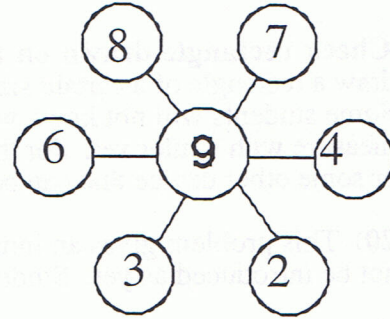


# Commentary

Venus, XVI

1. **(One solution shown to the right.)** The numbers may appear on the array in a different position. Students will likely solve this simply by guess-check-revise. A few might notice that, since 9 already shows for each line, the other two entries on a line must total 10. So 8 can be matched with 2, 6 with 4, and 3 with 7.



2. **(Jan 10, 4, Jan 23)** Students should be familiar with a calendar by this point in the first grade. They have likely played games similar to the questions asked, alternating roles with other students to ask the questions. In a previous *Superstars III* activity, students were asked to actually place the numbers on such a calendar.
3. **(157)** This problem is not new to students, except that in their books they might have always seen the blocks already arranged for them, from biggest to smallest, left-to-right. This problem requires that they understand that they must collect the tens together and the units together, before proceeding. This problem, then, is at a little higher level than typical ones found in their textbooks.
4. **(a. 10 b. 30)** This problem is an intuitive introduction to *rounding off to the nearest ten*. However, at this point students should find the answer by pointing out about where 13 and 28 are on the line, and visually comparing their distances to the numbers asked. Placing the numbers 13 and 28 on the line involves *number sense*.
5. **(8, 2, 12 and 16)** This pictograph involves a key. Students previously considered such a pictograph, but there was only one symbol used in the chart. Here two are used, introducing more complexity but also more opportunity for growth.
6. **(10)** The pencil has already been “lined up” for students, so all that is required is that they count the boxes to find the length.
7. **(Measure the student's drawing for 7 cm .)** In this problem, the student must use 7 centimeters from the picture above as the length, and sketch a pencil this length. This problem is more activity-oriented than the previous problem as students are asked to actually produce a figure.