

## *One Minute Mysteries: 65 Short Mysteries You Solve with Science!*

### **Summary of National Science Education Standards**

To facilitate the identification of the standards addressed by each mystery, a code number has been assigned to each standard.

Below is a summary of the standards with their identifying code. For a more detailed description of each standard, go to: [http://www.nap.edu/openbook.php?record\\_id=4962](http://www.nap.edu/openbook.php?record_id=4962).

#### **Science as Inquiry (I) Standards, K-8**

The inquiry standards address the following benchmarks:

- Understanding of scientific concepts
- An appreciation of how we know what we know in science
- Understanding of the nature of science

1I: Abilities necessary to do scientific inquiry

2I: Understanding about scientific inquiry

#### **Physical Science (PS) Standards, K-4**

1PS: Properties of objects and materials

2PS: Position and motion of objects

3PS: Light, heat, electricity and magnetism

4PS: Properties and changes of properties of matter

5PS: Motions and forces

6PS: Transfer of energy

#### **Life Science (LS) Standards, K-8**

1LS: Characteristics of organisms

2LS: Life cycles of organisms

3LS: Organisms and environments

4LS: Structure and function in living systems

5LS: Reproduction and heredity

6LS: Regulation and behavior

7LS: Population and ecosystems

8LS: Diversity and adaptations of organisms

#### **Earth and Space Science (ES) Standards, K-8**

1ES: Properties of earth materials

2ES: Objects in the sky

3ES: Changes in earth and sky

4ES: Structure of the earth system

5ES: Earth's history

6ES: Earth in the solar system

#### **Science and Technology (TS) Standards, K-8**

1TS: Abilities of technological design

2TS: Understanding science and technology

3TS: Abilities to distinguish between natural objects and objects made by humans

## **Science in Personal and Social Perspectives (PSPS) Standards, K-8**

1PSPS: Personal health

2PSPS: Characteristics of and changes in populations

3PSPS: Types of resources

4PSPS: Changes in environment

5PSPS: Science and technology in local challenges

6PSPS: Populations, resources and environments

7PSPS: Natural hazards

8PSPS: Risks and benefits

9PSPS: Science and technology in society

## **History and Nature of Science (HNS) Standards**

1HNS: Science as a human endeavor

2HNS: Nature of science

3HNS: History of science

## **Guide to Content (G) Standards**

1G: Systems, order and organization

2G: Evidence, models and explanation

3G: Constancy, change and measurement

## **One Minute Mysteries: 65 Short Mysteries You Solve with Science!**

### **Articulation of National Science Education Standards**

The format of this book addresses both inquiry science and the nature of science. These standards permeate all of the mysteries presented in this book. In addition, there is considerable articulation of the content standards. Since this book encompasses both elementary and intermediate standards, they are all listed together under a K-8 heading.

#### **Life Science**

1. Classified Information: 1I, 1LS, 8LS
2. Food for Thought: 3HNS, 5ES
3. Bear Scare: 2I, 8LS
4. The Horse's Fodder: 1LS, 8LS, 7LS
5. Left in the Dark: 8LS
6. Bugged by an Assignment: 7LS
7. It's in the Blood: 8LS
8. Seed of an Idea: 7LS
9. Shell Game: 3LS, 8LS
10. A Question of Identity: 1LS
11. Turning Over a New Leaf: 1LS, 8LS
12. The Pupil and the Pupae: 2LS
13. A Fishy Solution: 4LS, 6PSPS
14. A Fair Contest: 7LS
15. Hair Style: 1I, 2I, 1LS

#### **Physical and Chemical Science**

31. Grass Stained: 4PS
32. Faded Memory: 4PS
33. Taken with a Grain of Salt: 4PS
34. Double Dealing: 3PS
35. Cabin Fever: 6PS
36. Pumpkin Patch: 4PS
37. Thirst for Knowledge: 4PS
38. Gem Jam: 3PS
39. Hearing Aide: 2PS, 6PS
40. Too Hot to Handle: 6PS
41. Storm Warning: 3PS
42. Fingering the Culprit: 6PS
43. Slow Burn: 4PS
44. It Works Like Magic: 4PS
45. Hide and Seek: 4PS

