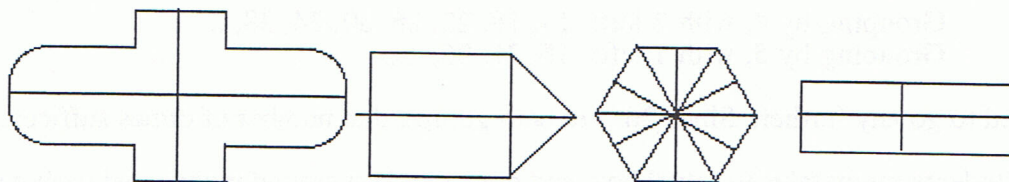


Commentary

Mars, XI

1. **(107; 184)** The student might subtract 288 from 395 to find the first missing number, 107. Other students might "add on" to 288, till they get to 395. Similar methods will work for the second problem.
2. **(28)** Students can solve this problem by drawing a row of 35 seeds, and grouping them into sets of 5, and crossing out one seed in each group. Counting the remaining seed gives 28.
3. **(9)** The student might draw a picture to help visualize the problem, or to actually count the places for more stamps. If $3\frac{1}{2}$ rows are full, then $1\frac{1}{2}$ rows are empty. This is one empty row of 6 and another half row of 3, gives 9 more places for stamps.
4. **(5/9; 4/9)** The problem involves writing a part-whole relationship for a collection. The entire collection has 9 disks, so each part is written as a correct numerator over the denominator of 9.
5. **(22¢)** The student must first find out how much Sally spent. 32¢ can be added 4 times or can be multiplied by 4 to give \$1.28. To find the amount of change, the student can count out the change with real or play money, or subtract ($\$1.50 - \$1.28 = \$0.22$).
6. **(There are 11 lines of symmetry as shown below .)**



7. **(5; 2)** The student can draw pictures of tables and count the chairs. Since all tables hold at least 4 people, there can be no more than 8 tables since 8 groups of 4 is 32. But 8 is an even number, so there can be no more than 7 tables. Check and see if it's possible to have a combination of 4- and 6-person tables that total 32 chairs. Seven 4-person tables would be 28 chairs, so take the extra 4 chairs and turn 2 of the tables into 6-person tables, and the problem is solved.
8. **(77)** The pattern of dots is shown below:

dots:	5	9	14	20	?	?	?	?	?
figure:	1	2	3	4	5	6	7	8	9 10 ...

The pattern involves adding successive numbers -- 4, 5, 6, 7, etc. -- each time to get the number of dots for the next figure.