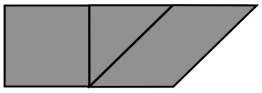
Most recent update: January 5, 2020

RightStart™ Mathematics

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

LESSON/WORKSHEET	CHANGE DATE	CORRECTION OR UPDATE
Lessons 1-4 Worksheet 1	01/05/2020	The original Lesson 1, *Initial Assessment*, has been removed. The original Lesson 2, *Review Subitizing 1 to 5*, is now Lesson 1; the original Lesson 3, *Review Subitizing 6 and 7 & the AL Abacus*, is now Lesson 2; the original Lesson 4, *Review Subitizing Quantities 8 to 10*, is now Lesson 3. New Lesson 4, *Review Subitizing Quantities 1 to 10*, is attached as a pdf along with the new Worksheet 1 pdf and new Appendix page pdf.
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 49	01/05/2020	On the second page above the third group of abacus images, it should read 25 + 8, not 15 + 8.
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-Velue 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 *remainder* listed in the objectives and throughout the lesson needs to be changed to *difference.*

Lesson 92	03/03/2017	On the second page in the first paragraph, it should read "Ask him how he could find the difference" not the remainder. Also, in the explanation to the right, it should read "The difference 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, what do you call the answer? [difference]", elminating 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 ___ 110 and and the assessments say 110 ___ 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]", elminating the incorrect reference to remainders.
Lesson 136	03/03/2017	Problem #1 should read "When you subtract, what do you call the answer? [difference]", elminating the incorrect reference to remainders.
Lesson 139	01/01/2015	Paragraph under prisms: Do you see perpendicular lines? Aswer 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.

Review Lesson 4: Subitizing Quantities 1 to 10

OBJECTIVES:

1. To review the days and months
2. To subitize quantities 1–10 by grouping in 5s

MATERIALS:

1. **Calendar with 12 months, one per page**
2. *Yellow is the Sun* book and music (Appendix p. 1)
3. Tiles and AL Abacus
4. Strips for Sorting, cut out (Appendix p. 2)
5. Worksheet 1, Subitizing Quantities 1 to 10

ACTIVITIES FOR TEACHING:

Warm-up. Using the tune of "Twinkle, Twinkle Little Star," sing the days of the week with these words:

Days of the Week

Sunday, Monday, Tuesday, too.
Wednesday, Thursday—this I knew.
Friday, Saturday that's the end.
Now let's say those days again!
Sunday, Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday!

Sing "The Months" to the tune of "Michael Finnegan." Turn to each month on the calendar as it is sung.

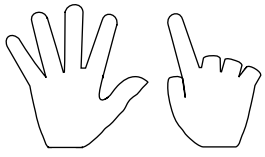
The Months

January, February, March, and April,
May, June, July, and August,
September, October, November, December.
These are the months of the year.

Sing *Yellow is the Sun* while reading the *Yellow is the Sun* book. Tell the child to show the correct fingers at the appropriate words.

Quantities 1–10 with fingers. Ask the child to show 4 with her fingers as shown below. Then ask her to show 6 with her fingers. Repeat for 9, 5, 7, 8, and 10. Ask: What makes 10 a special number? [all the fingers, two groups of five]

Showing 4.



Showing 6.

For practice, ask her to construct quantities 1–10 on her fingers, concentrating especially on 6–10.

EXPLANATIONS:

ACTIVITIES FOR TEACHING:

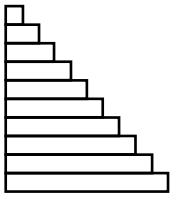
Quantities 1–10 with tiles. Ask the child to take 10 tiles, 5 each of two different colors. Ask her to construct 5, shown below. Next ask her to construct 4, then 6, and 10. Then give her random numbers to construct.

Five.

Eight.

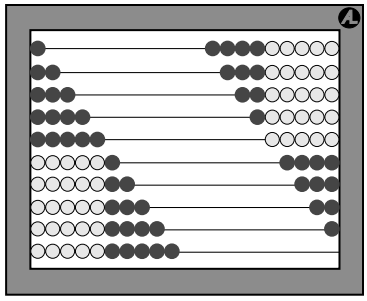
Stairs with the strips. Tell the child to put the strips in order with the shortest on top and the longest at the bottom as shown on the right.

Ask: Does it look like stairs? Keep it in view while she does the next activity.



Stairs with the strips.