#### **Bonus Section: Five More Minutes of Mysteries!**

1. Water on the Brain: 1I
2. Pointing Out the Facts: 3PS
3. Thrown a Curve: 5PS
4. The Long Run: 5PS
5. Occupational Hazards: 9PSPS

#### **Earth and Space Science**

16. Cloudy on the Concept: 2I, 3ES
17. Shadow of a Doubt: 3ES
18. Freeze Fall: 4PS, 4ES
19. Time for a Change: 3ES, 6ES
20. Stars in Their Eyes: 6ES
21. Rain or Shine: 4ES
22. Space Ship-Shape: 6ES
23. Sight at Night: 6ES
24. In Hot Water: 1PSPS
25. Sands of Time: 3ES
26. Falling Foliage: 3ES
27. The Best-Laid Planets: 2 ES
28. That Snow Problem: 6ES
29. Battle of the Bulge: 4PS, 4ES
30. Taking Directions: 3PS, 3ES

#### **General Science**

46. Needing a Lift: 5PS
47. Water, Water Everywhere: 6PS
48. Shocking Surprise: 3PS
49. Stuck with the Mud: 5PS
50. Valentine Vexation: 1PS
51. Language Barrier: 3G
52. Powerful Argument: 6PS, 1TS
53. Nothing to Sneeze At: 1PSPS
54. Lights Out: 3PS, 6PS
55. Salad Days: 4PS
56. Bird Watching: 4PS
57. Raked Over the Coals: 2G
58. Picture This: 2G, 7LS
59. Weight Debate: 3G
60. Alarming Situation: 1T

*101 Things Everyone Should Know About Science*  
**Summary of the National Science Education Standards**

The National Science Education standards are addressed in the book's explanations of each question posed. Science as a human endeavor and the history of science are two standards that are particularly highlighted. Showing children the human nature of science supports an understanding of science as an evolving discipline subject to changes based on new observations and discoveries. The standards noted below are a compilation of both the K-4 & 5-8 standards, since this book is recommended for ages 8-12.

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3HNS: History of science

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3G: Constancy, change and  
measurement

*101 Things Everyone Should Know About Science*  
**Articulation of the National Science Standards**

**BIOLOGY QUESTIONS**

1. 1LS
2. 8LS
3. 1LS
4. 1LS
5. 1LS
6. 6LS
7. 1LS
8. 1LS
9. 2LS
10. 1HNS, 7LS
11. 5LS
12. 1LS
13. 1LS
14. 7LS
15. 4LS
16. 4LS
17. 6LS
18. 6LS
19. 1PSPS, 1HNS
20. 1PSPS, 1LS
21. 6PSPS
22. 1PSPS, 9PSPS

**CHEMISTRY QUESTIONS**

23. 4PS
24. 4PS
25. 4PS
26. 4PS
27. 3HNS, 4PS
28. 4PS
29. 4PS
30. 4LS, 6LS, 1PSPS
31. 4PS
32. 3PS, 1PSPS
33. 3HNS, 4PS
34. 4PS
35. 4PS
36. 4PS
37. 4PS

38. 3HNS, 3PSPS
39. 4PS
40. 4PS
41. 3HNS, 4PS, 9PSPS
42. 3HNS, 9PSPS, 4PS
43. 4PS, 9PSPS
44. 4PS, 9PSPS
45. 4PS

**PHYSICS QUESTIONS**

46. 2PS
47. 5PS
48. 3HNS, 6PS
49. 4PS
50. 3HNS
51. 6ES, 3PS, 5PS
52. 6ES
53. 3PS
54. 9PSPS
55. 3HNS, 6PS
56. 5PS
57. 9PSPS, 3PS, 6PS, 5PSPS
58. 9PSPS, 6PS
59. 3PS
60. 2TS, 1TS, 3PS
61. 1TS, 3PS
62. 5PS, 6PS
63. 1PS, 5PS, 2TS
64. 3HNS, 1I, 4PS
65. 6PS
66. 4PS, 5PS
67. 6PS

