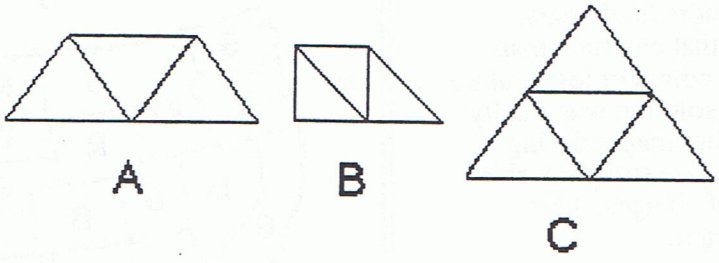
Commentary

Earth, XIX

1. Several of the correct ways to divide the shapes are as follows:



2. **(A. 40 B. 40)** Problem (a) involves the repeated function concept on a calculator. Four is added repeatedly, every time [=] is pushed. Problem (b) is used to show that multiplying by 10 is the same as adding a number (the number 4 from part (a)) ten times.

3. **(Princess Dianne , 2 more buttons)** Dianne had 20 + 2 = 22 buttons. Joy had 5 robes with 4 buttons each, which is 20 buttons. Students can find these numbers by drawing the figures and simply counting, if necessary.

4. **(12:30 p.m.)** 11:00 plus one and one-half hour gives 12:30 p.m.

5. **(12)** Students might want to draw a diagram to decide what a reasonable answer might be. Without such an aid, many will think that the numbers should be added. They might not understand what such a road sign means.

6. **(Ann)** A costs \$3. Each N costs \$5. \$5 + \$5 + \$3 = \$13. Students might enjoy finding out who has the most expensive and least expensive name in the class, using these charts.

7. **(1)** Sunday the 27th is the last Sunday left in the year. Students will need to know that there are 31 days in December. They might begin by writing the days of the week with numbers under them, calendar-style, until they run out of days in December.

8. **(A. 376 B. 504 C. 265)** These problems are not difficult, except that the order in which they typically appear in textbooks – largest to smallest – has been scrambled. Therefore the student must first decide the order to put the numbers in, so the place value becomes obvious. Problem (b) might give difficulty since there are no 10s to consider, and some will not remember to record a 0 in the tens place of the answer.