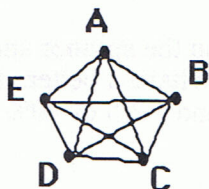


# Commentary

## Mars, III

- (26) The student can count up from 19 to 45, or subtract 19 from 45 to get 26.
- (7:00) A clock for hands-on exploration would assist the student in adding 30 minutes to find 6:45, then adding 10 minutes to find 6:55, and adding 5 minutes to reach 7:00 AM.
- (21) The student can add 3 groups of 7 or use the multiplication fact,  $3 \times 7 = 21$ .
- (No) The student could start at \$1.25 and count the change left if buying only the crayons. If 75¢ is left, then the paste for 79¢ would make the cost over \$2.00. Most students will simply add \$1.25 and \$0.79 and realize that \$2.04 is more than Drew has.
- (21) The pattern involves adding one more at each step than the step before. Start with 1 on Monday, then add 2 to get Tuesday's total, then 3 for Wednesday's total, then add 4 for Thursday and 5 for Friday, and finally 6 for Saturday. The total is 21.
- (10) This problem resembles the handshake problem. It can be solved by assigning the 5 teams a letter or number and drawing a picture that shows team A plays B, C, D & E; Team B plays C, D, and E (they've already played A). Team C plays D & E as they have already played A and B. Team D plays E. Then the games are added:  $4 + 3 + 2 + 1 = 10$ . Repeated work with this type of problem shows a pattern in the solutions.



AB	BC	CD	DE
AC	BD	CE	
AD	BE		
AE			

- (5 coins; 1 quarter, 1 dime, 1 nickel, and 2 pennies) Some students may choose 4 dimes and 2 pennies (6 coins) to make 42¢. Extra work with using quarters in change will increase their skill with the least amount of coins in making change.
- (The answers are shown below.) Using the concepts of counting up, counting back, or addition and subtraction sense, the missing numbers can be found. Problems B & C involve regrouping ones and tens.

$$\begin{array}{r} \text{A} \\ 23 \\ + 46 \\ \hline 69 \end{array}$$

$$\begin{array}{r} \text{B} \\ 54 \\ + 27 \\ \hline 81 \end{array}$$

$$\begin{array}{r} \text{C} \\ 65 \\ + 73 \\ \hline 138 \end{array}$$