

# Commentary

## Earth, I

1. (5 circles should be drawn in the right hand.)
2. (4 children) There are 7 children who like chocolate and 10 who like strawberry. There are 4 children who like both chocolate and strawberry; they are in the overlapping part of the circles. Children might enjoy placing themselves in some loops like this made from rope, for other types of food such as spinach, beans and peas.
3. (a. 50, 53, 54 ; b. 86, 84, 83; c. 25, 40, 45) Give a star to a, b, and c separately. Note that (a) is simply counting from 48; (b) involves counting down from 87; (c) is counting by 5's, starting at 15.
4. (even; odd; even; even; even) This problem is a concrete introduction to *odd* and *even* numbers. Students might enjoy practicing this process with other numbers of coins.
5. (12) The problem introduces students to the *repeating function* concept on a calculator. Most hand-held calculators will repeatedly add, subtract, multiply and divide in this manner. It is interesting for students to experiment with which number that is entered is the one that their calculator repeatedly uses. For the problem  $\boxed{5} \boxed{+} \boxed{3} \boxed{=} \boxed{=} \boxed{=}$ , for example, do they get 17 or 23?
6. (4) Many students will intuitively know that half of 8 is 4, so 4 squirrels went to get nuts. Thus 4 squirrels are left behind in the tree. If students have been taught a rule such as "how many are left means to subtract," they might not know how to solve this problem because there is no obvious number to subtract.

