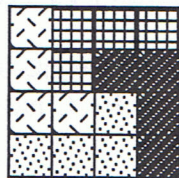


Commentary

Mars, XVI

1. **(4)** The problem has students read and interpret a graph with a key. Blue has two more dots than red, which indicates 2×2 more people.
2. **(125-inch spool)** The students can add 14 six times, or multiply 6×14 , to find that 84 inches of ribbon are needed. This is more than the 70-inch roll can supply.
3. **(27)** This problem encourages students to start a problem where it makes sense, not necessarily with the beginning words. Students can start with what they know -- there are 6 red crayons. Then they can determine the number of brown crayons from that (5), the number of blue crayons (10) from the number of brown, and finally the number of pink (6) from the number of blue.

4. One solution:



5. **(420)** Give the problem 42×10 to students as they hand in their papers. They should realize, after practice, that multiplying by ten simply appends a zero, and multiplying by 100 appends two zeros. This is extended, of course, to multiplying by any higher power of ten.
6. **(a. Yes, 28; b. no)** The problem points out to students that rectangles can have the same perimeter, or distance around the outside, but have different areas.
7. **($3 \times 5 + 2 = 17$; $17 + 5 - 4 = 18$ or $15 + 7 - 4 = 18$; $6 \times 5 - 1 = 29$)** Some students will come up with different, but equivalent, ways to write the number sentences.