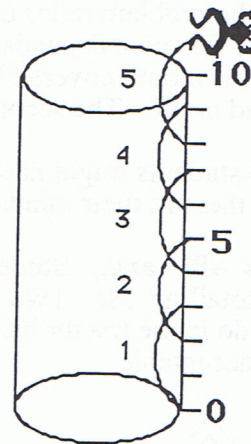


Commentary

Venus, XIX

1. (4, 1 or 3, 11, or 2, 21, or 1, 31, or 0, 41 are all acceptable.) Most students will find this answer with no trouble. The most likely answer is to have the most dimes possible, but other combinations of dimes and pennies to make 41¢ are acceptable. Notice that there is extraneous information in the problem -- this might bother some students, if they have never met a problem of this nature previously.
2. (The bags with 80 rocks and 60 shells should be circled.) Students will need to compare the two bags of rocks and two bags of shells, looking for a difference of 20. By process of elimination (60 rocks and 50 shells won't work, for example) they can find the answer.
3. (1, 3, 4) Students can find this answer by trial-and-error.
4. (5) The problem is an excellent one for which to draw a diagram. Such a diagram is shown to the right.



5. (9, 6, 9 - 3 = 6; 9, 5, 9 - 4 = 5; 9, 2, 9 - 7 = 2) The only difficult part of this problem is that the number to be removed is not recorded, until it's written in the number sentence. Students who have difficulty with this problem might perform better if they have real objects shaped as triangles, squares, and circles, and a 3-by-3 board, and remove the objects as directed, recording as they go.
6. (24) Some students will make the marks in the boxes, and simply count by ones to find the answer. Others at a little higher level, will count by 5's and then by 1's. Others might add four 5's and then four 1's, and still others will put two groups of 5's together, and count by tens.