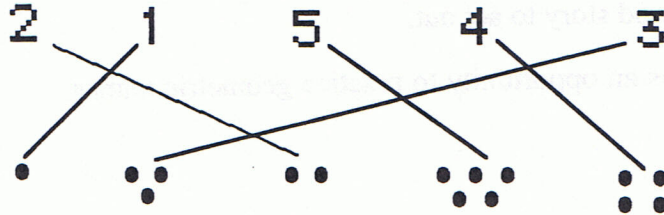


Commentary

Mercury, 1

1. Child's name.
2. (9 1 1)
3. The picture on the left should be colored since it has more balloons. Here is an opportunity to discuss the use of "more " and "most."
- 4.



5. (3 holes, 7 lines) Extension: How many holes and lines are on a typical sheet of notebook paper? Does the number change from one type of paper to another?
6. (8) The coloring of two slices will vary. In discussion, ask whether all the pieces are the same size.

Commentary

Mercury, 2

1. Child's name.
2. Visually check. Three alternate squares should be colored. It doesn't matter whether the student began with the first or second square. The "every other" concept could be acted out with manipulatives or with a line of children. The class may enjoy counting to see how many students began with the first square and how many began with the second square.
3. (8)
4. (1) This is a good story to act out.
5. (4, 3, 4) This is an opportunity to practice geometric names.
6. (3, 6, 12)

Commentary

Mercury, 3

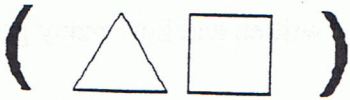
1. Child's name
2. **(7)** Ask whether any crayons are missing from the package and discuss the number of crayons usually in a package.
3. Visually check. The pattern should be repeated exactly.
4. The robot should be colored. Talk about how money values are written and how many pennies are needed to make a dollar.
5. **(7, 4, 11)** Have the children act out this problem with objects and a box. Ask for other ways to arrange 11 balls inside and outside the box.
6. **(5 stars, 2 moons, 8)**

Commentary

Mercury, 4

1. Child's name.
2. (3 squares are not colored.) Coloring will vary. Papers could be posted to show the varied solutions for this problem and for problem # 3.
3. Visually check, The choice of 2 dots and 5 dots will vary.

4.



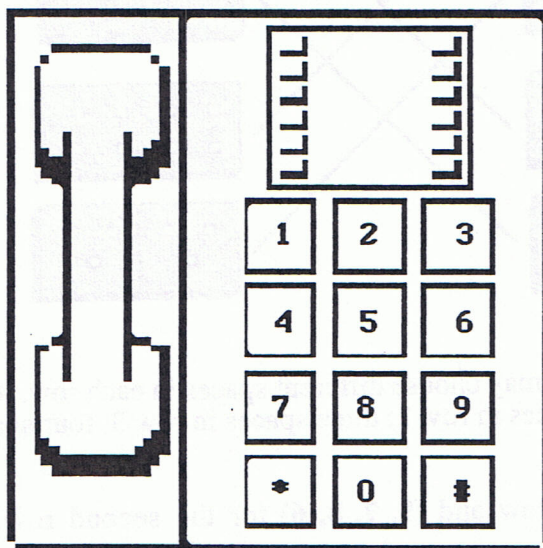
5. (1, 2, 3, 4, 5)

6. (2, 8, 2, 4)

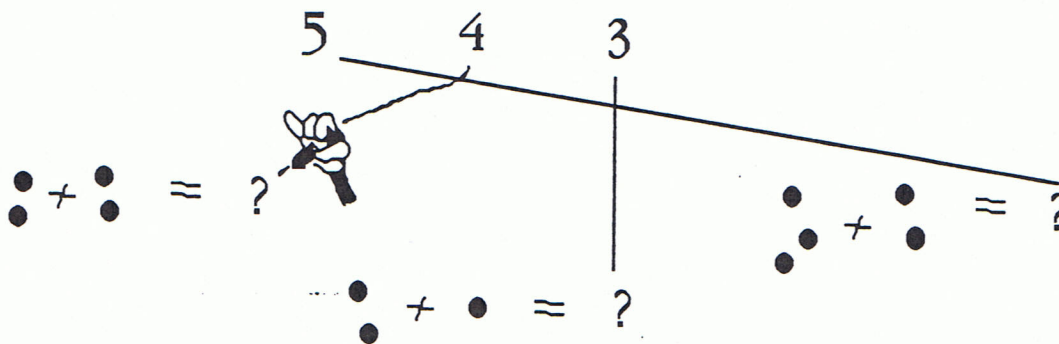
Commentary

Mercury, 5

1. Child's name.
2. (5, 6) Some parents may comment that there are actually 10 geometric points on the first star and 12 geometric points on the second. This is technically correct.
3. The lower star should be colored.
4. (6, 7, 2) The number of check marks will vary with the child's age.
5. Some students may add the asterisk (*) and pound (#) symbols. If so, discuss the names of these symbols. Some students may be more familiar with the rotary telephone dial. If possible, bring in a rotary phone and discuss the number arrangement on it.



