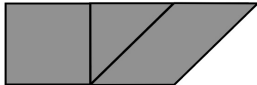



Most recent update: January 2, 2019

RightStart™ Mathematics

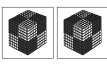
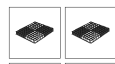
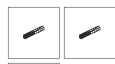

Corrections and Updates for Level B/Grade 1 Lessons and Worksheets, second edition

| LESSON/WORKSHEET | CHANGE DATE | CORRECTION OR UPDATE |
|-----------------------------|-------------|---|
| Lesson 23 | 05/17/2017 | The last paragraph, Composing quadrilaterals, has a wrong drawing for the fifth figure. It should be as shown.  |
| Lesson 37 | 04/06/2016 | In conclusion answer should be [70, two 15s and two 20s]. The explanation answer should be [only two, because no card has two 10s]. |
| Lesson 46 Worksheet 14 | 10/28/2013 | Diagonal line missing from the two hexagons. See attached PDF. |
| Lesson 55 | 08/20/2014 | Materials List: the first number for the slips of paper should be 1549, not 1849. |
| Lesson 56 Worksheet 20 | 05/23/2015 | Problems B, D and E are changed to work with a single Place Value card set. See attached PDF for the lesson and the worksheet. |
| Lesson 64 | 04/16/2018 | On the first page, under the heading "Adding the Place-Value Cards game", second paragraph should read: All the ones, tens, and hundreds place-value cards, along with the 1000 and 2000 cards, will be used by the end of the activity. |
| Lesson 76 | 08/09/2016 | Question 1 asks the child to circle the ABC pattern. The first image is the correct answer  |
| Lesson 84 | 03/03/2017 | In the Warm-Up, fourth paragraph, the second pattern should read, "125, 130, 135; [140]", not "125, 135, 140; [145]." |
| Lesson 88 | 03/03/2017 | The term <i>remainder</i> listed in the objectives and throughout the lesson needs to be changed to <i>difference</i> . |
| Lesson 92 | 03/03/2017 | On the second page in the first paragraph, it should read "Ask him how he could find the <i>difference</i> " not the remainder. Also, in the explanation to the right, it should read "The <i>difference</i> is what remains after subtracting", not remainder. |
| Lessons 93-97 | 03/03/2017 | In the conclusion or warm-ups, the question should be "When you subtract, <i>what do you call the answer?</i> [<i>difference</i>]", eliminating the incorrect reference to remainders. |

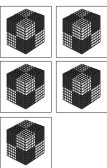
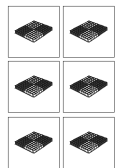

| | | | |
|------------|--------------------------|------------|--|
| Lesson 100 | | 12/10/2015 | Added an explanation across from the section on Worksheet 42: Because the two smaller triangles are equal to the square (second problem) and to the large triangle (third problem), the square is equal to the large triangle (fourth problem). |
| Lesson 108 | | 03/03/2017 | At the bottom of the first page, it should read "What is the difference according to the ruler", not remainder. |
| Lesson 125 | | 01/02/2019 | The last graphic on the second page: the last line should read 1/8 of 8 = 1, not 1/4 of 8. |
| Lesson 130 | | 06/16/2015 | Warm-Up, fourth paragraph: What is 10 + 20? [20] should read What is 10 + 10 ? [20] |
| Lesson 133 | End of Year Assessment 1 | 06/16/2015 | Question 8: some manuals say $100 + 1 \underline{\hspace{1cm}} 110$ and the assessments say $110 \underline{\hspace{1cm}} 100 + 1$ or visa versa. Regardless, $100 + 1 < 110$ and $110 > 100 + 1$. |
| Lesson 134 | | 03/03/2017 | In the warm-up, the question should be "When you subtract, what do you call the answer? [difference] ", eliminating the incorrect reference to remainders. |
| Lesson 136 | | 03/03/2017 | Problem #1 should read "When you subtract, what do you call the answer? [difference] ", eliminating the incorrect reference to remainders. |
| Lesson 139 | | 01/01/2015 | Paragraph under prisms: Do you see perpendicular lines? Answer should say yes . |
| Lesson 140 | End of Year Assessment 4 | 12/08/2015 | Worksheet was missing question 7 and missing the circle in question 22. See attached PDF . |

ACTIVITIES FOR TEACHING:

EXPLANATIONS:

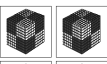
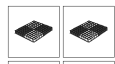
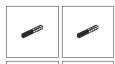
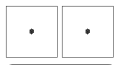
2834    

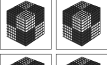
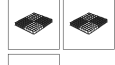

Composing the first number, 2834.