Stairs on the abacus. Ask the child to enter 1 on the first wire, 2 on the next wire, and 3 on the next wire. Ask her to continue to 10. See the figure below.



Stairs on the abacus.

Ask her to read the quantities from top to bottom. [1, 2, 3, . . . , 10] Ask: How much is on the top wire? [1] How much is on the bottom wire? [10] Ask her to point to 8, to 7, to 6, to 9, and other quantities.

Then ask: What does it look like? [stairs] Do you think the strip stairs and abacus stairs look alike?

Ordinal counting. Ask the child to put 4 different colored tiles in a row. Ask: What is the color of the first tile? What is the color of the second tile? Continue with the third and fourth tiles. Have the child rearrange the tiles, then ask similar questions.

Worksheet 1. Give the child the worksheet and have her match the various quantities by drawing a line between the corresponding images. The first one is done for the child.

In conclusion. With the stairs on the abacus, ask the child to find 5. Then ask her to find the other 5. [on the right side of the abacus] Ask: Can you find both 2s? Repeat for other quantities at random.

EXPLANATIONS:

Some children may benefit from having the two tile colors be blue and yellow, matching the abacus color pattern.

It is vitally important that the child enter these quantities without **any** counting.

For a child having difficulty constructing the stairs, use the following method:

Tell the child to enter 1 on the first wire.

Tell the child to copy what is on the first wire and enter it on the next wire. [1] Then tell the child to add one more. [2]

For the next wire, copy what is above and add one more. [3]

Continue for remaining wires.

It is important to see the group on the right as well as the left.

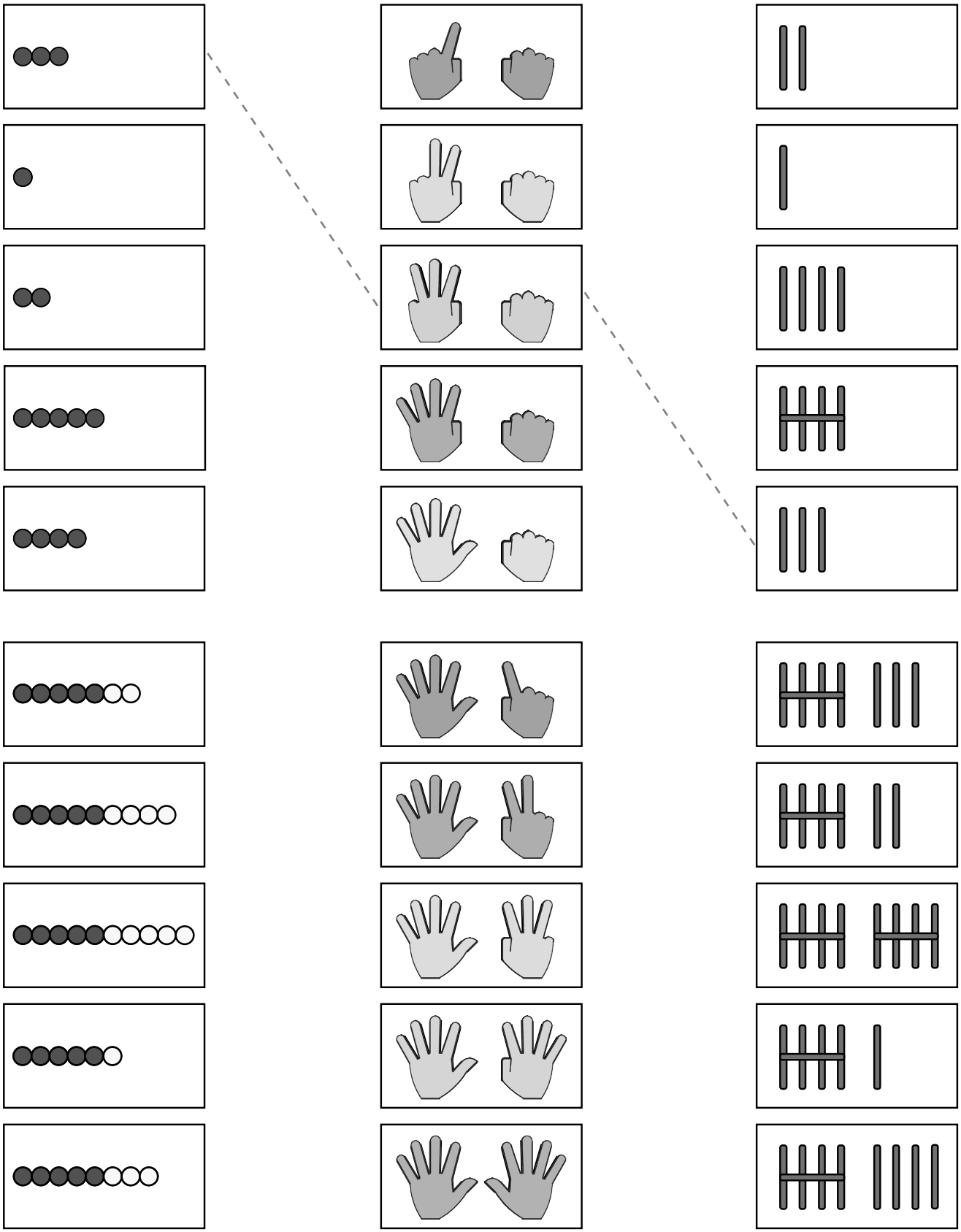
Ordinal counting is familiar to most children. It has an additional value in beginning mathematics because of the sounds “thir” and “fif,” which we need in English to pronounce thirteen, thirty, one-third, as well as fifteen, fifty, and one-fifth.