**EARTH SCIENCE QUESTIONS**

68. 1ES, 3PS
69. 6ES
70. 2ES, 6ES
71. 2ES

**EARTH SCIENCE QUESTIONS  
(cont.)**

72. 6ES, 2ES  
73. 4ES  
74. 6ES  
75. 4ES  
76. 3G  
77. 3HNS, 6ES, 3G  
78. 4ES  
79. 4PSPS, 4ES  
80. 4ES  
81. 4ES, 6PSPS  
82. 6ES  
83. 3ES, 6ES  
84. 4ES

85. 9PSPS  
86. 3PS, 7PSPS  
87. 1ES, 4ES  
88. 3ES, 3PS  
89. 3ES, 7PSPS  
90. 3HNS, 3G, 7PSPS, 9PSPS

**BONUS SECTION QUESTIONS**

BIOLOGY: 1LS, 3G

PHYSICS: 3G

CHEMISTRY: 4PS

EARTH SCIENCE: 6PSPS

GENERAL SCIENCE: 2ES, 6ES

***If My Mom Were a Platypus: Mammal Babies and Their Mothers***  
**Summary and Articulation of National Science Education Standards**

The following standards are specifically supported in this book. Since the age group includes both intermediate and elementary levels, both sets of standards for the Living Environment are included. All standards are taken from the National Science Education Standards (NSES) developed by the National Research Council (NRC), first published in 1996.

Content Standards for grades K-4:

**The Characteristics of Organisms**

Animals need air, water and food; plants require air, water, nutrients and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms.

Each plant or animal has different structures that serve different functions in growth, survival and reproduction. For example, humans have distinct body structures for walking, holding, seeing and talking.

The behavior of individual organisms is influenced by internal cues (such as hunger) and by external cues (such as a change in the environment). Humans and other organisms have senses that help them detect internal and external cues.

**Life Cycles of Organisms**

Plants and animals have life cycles that include being born, developing into adults, reproducing and eventually dying. The details of this life cycle are different for different organisms.

**Organisms and Their Environment**

All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.

Content Standards for grades 5-8:

**Reproduction**

Reproduction is a characteristic of all living organisms; because no individual organism lives forever, reproduction is essential to the continuation of every species.



## **Regulation and Behavior**

All organisms must be able to obtain and use resources, grow, reproduce and maintain stable internal conditions while living in a constantly changing external environment.

An organism's behavior evolves through adaptation to its environment. How a species moves, obtains food, reproduces and responds to danger is based in the species' history.

## **Diversity and Adaptation of Organisms**

Species acquire many of their unique characteristics through biological adaptation, which involves the selection of naturally occurring variations in populations. Biological adaptations include changes in structures, behaviors or physiology that enhance survival and reproductive success in a particular environment.

*101 Things Everyone Should Know About Math*  
*One Minute Mysteries: 65 Short Mysteries You Solve With Math!*

## **Summary of National Mathematics Education Standards**

Below is a summary of the five content standards as well as their corresponding goals. The standards indicate what is expected of students in grades 6–8, while the corresponding goals indicate what students should acquire from pre-kindergarten through grade 12.

Each of the goals and standards are listed with identifying codes. For a more detailed description of each standard go to:

<http://standards.nctm.org/document/chapter6/numb.htm>

Following this summary of standards is a list of the *101 Things Everyone Should Know About Math* problems and their associated standards, denoted by their identifying code. The goals and standards are both listed with identifying codes.

### **Numbers and Operations**

**Goal N1:** The Number and Operations standards states that Instructional programs for pre-kindergarten through grade 12 should enable all students to: understand numbers, ways of representing numbers, relationships among numbers, and number systems.

**Standard N1:**

- work flexibly with fractions, decimals, and percents to solve problems;
- compare and order fractions, decimals, and percents efficiently and find their approximate locations on a number line;
- develop meaning for percents greater than 100 and less than 1;
- understand and use ratios and proportions to represent quantitative relationships;
- develop an understanding of large numbers and recognize and appropriately use exponential, scientific, and calculator notation;
- use factors, multiples, prime factorization, and relatively prime numbers to solve problems;
- develop meaning for integers and represent and compare quantities with them.

