

# Commentary

## *Mars, II*

- (7, 0, 17, 8)** Students can subtract 7 from the number in column A to get the number in the column B. Students must reverse the thought process to do the last part. The number in B is given, so they must ask themselves "What number, if I subtracted 7, would give me 1."
- (59)** Give the students this problem posted where several can read it at one time:  
$$\boxed{34 + 25 = ?}$$
and have them write only the answer on their paper.
- (\$0.22)** The class would have to buy 3 small packages of napkins which would cost \$2.97. Most students will find this number by adding 99¢ three times, but some might multiply on a calculator. In either case, they must then subtract \$2.75.
- (15)** Students might first label the two sides of the patio for which they know the length. That would be 20 feet of the 50-foot perimeter. Then students would subtract 20 feet from 50 feet and realize they have 30 feet left for the other two sides. They will use various methods to divide 30 feet into two equal pieces.
- (300)** 8 feet is not a reasonable length for a home run. 2,500 feet is also not reasonable, as a mile is about 5,000 feet, so 2,500 feet is about 1/2 mile. 300 feet is reasonable. That's the length of a football field.
- (6-3-5-6-2-3-1-2-5 is one solution)** All successful solutions have these in common: they either start at 6 and end at 5, or start at 5 and end at 6. That's because 5 and 6 are the only places in this network that have an odd number of paths going in and coming out.
- (a. 3; b. 1)** The area for 3 is twice as much as that for 2, so 3 is twice as likely as a landing for the spinner. The area for 1 is also bigger than the area for 4, as there are three equal sized pieces that make up 1 and only 2 pieces for 4.
- (32)** It will help if students make a list or complete a chart for this problem. If so, they will likely notice that the number of children is doubling each day. Therefore on Thursday there would be 16, and on Friday there would be 32.