7 - 4", but they know that this means "seventy-something minus forty-something." The answer to that is "about thirty-something."

5. **(5)** For this problem, students might actually lay out rows of 10 stars each, until they have 50 stars, or make such a drawing. Students will enjoy drawing an American flag, given this information and the picture showing the 13 stripes.

6. **(3 to 5, (4 to be exact))** Answers will vary, but this range is appropriate. Some students might want to take a coin about the size of the cat, and move it around the mat to get an estimate.

7. **(Use your judgement.)** The tail should not be real short, or real long. Anything that is reasonable should earn credit. The actual picture that this drawing was taken from is shown below. Notice that the tail doesn't look quite as long as the height of the kangaroo, but that's because it is curled up.