**Goal N2:** Understand meanings of operations and how they relate to one another.

**Standard N2:**

- understand the meaning and effects of arithmetic operations with fractions, decimals, and integers;
- use the associative and commutative properties of addition and multiplication and the distributive property of multiplication over addition to simplify computations with integers, fractions, and decimals;

- understand and use the inverse relationships of addition and subtraction, multiplication and division, and squaring and finding square roots to simplify computations and solve problems.

**Goal N3:** Compute fluently and make reasonable estimates.

**Standard N3:**

- select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil, and apply the selected methods;
- develop and analyze algorithms for computing with fractions, decimals, and integers and develop fluency in their use;
- develop and use strategies to estimate the results of rational-number computations and judge the reasonableness of the results;
- develop, analyze, and explain methods for solving problems involving proportions, such as scaling and finding equivalent ratios.

## **Algebra**

**Goal A1:** Understand patterns, relations, and functions.

**Standard A1:**

- represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic rules;
- relate and compare different forms of representation for a relationship;
- identify functions as linear or nonlinear and contrast their properties from tables, graphs, or equations.

**Goal A2:** Represent and analyze mathematical situations and structures using algebraic symbols.

**Standard A2:**

- develop an initial conceptual understanding of different uses of variables;
- explore relationships between symbolic expressions and graphs of lines, paying particular attention to the meaning of intercept and slope;
- use symbolic algebra to represent situations and to solve problems, especially those that involve linear relationships;
- recognize and generate equivalent forms for simple algebraic expressions and solve linear equations

**Goal A3:** Use mathematical models to represent and understand quantitative relationships.

**Standard A3:**

- model and solve contextualized problems using various representations, such as graphs, tables, and equations.

**Goal A4:** Analyze change in various contexts

**Standard A4:**

- use graphs to analyze the nature of changes in quantities in linear relationships.

## **Geometry**

**Goal G1:** Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

**Standard G1:**

- precisely describe, classify, and understand relationships among types of two- and three-dimensional objects using their defining properties;
- understand relationships among the angles, side lengths, perimeters, areas, and volumes of similar objects;
- create and critique inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean relationship.

**Goal G2:** Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

**Standard G2:**

- use coordinate geometry to represent and examine the properties of geometric shapes;
- use coordinate geometry to examine special geometric shapes, such as regular polygons or those with pairs of parallel or perpendicular sides.

**Goal G3:** Apply transformations and use symmetry to analyze mathematical situations.

**Standard G3:**

- describe sizes, positions, and orientations of shapes under informal transformations such as flips, turns, slides, and scaling;
- examine the congruence, similarity, and line or rotational symmetry of objects using transformations.

**Goal G4:** Use visualization, spatial reasoning, and geometric modeling to solve problems.

**Standard G4:**

- draw geometric objects with specified properties, such as side lengths or angle measures;
- use two-dimensional representations of three-dimensional objects to visualize and solve problems such as those involving surface area and volume;
- use visual tools such as networks to represent and solve problems;
- use geometric models to represent and explain numerical and algebraic relationships;
- recognize and apply geometric ideas and relationships in areas outside the mathematics classroom, such as art, science, and everyday life.

## **Measurement**

**Goal M1:** Understand measurable attributes of objects and the units, systems, and processes of measurement.

**Standard M1:**

- understand both metric and customary systems of measurement;
- understand relationships among units and convert from one unit to another within the same system;
- understand, select, and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume.

**Goal M2:** Apply appropriate techniques, tools, and formulas to determine measurements.

**Standard M2:**

- use common benchmarks to select appropriate methods for estimating measurements;
- select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision;
- develop and use formulas to determine the circumference of circles and the area of triangles, parallelograms, trapezoids, and circles and develop strategies to find the area of more-complex shapes;
- develop strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders;
- solve problems involving scale factors, using ratio and proportion;
- solve simple problems involving rates and derived measurements for such attributes as velocity and density.

## **Data Analysis and Probability**

**Goal D1:** Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

**Standard D1:**

- formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population;
- select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatter plots.

**Goal D2:** Select and use appropriate statistical methods to analyze data.

**Standard D2:**

- find, use, and interpret measures of center and spread, including mean and interquartile range;
- discuss and understand the correspondence between data sets and their graphical representations, especially histograms, stem-and-leaf plots, box plots, and scatter plots.

