

1-51. See below:

- a. Diagrams vary. Some possible numerical expressions for Cody include: $3(16)9$, $3(10) + 3(6) + 9$, $12(4) + 9$, $3 \cdot 3(5) + 3(1) + 9$. Diagrams vary. Some possible numerical expressions for Jett include: $6(9) + 4$, $18(3) + 4$, $6(5) + 6(4) + 4$
- b. Compare results
- c. Jett has 58, one more penny than Cody's 57.
- d. He can make 6 groups, although one group will not be complete. This can be represented by $6(10) - 2$ or by $5(10) + 8$.

1-52. a-c: Answers will depend on the class data. See "Suggested Lesson Activity" section for expected responses.

a. =

1-53. Yes, the method works. See the "Suggested Lesson Activity" preceding this lesson.

1-54. See below:

- a. They have the same number of pennies. Both have 114 pennies.
- b. Answers will vary. Sample comparison statement: $4(25) + 2(5) + 4 = 10(6) + 10(6) - 6$

1-55. Arrangements vary. Teams should find multiple possibilities.

1-56. See below:

- a. Possibilities include: 18 , $8 + 2(5)$, $4(3) + 3(2)$, $2(7) + 4$, $3 \cdot 7 - 3$, $2(8) + 2$, $8 + 2(3) + 2(2)$, etc.
- b. Choices will vary
- c. All expressions should equal 18.