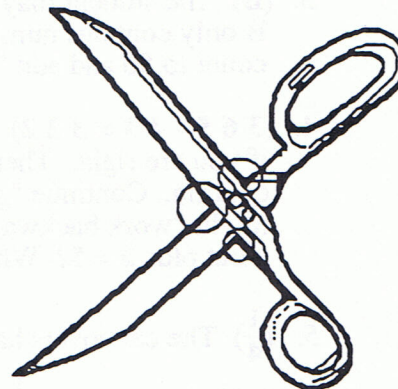


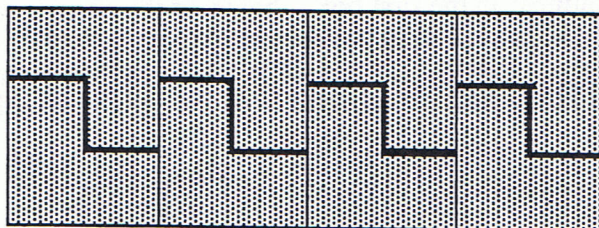
# Commentary

*Earth, VII*

1. (90¢) Students may identify the pattern as "adding on" 15¢ each time.
2. (a. TV; b. sleeping; c. eating) Students have an opportunity to work with a circle graph to answer each question. The answers are based on visual estimates of the size of one region as compared with another.
3. (>)  $28 > 27$
4. (See below.) The drawing to the right has several angles circled. Be a little generous with checking the paper. For example, if students circle a sharp point of the scissors, give them credit although technically part of the tip has a curved edge.



5. (7) Starting with the first clue and proceeding in order, the only numbers whose sum is 3 are 1 and 2, so mark them out. The only 2 numbers left whose sum is 8 are 3 and 5, so mark them out. The only 2 numbers left whose sum is 12 are 8 and 4, so mark them out. The only 2 numbers whose sum is 15 are 6 and 9, so mark them out. Seven is left
6. (8) Students might be encouraged to cut out a shape like the one shown, and physically move it around the grid to cover it. Such an arrangement is shown below.



7. (5 centimeters) Students might take a piece of string and curve it to fit the mouse's tail, and then measure the string. Or they might try measuring with a straight-edge centimeter ruler -- if so, they might have selected 2 as the estimate unless they somehow "go around the curve" in small chunks. 10 and 13 centimeters should be obviously wrong.