**Goal D3:** Develop and evaluate inferences and predictions that are based on data.

**Standard D3:**

- use observations about differences between two or more samples to make conjectures about the populations from which the samples were taken;
- make conjectures about possible relationships between two characteristics of a sample on the basis of scatter plots of the data and approximate lines of fit;
- use conjectures to formulate new questions and plan new studies to answer them.

**Goal D4:** Understand and apply basic concepts of probability.

**Standards D4:**

- understand and use appropriate terminology to describe complementary and mutually exclusive events;
- use proportionality and a basic understanding of probability to make and test conjectures about the results of experiments and simulations;
- compute probabilities for simple compound events, using such methods as organized lists, tree diagrams, and area models.

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**Articulation of National Mathematics Education Standards**

**Math at Home**

1. Heavy Toll: N2
2. Roll of the Dice: D4
3. Pancake Mix-Up: M1, N1
4. In Hot Water: N2, M2
5. Flooring Them: N2, M2
6. Compounding His Interest: N2, N3
7. Setting the Date: N1, N2
8. Corralling the Problem: G1
9. It's a Gas: N2
10. Cover Up: G1, M1
11. Cereal Numbers: N2
12. Toss-Up: D4
13. Seeing the Light: M1
14. All Wound Up: N2
15. Getting the Point: A2, A3

**Math Outside**

16. Tall Tale: N1, N2
17. Raking their Brains: M1, N3, G1
18. A Measured Response: N2, N3
19. Lawn Ranger: M1, N1, N2
20. Don't Fence Me In: G1, N2
21. Slow Boat: A2, N1
22. Stepping Up to the Challenge: G1, N2
23. Getting a Lift: N2
24. Shoe on the Other Foot: M1
25. The Hole Truth: M1, M2, N1, N2
26. In the Deep End: G1
27. A Ton of Trouble: M1, N2
28. Go Take a Hike: N2
29. Chute in the Works: N1, N2
30. How Much Wood?: N1, N2

**Bonus Section: Five More Minutes of Mysterious Math!**

1. Ice Cream Anyone?: D4, N2
2. Puttin' on the Hits: M1, N2
3. And They Call This a Fair?: M1, M2
4. Cold as Ice: M1, N1, N2
5. A Switch in Time: N2

**Math at Play**

31. Jumping Thru Hoops: M2, N2, M1
32. Ace of Clubs: N2, M1, N1
33. A Slice of Life: N1, N2
34. A Perfect 10: N1, N2, D2
35. Cutting Corners: G1, G4
36. Net Result: D2, N2, M1
37. Capture the Difference: M1, M2, N1
38. Way to Go: M1, N1
39. Hit Parade: D2, N1, N2
40. Miniature Math: M1, M2, N1
41. Calling Long Distance: M1, N2
42. Luck of the Draw: N1, D4
43. Head Over Heels: N1, N2
44. Batter Up: D2, N2
45. Doing Swimmingly: N1, N2

**Math Every Day**

46. Rows and Columns: N3, M2
47. Sweet Solution: M2
48. Driving Them Crazy: M1, N2
49. Cold-Blooded Calc.: M1, M2, N1
50. Ups and Downs: M1, M2, N1
51. Yuck Around the Clock: M1, M2
52. Mixing It Up: M1, M2
53. String Theory: M1, M2, N1, N2
54. Product Placement: N1, N3
55. Coupon Rate: N2, N3
56. Turning Up the Volume: M1, M2
57. Down to the Last Drop: M1, N2
58. A Fan of Keeping Cool: N1, M1
59. Overdue Blues: N1, N2
60. Paper Chase: M1, N1, N2

*101 Things Everyone Should Know About Math*  
**Articulation of National Mathematics Education Standards**

**Facts, Just Math Facts**

1. Easy as Pi: G1
2. Hip to be Squared: N2
3. A Prime Number: N1
4. Following Orders: N2
5. Given the Choice: N2
6. You Know the Drill: N2, M1
7. Find it Fast: N2
8. Facts and Figures: M1, M4
9. Name that Polygon: M1
10. Polygon Area: M2
11. Polygon Area, the Sequel: M2
12. Show Me a Postcard: M2
13. The Great Pumpkins: M1
14. Over the Moon: D1
15. Father of Algebra: G4
16. Proof Positive: A2, N2

