

# Commentary

Venus, VII

1. (14; 35) If the dog ate 9 flies, then the cat ate 12 flies and the bird ate 14 flies. Together they ate  $9 + 12 + 14$ . This problem may be troublesome for children because you don't simply add or subtract with the numbers that appear. It might be helpful if they act out the situation, using manipulatives, stressing the words *more than* in the problem.
2. (20) If one lamb has 4 legs, 2 lambs have 8 legs, and so on to 5 lambs having 20 legs. Students might draw stick figures of the lambs, and count their legs as they draw them.
3. (2) If one truck costs 13¢, then 2 trucks cost 26¢. You can only buy 2 trucks for 30¢, and you'll have 4¢ left. A student might want to act this problem out with 30 pennies, putting down 13 for each purchase.
4. (ABC) Since B belongs to the square and the triangle, it counts as belonging to the triangle.
5. (46) As 4 tens are 40, the *tens* place has a 4 in it. Therefore there is a 6 in the *ones* place. Students might enjoy doing some more "mystery number" games like this, giving a hint as to either the *ones* or *tens* digit first, then the other.
6. (−, +) Using trial and error, the student can put the correct symbols in the circle to make sense.

$$13 \quad \ominus \quad 4 \quad \oplus \quad 8 = 17$$

7. (10) Research is beginning to show that students coming to first grade already have intuitive knowledge of some fractions, and "half" is one of those. They may not get this problem correct, but many can divide a collection of food or other such common objects among several children. In this case, two children could act out the roles, one starting with 20 pennies and the other with none. They would divide them by going "one for you, one for me," and so on.