Commentary
Earth, XIII

1. **(1/2 or 2/4)** 2 out of 4 equal-size parts or 1/2 of the circle is stripes. Students are equating the area of parts of a figure with the probability of landing on that area.

2. **(218)** The *even* numbers are: 14, 88, 100, and 16. Students might want to remember that the even numbers are the ones you would say aloud if you counted by twos. They could count by twos, from 2 to 100, and check off each of the numbers given if they called out its name.

3. **(The missing digits in order from hundreds to ones are: a. 3, 5, and 1; b. 5, 4, and 5)** Students may solve these problems by turning each box in a column into a missing addend problem.

$$
\begin{array}{r}
\square\,\square\,\square \\
+\ 3\ 0\ 2 \\
\hline
6\ 5\ 3
\end{array}
\qquad\qquad
\begin{array}{r}
\square\,\square\,\square \\
+\ 2\ 2\ 3 \\
\hline
7\ 6\ 8
\end{array}
$$

4. **(James)** Students may "act out" the problem to help solve it, or draw a diagram or make a list. To make a list, they would put Carolla on top of Tremaine to indicate Carolla is older, and then put James above Carolla for the same reason. Then James would be on top, Carolla next, and Tremaine last, indicating their age.

5. **(a. 5; b. 8; c. 15; d. 28)** The line plot may be new to students, but the key should help them realize it is somewhat like a pictogram. Two students drink no milk, five drink 1 glass, four drink 2 glasses, and five drink 3 glasses each day.

6. **(6)** Students may see this pattern in a real-world situation:
   - 1 gallon requires 2 ounces,
   - 2 gallons require 4 ounces,
   - 3 gallons require 6 ounces.

   This is an introduction to ratio, but at this stage can be thought of as a pattern problem, a repeated addition problem, or simply a counting problem.