Commentary
Venus, XV

1. **(Check rectangle drawn on paper.)** The first problem is to encourage students to draw a rectangle of a certain size, enabling them to find the perimeter in the next problem. Some students will not know what a rectangle is, and others might not know how to measure with a ruler yet. For the latter student, encourage them to use a "centimeter cube" or some other device that can be repeatedly used as a single unit to measure distances.

2. **(20)** This problem gives an intuitive introduction to *perimeter*, although the word should not be introduced as yet. Students can find the answer by counting $3 + 7 + 3 + 7$.

3. **(Out: 4; Out: 8; In: 27)** Students are introduced to a function machine in this problem. They will enjoy having a machine like this in class, made from an old box with a plastic lid for a dial and a funnel for the "In" chute, and pretending to "set the dial" for each other, filling in a chart to see who can guess what the dial is set to do. In the first two parts of this chart, they subtract 7 from the input number. In the last entry, they must decide what the input number is, for the output of 20.

4. **(yes)** Richard has 38¢. If he spends 10¢, he'll have 12¢ left, which is enough for the 10¢ eraser. Some students might have trouble with this problem if they don't know the value of coins, and so can't find the initial amount of 38¢.

5. **(4)** This is the first introduction that students have in *Superstars III* to a pictograph in which the symbol stands for a number other than 1. Some students will find the total for both milk and soda, and subtract 6 from 10. Others will note visually that there are 2 more symbols beside milk, each representing 2 cups, and get 4 cups that way.

6. **(9)** This is a simple addition problem. Students might make a mark for each truck and count, or they might add the numbers they see in the problem.

7. **(5:30)** The problem involves *process of elimination*. The first and second clues eliminate 4:00 and 6:00 o'clock respectively. The last clue eliminates 5:00, leaving 5:30 as the correct answer.

8. **(104)** Students will solve this by adding 26 four times. A calculator should be encouraged.

9. **(11)** Students must use visual clues to see that the duck weighs 5 and the duck and cake together weigh 16. Therefore the cake alone weighs 16 - 5 or 11 ounces. Students will enjoy making up problems such as this for each other, in the regular classroom.