The first tile should be the one on the child's left because we read from left to right.

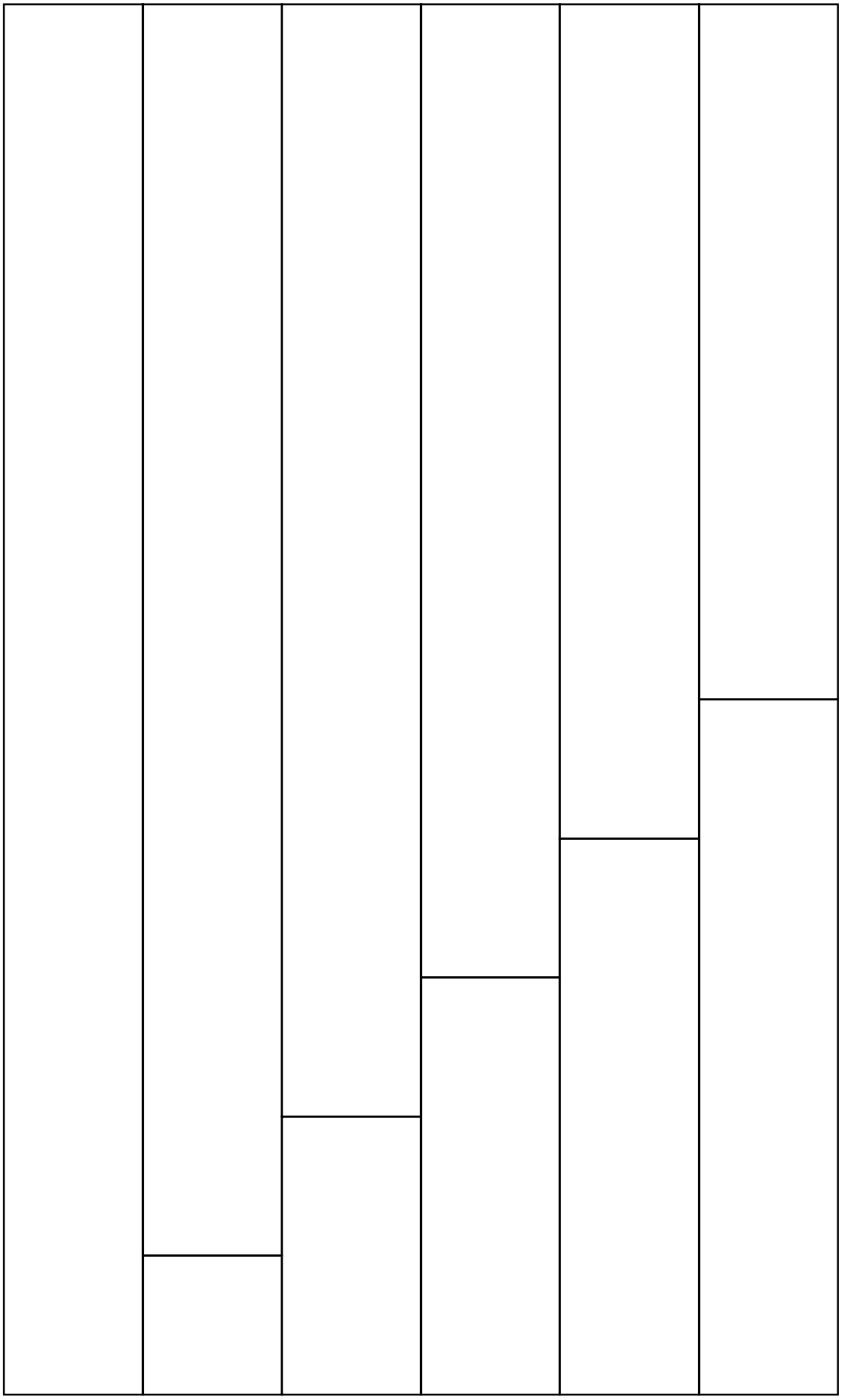
Name: _____

Date: _____

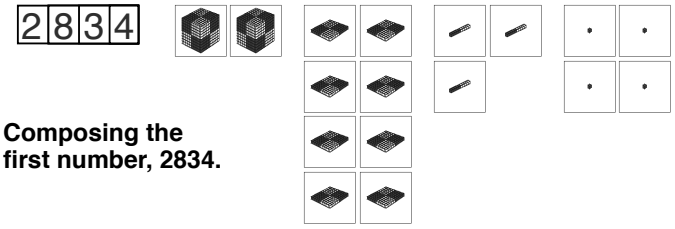
Match the quantities.



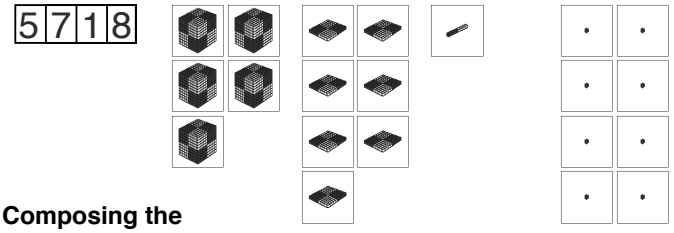
Strips for Sorting



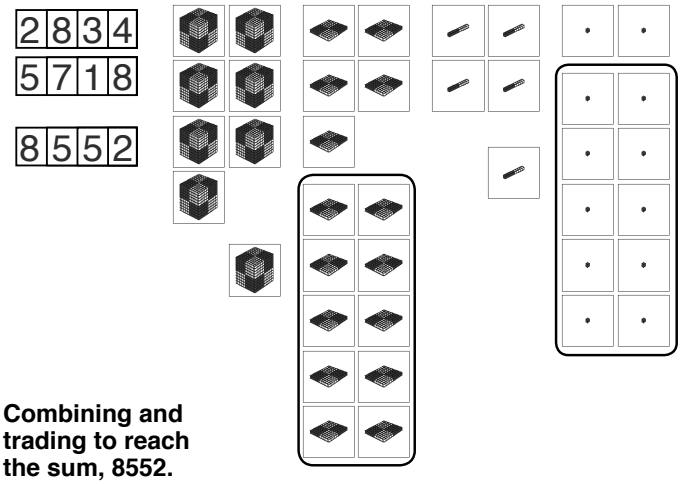