**Health, Food & Nutrition**

17. Pi and Pie: N1, N3
18. Smart Cookie: N1, M1
19. Half-Baked: M1, N1, N2
20. Tin Pan Tally: G1, M2
21. Marshmallow Treats: M1, M2
22. Putting on the Zits: N1, D4
23. Cricket Calories: N2
24. Going Buggy: N2
25. Pizza Combo: D4
26. Pizza Combo Part 2: D4
27. Dough Boy: N1, M1
28. Sugar and Spice: N1, M1
29. Hard Pill to Swallow: N1
30. Worth the Weight: M1, M2, N1, N2, N3

**Travel Questions**

31. Dim Bulb Racing: G1
32. Zoning Out: G1, N2
33. Instantaneous Travel: N2
34. Flying to Florida: N2
35. Ticket to Ride: A3, N1, N2
36. There and Back Again: N1, N3
37. Get Me to School on Time!: A2, A3, N2



38. Going the Extra Mileage: N1, N2, N3, M2
39. Sprockets: N2, D4
40. Moon Landing: N1, G1, M2
41. June Bugs: N1, N2
42. Around the World: N1, N2, G1, G4

### **Recreation and Sports Questions**

43. Steve, Steve, Steve, Mary and Steve: N1, D4
44. Team Player: N1, D4
45. Round Robin: A3, N2
46. Batting Average: N2
47. Play Ball!: N2, A3
48. Cracking the Lock: D4
49. Slam Dunk: N2
50. Super Sprinter: M1, N1, N3, A2
51. Perfect Scores: N1
52. Tennis, Anyone?: N3, G3, A2
53. Triple Doubles: D4

### **Economics Questions**

54. Scrimp and Save: A2, N1, N2
55. A Good Investment: A1, A2, A3, N2
56. Realty Check: D1, D2
57. Examining eCommerce: N1, N2
58. Chuck the Woodchuck: N1
59. DVD Deals: N1
60. Peanut Whiz Kid: N2, N3
61. We All Scream for Ice Cream: N2, M1
62. Here's a Tip: N1, N2
63. Buying Tires: M2
64. Calling Card: N2
65. Interesting Interest: N2, N3, A3
66. Gauging a Mortgage: N2, A3
67. Where Credit is Due: A3, N1, N2
68. Goody Goody Gumballs: N2
69. Kabibbleberry Jam: A1, A3

### **Nature, Music & Art Questions**

70. Nanoseconds: N1
71. The Symmetry of Shapes: G3
72. Abby's Birthday: N2, A1, A3
73. Scale Model: A3, N1
74. Bubba the Flying Squirrel: N1, N3
75. Naked Mole Rats: N3, N2, D2
76. Terrific Tessellation: G1, G3, G4

77. Map Quest: A3, D1
78. Patching Things Up: N2
79. Tag, You're it: N2
80. Speed of Sound: A2, A3, A4
81. Make a Pitch: A1, A2, A3
82. Tuning Up: A3, N1, N2
83. Musical Mathematicians: G4
84. Shapely Structures: G1, G4
85. The Big Chill: A1, A3
86. Watch for Falling Rocks: A3, N1, N2, N3
87. Shaking Things Up: N2
88. Around the Sun: N1, N2
89. Seeing the Light: A3

### **Miscellaneous Questions**

90. Cave Paper: G1, G4, N2
91. Cave Paper Continued: N1, N2, G1
92. Pet Pen: N1, G1, A2
93. Weather or Not: A2, A3, M1
94. Temperature Crossover: A2, A3, A4, M1
95. Flip a Coin: D4
96. Betting on the Square: N2, A3
97. Covering All the Bases: N2
98. Exceptional Student Combinations: D4, N2
99. Too Much Tunafish: D4
100. Electoral College: A3

### **Bonus Questions**

1. Monthly Lunch: N1, A3
2. Freedom the Frog: A1, A2, A3
3. Counting in Binary: A1, N2
4. Road Trip: A3
5. Funny Bunnies: G4