6.



Extension: Have the students translate the "dot" sentences into number sentences.

Commentary

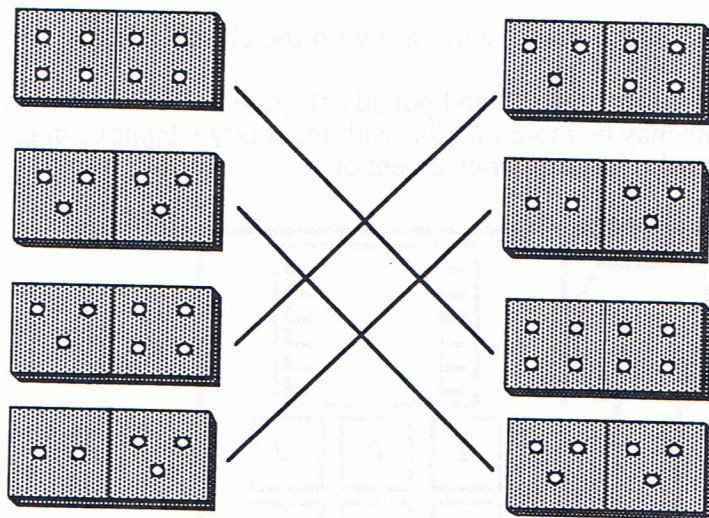
Mercury, 6

1. Child's name.

2. (9)

3. (4, 8)

4.



5. Visually check. Students may choose different spaces in each row. One space should be colored in row 1; two spaces in row 2; three spaces in row 3; four spaces in row 4; and five spaces in row 5.

6. (2, 4, 3, 5) for the first row and (9, 7, 8, 6) for the second row.

Commentary

Mercury, 7

1. Child's name.
2. **(8)** Some students may forget the large circle.
3. Visually check. Figures may be located anywhere on the grid, and diagonal lines are fine. Papers could be posted to illustrate the different approaches.
4. **(5, 7, 9)**
5. **(10, 7, 8, 9)**
6. **(F or 6)** Talk about letting letters "stand for" numbers.

Commentary

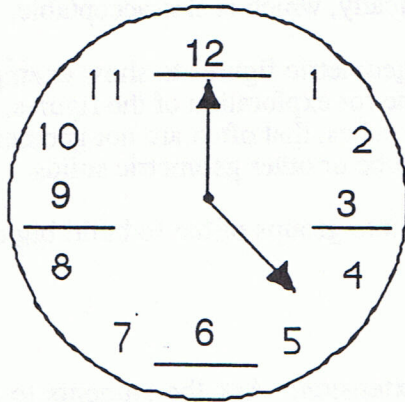
Mercury, 8

1. Child's name.
2. The numbers could be arranged horizontally or vertically:
(1, 2, 3, 4, 5 OR (1, 3, 5, 7, 9
6, 7, 8, 9, 10) 2, 4, 6, 8, 10)
3. The check should be in Stephanie's box.
4. Visually check. The pattern should be repeated exactly.
5. There are two possible solutions:
Solution 1: Four small adjacent squares are colored. This square could be placed at various positions on the grid.
Solution 2: Some students may see that each block of 4 small squares on the grid forms a medium-sized square and that these four medium-sized squares fill all the grid. In this case, the entire grid will be colored.
6. Visually check. The rectangle formed by six small squares may be arranged either horizontally or vertically and may be located anywhere on the grid.

Commentary

Mercury, 9

1. Child's name.
2. (11)
- 3.



4. Visually check. There are three possible solutions:
Begin at the left and color to 4.
Begin at 1 and color to 5.
Begin at 2 and color to 6.

Here's a good chance to compare rulers, noting that some have a 0 point and some don't.

5. (26)
- 6.

| JUNE 1998 | | | | | | |
|-----------|--------|---------|-----------|----------|--------|----------|
| S | M | Tu | W | Th | F | S |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| ⑭ | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Commentary

Mercury, 10

1. Child's name.
2. (10 , 11, 12, 13, 14
15, 16, 17, 18, 19, 20)

Some students may fill in the numbers vertically, which is also acceptable.

3. (7) Teach the concept of "cube" by using geometric figures to show examples that are cubes and examples that are not cubes. Allow time for exploration of the figures. Talk about everyday use of the word "cube" --as in ice cubes, that often are not geometric cubes. Talk about how hard it is to draw a picture of a cube or other geometric solids.
4. (200) Students may enjoy bundling sticks into groups of ten to build big bundles of 100 and "see" 200, or even more.
5. Houses will vary. Post students' work.
6. (2 pennies wide and 5 pennies long) Extension: Ask the students to draw a square that measures about 4 pennies on a side.

A 7x7 grid with numbers 1 through 28. The number 29 is circled in the bottom right corner. The numbers are arranged in a roughly sequential pattern across the grid.

| | | | | | | |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | | | | 29 | 30 | 31 |
| | | | | | | |
| | | | | | | |