ACTIVITIES FOR TEACHING:



Composing the first number, 2834.



Composing the second number, 5718.



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:

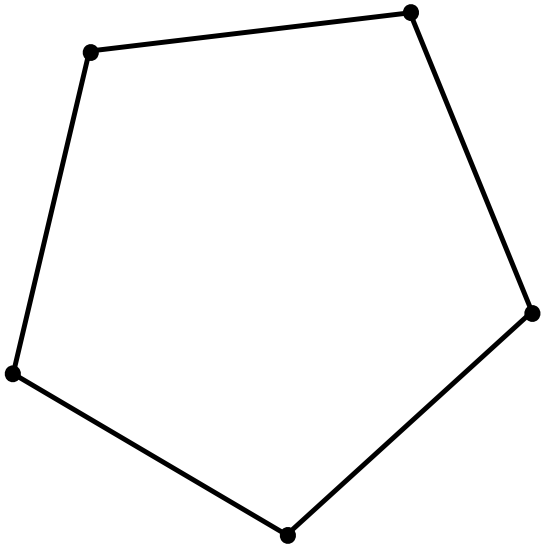
A. 2834 + 5718 **8552**	B. 2473 + 3647 **6120**
C. 4791 + 1288 **6079**	D. 2649 + 1877 **4526**
E. 1509 + 3246 **4755**	F. 1678 + 3529 **5207**

