Commentary

Earth, XVIII

1. **(from the left edge, Clint, Sandra, Billy, Margie, and Freida)** The given picture is harder to use than simply making your own line from the letters of the alphabet standing for the swans' names because, from the first clue, you don't know which swan is Freida -- all you know is the relative position.

2. **(70)** This problem has information in it that is not necessary to solve the problem. Add the 50 miles to the 20 miles to get the answer of 70.

3. **(a. 2 b. 3)** Students will use different approaches to estimating this height. Some may do so visually, although it's somewhat difficult since the pencil is horizontal and the stick figure heights are vertical. Another method would be to find an object as long as the pencil, and use that object repeatedly to estimate the height. Still another method would be to mark off the distance of the pencil on a piece of paper, and use it repeatedly to gain an answer.

4. **(24¢)** Subtract a dime (10¢) from 34¢.

5.

26	15	11
17	12	5
9	3	6

6. **(19)** Students might draw a picture to illustrate the problem. The last two inches are divided by one snip. Another approach is to begin with an easier length and find the pattern. If the ribbon is 3 inches long, two snips will cut it into one-inch pieces. Studetns will discover that the number of snips is always one less than the lenght of the ribbon.

7. **(45)** From the first two sentences, students know that there are either 85 or 45 beans. From the third and fourth sentences, there must be either 45 or 25 beans. The number in common to both possibilities is 45.

8. **(250)** Students will solve this problem in a number of ways. Some might draw all 25 cookies and the chips in each, and simply count. Others will find an easier way, such as drawing 25 cookies and counting by tens. Others will try various ways of grouping the cookies -- for example, 10 cookies would have 100 chips, so they might group by 10 cookies, 10 cookies, and another 5 cookies.