

# Commentary

*Earth, XXIV*

1. **(6)** The students might make an organized list of the ways:
  - Oak Street and Main Street
  - Oak street and Monroe Street
  - Oak Street and Lawn Street
  - Fair Street and Main Street
  - Fair Street and Monroe Street
  - Fair Street and Lawn Street
2. **(A. 389; B. 14; C. 839)**
3. **(No)** Charlie has \$4.85 and the gerbil costs \$4.86. Charlie is a penny short.
4. **( $9\frac{1}{2}$ )** This problem may be solved by counting the number of whole units, then putting together half units to make a whole unit, and counting what's left. There are 7 whole units, 2 more whole units by putting together half units, and a half unit left by itself. Some students might know how many there are, but be unfamiliar with writing a mixed number and write it out in words.
5. **(109¢ or \$1.09)** Accept either answer.
6. **(\$1.09)** Give the students who use the \$ notation in problem 5 credit for this problem also.
7. **(lion: 1, 3; elephant: 3, 4; fish: 4, 2; bird: 5, 3)** The problem introduces the cartesian coordinate system. Students might want to trace the path with their finger, to get to each animal. By convention, the horizontal distance is always given first, followed by the vertical distance.