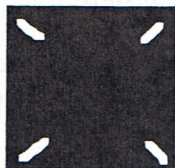


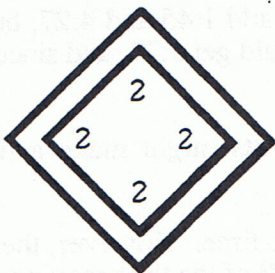
# Commentary

Jupiter, I

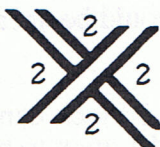
1. (a.7; b. 8; c. 3; d. 24) Students could practice making up their own Venn Diagrams about the class by picking characteristics such as eye color and hair color, or clothing combination. In this problem, the difficult part is (d) -- some students will try to use the numbers 7, 8, and 3 to get the total in the clubs.
2. (36) Angles have been identified in the figures.



4 right angles in the big black square



8 right angles in each white squares (16 total)



8 right angles at the intersection of the white squares (16 total)

3. (Monday) Students might make a list --S, M, T, W, T, F, S -- and start counting with Friday, till they get to 24.
4. (a. 149; b. 599; c. 30; d.  $3 \times n - 1$ ) The first two parts ask the student to notice that each second number is obtained by multiplying the first number by 3, then subtracting 1. Part (c) asks them to reverse this thinking, and part (d) asks them to generalize the pattern to any number  $n$ . The answer for (d) might be written in a number of different, equivalent ways.
5. (60 and 12) Students may use "guess and check" by listing the pairs of addends whose sum is 72; their guessing should get more precise as they get closer to finding the correct pair. They might get a hint as to where to start by noticing that the difference being 48 means that one of the numbers is above 50.
6. (d. \$3.18) The problem has students use their real-world number sense to get an answer.
7. (75¢) Three for 25¢ means that nine would cost 75¢; 10¢ each means that nine would cost 90¢.