

# Commentary

*Venus, XVII*

1. **(15 pennies)** Students can actually make the additional rows with pennies, or they might draw the pennies needed. Some will notice that each new row means the next consecutive number of pennies is added -- e.g, 4, then 5, then 6, then ....
2. **(The calculator is working fine.)** Although students this young haven't computed with decimals with paper and pencil, they can do this problem on a calculator and see what kind of answer they get. It makes intuitive sense to them, at least with money at this stage, that \$7.00 means the same as \$7.
3. **(3 inches)** The ruler must be placed so that the object being measured starts at zero, to read the inches directly. A few students might not align the object at zero and still get the right answer, by counting the inches from where the object is aligned on the ruler.
4. **(5)** Students might do this problem on a calculator. Some who do it from left to right, one number at a time, will notice the pattern of the build-up for every two numbers considered. I.e.,  $10 - 9$  gives **1**, then add 8 and subtract 7 and you have **2**, then add 6 and subtract 5 and you have **3**, and so on. Students will enjoy doing patterning problems such as this.
5. **(Yes)** The answer is yes because  $12+14+7=33$ , and since you have 35 candles there will be enough. Students might approach the problem by drawing a picture of the candles and counting, or perhaps by addition.
6. **(May 7th)** If yesterday was May 5<sup>th</sup>, today is May 6<sup>th</sup> and tomorrow will be May 7<sup>th</sup>. Some students will forget to count "today" since it isn't mentioned in the problem.
7. **(a. 5; b. 5; check the student's graph)** The bars on the graph should extend up in the same fashion as from April through July. Follow-up questions could involve the overall number of grams gained from April through October, and what would likely happen to the graph over time (the chick wouldn't continue to grow at this rate).