

Commentary

Venus, II

1. (A) Students might want to cut out shapes like these, and see if they can make them fit. A is half of the square shape. The rectangle and hexagon will not fit the shape.
2. (basket of berries and the truck) $15\text{¢} + 18\text{¢} = 33\text{¢}$.
3. (Second Tile) There are five dots on this tile. Each of the other tiles have seven dots.
4. (Ben, Ken, Jen, Len, Zen) Students might enjoy lining up like this themselves, to act out the roles. Drawing a picture most-to-least will also help answer the question.
5. ($9 + 4 = 13$)
6. (6) Most students can *guess and check* to find the mystery number. They would perhaps guess it was 5, then go through the steps and find that 5 was too small because you don't get 14. So they would revise their guess up. *Working backwards* might be appropriate for some students. For them, you would start by reversing the last step -- what did you have, before you added 2 and got 14? Then what number can you add to itself and get 12?