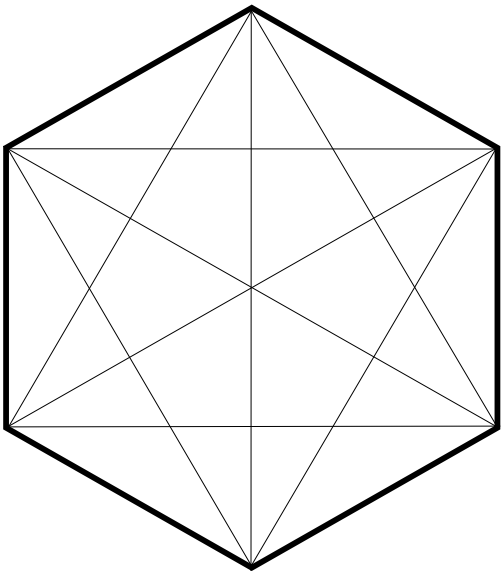
In conclusion. Ask: How many ones in 10? [10] How many tens in 100? [10] How many hundreds in one thousand? [10]

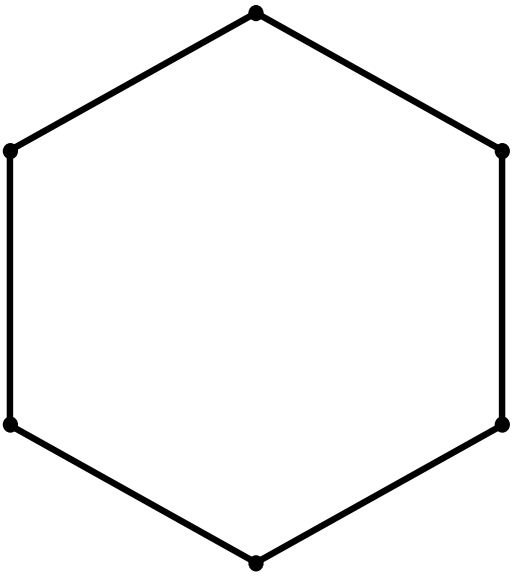
EXPLANATIONS:

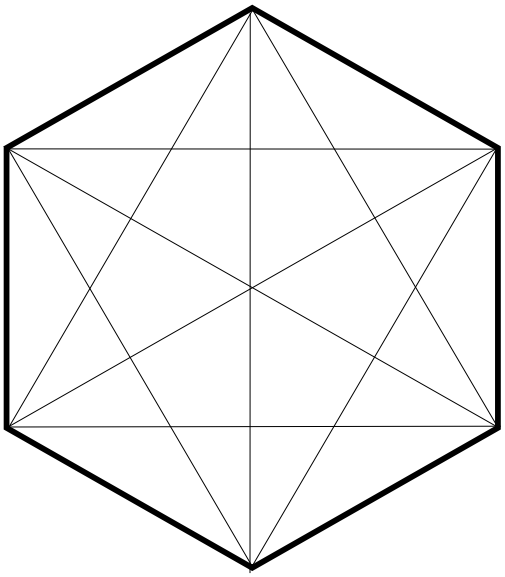
Name: _____

Date: _____









Name: _____

Date: _____

A.

	2	8	3	4
+	5	7	1	8

B.

	2	4	7	3
+	3	6	4	7

C.

	4	7	9	1
+	1	2	8	8

D.

	2	6	4	9
+	1	8	7	7

E.

	1	5	0	9
+	3	2	4	6

F.

	1	6	7	8
+	3	5	2	9

Name: _____

Date: _____

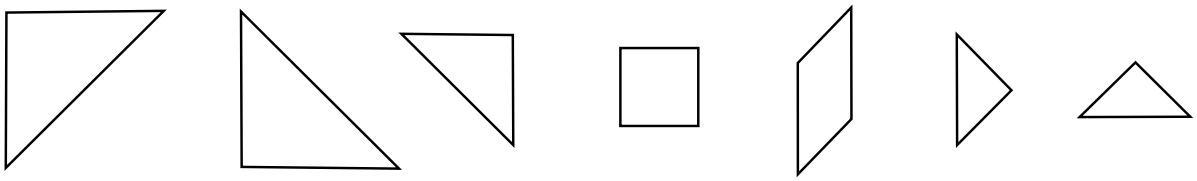
Looking at the large tangram triangle and answer the following questions.

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? _____