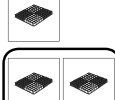

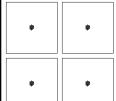
5718   


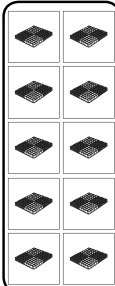

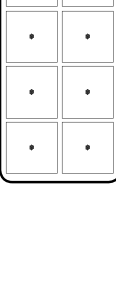
Composing the second number, 5718.

2834
5718
8552

Combining and trading to reach the sum, 8552.

The child does the five remaining sums on the worksheet the same way.

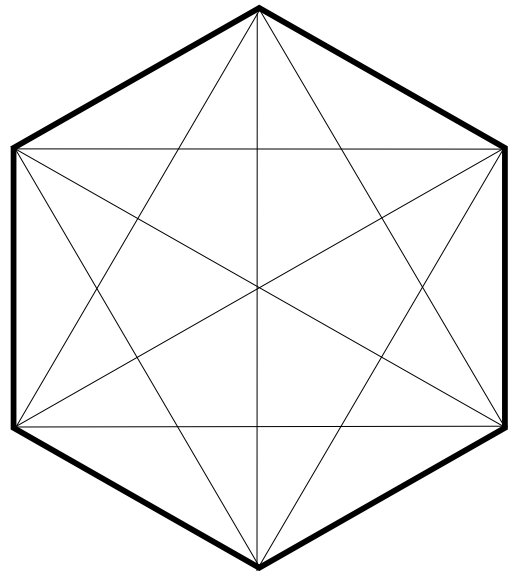
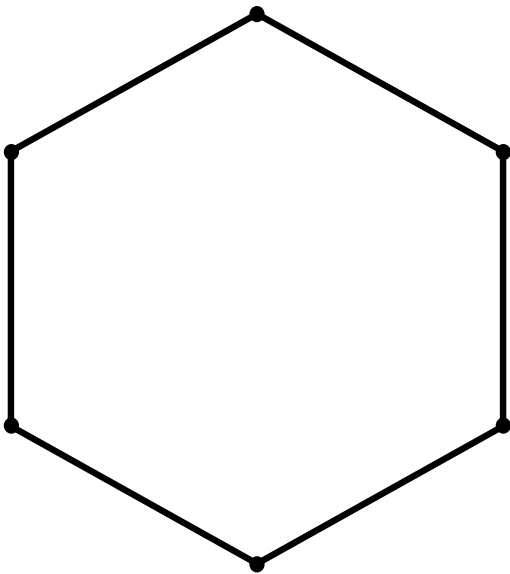
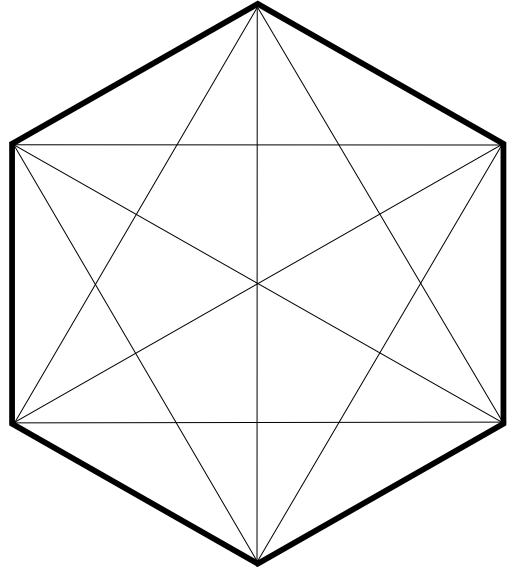
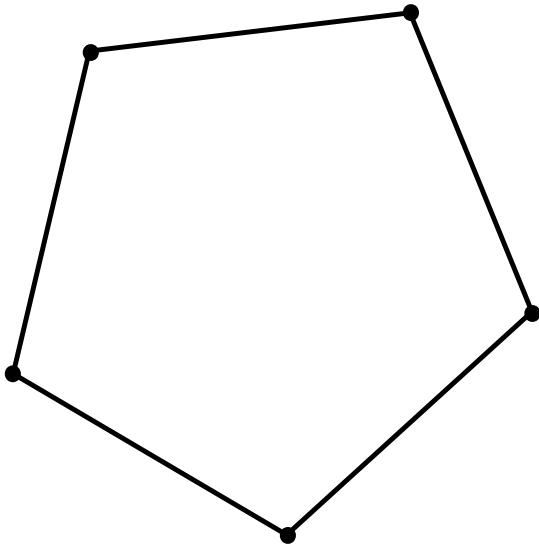
The problems and solutions for the worksheet are listed below:

