Commentary
Mars, IV

1. **(40)** Students will need good spatial skills to be able to count the cubes that aren't visible, or the students might actually build such a set of steps and count the cubes they use.

2. **(8; +; + or -)**

3. **(25)** The pattern is that the numbers increase by five each time: 5, 10, 15, ... The next two numbers would be 20 and 25.

4. **($15)** There are a number of ways students will solve this problem. One is with a calculator, adding $2.50 six times or possible multiplying $2.50 by 6. Another is that they might add $2.50 plus $2.50 to get $5, and then add $5 three times.

5. **(37)** Students might add the two sides then subtract from 96. Or they might subtract one side from 96, then the other side from the difference. If students have trouble with the problem, encourage them to label the sides of the triangle shown with the two numbers given.

6. **(13)** Students might count by twos for the dark candles, then count by ones for the light candles.

7. **(a. John, Mary, Sue, and Tom; b. 15; c. Mary and Sue; d. 7)** The problem involves reading and interpreting a bar graph.

8. **(girl)** Since the girls have 3 of the equal-sized areas on the spinner and the boys have 2, the girls have more area on the spinner. Therefore the girls have a better chance of winning. There's a 3/5 or 60% chance a girl will win any spin, and a 2/5 or 40% chance that a boy will win.