- | | |
|---|---|
| A. $\begin{array}{r} 2834 \\ + 5718 \\ \hline 8552 \end{array}$ | B. $\begin{array}{r} 2473 \\ + 3647 \\ \hline 6120 \end{array}$ |
| C. $\begin{array}{r} 4791 \\ + 1288 \\ \hline 6079 \end{array}$ | D. $\begin{array}{r} 2649 \\ + 1877 \\ \hline 4526 \end{array}$ |
| E. $\begin{array}{r} 1509 \\ + 3246 \\ \hline 4755 \end{array}$ | F. $\begin{array}{r} 1678 \\ + 3529 \\ \hline 5207 \end{array}$ |

In conclusion. Ask: How many ones in 10? [10] How many tens in 100? [10] How many hundreds in one thousand? [10]

Name: _____

Date: _____



Name: _____

Date: _____

A.

| | | | | |
|-------|---|---|---|---|
| | 2 | 8 | 3 | 4 |
| + | 5 | 7 | 1 | 8 |
| <hr/> | | | | |
| | | | | |

B.

| | | | | |
|-------|---|---|---|---|
| | 2 | 4 | 7 | 3 |
| + | 3 | 6 | 4 | 7 |
| <hr/> | | | | |
| | | | | |

C.

| | | | | |
|-------|---|---|---|---|
| | 4 | 7 | 9 | 1 |
| + | 1 | 2 | 8 | 8 |
| <hr/> | | | | |
| | | | | |

D.

| | | | | |
|-------|---|---|---|---|
| | 2 | 6 | 4 | 9 |
| + | 1 | 8 | 7 | 7 |
| <hr/> | | | | |
| | | | | |

E.

| | | | | |
|-------|---|---|---|---|
| | 1 | 5 | 0 | 9 |
| + | 3 | 2 | 4 | 6 |
| <hr/> | | | | |
| | | | | |

F.

| | | | | |
|-------|---|---|---|---|
| | 1 | 6 | 7 | 8 |
| + | 3 | 5 | 2 | 9 |
| <hr/> | | | | |
| | | | | |

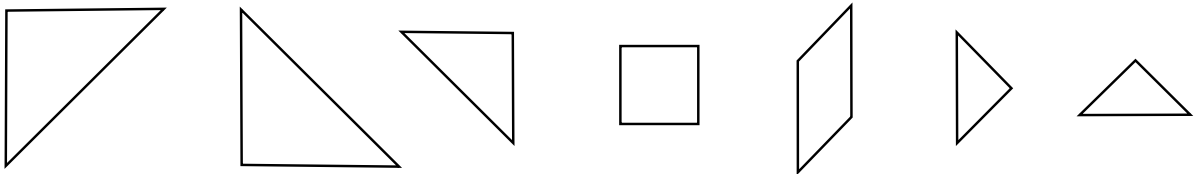
Name: _____

Date: _____

Looking at the large tangram triangle and answer the following questions.

1. Is this a quadrilateral? _____
2. What is it called? _____
3. Does it have any parallel lines? _____

Look at the 7 tangram pieces shown and answer the following questions.



4. How many of the pieces are right triangles? _____
5. How many right angles are there in all the pieces? _____
6. How many pieces are rectangles? _____
7. How many triangles are there? _____
8. How many of the pieces are parallelograms? _____
9. How many of the pieces have parallel lines? _____
10. How many pieces have perpendicular lines? _____

Look at the geometry solids and answer the following questions.

11. How many solids are prisms? _____
12. How many solids are pyramids? _____
13. Do the prisms have parallel lines? _____

14. Do the prisms have perpendicular lines? _____

15. What shape are the sides of the pyramid? _____

16. How many solids are cylinders? _____

17. Draw a line under the circle that is divided in half.



18. Draw a line under circle that is divided into fourths.



19. How many quarters are in a whole? _____

20. How many quarters in a half? _____

21. What is another word for quarter? _____

22. How many right angles do you see at the center of the circle? _____

