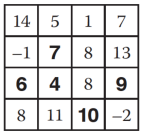
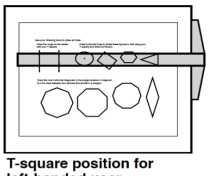
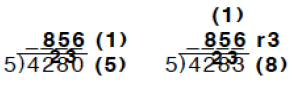
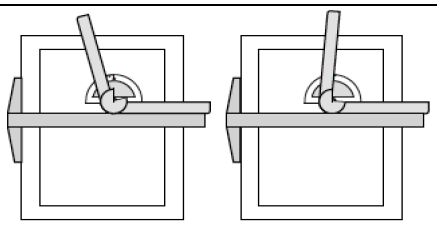
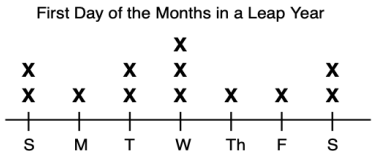
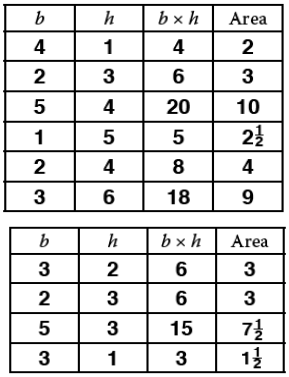
Most recent update: December 14, 2019

RightStart™ Mathematics

Corrections and Updates for Level E/Grade 4 Lessons and Worksheets, second edition

LESSON/WORKSHEET	CHANGE DATE	CORRECTION OR UPDATE
Lesson 8	04/18/2018	The Quotient and Remainder game instructions should read: Place the dividend card, the multiplication card, first in the row, as shown below."
Lesson 26	11/18/2016	At the bottom of the page, it reads: "Repeat for: 10,380 – 8267". It should read: "Repeat for: 10,280 – 8367"
Lesson 28 Worksheet 15-A	01/03/2019	The magic square on the bottom of the worksheet is incorrect. See attached PDF. Correct answers are shown here. 
Lesson 36	04/18/2018	The Quotient and Remainder game instructions should read: Place the dividend card, the multiplication card, first in the row, as shown below."
Lesson 38 Classroom version only	07/31/2017	On the second page, the second drawing board is depicted to the right of the work, rather than under the worksheet's information. It should look as shown here.  T-square position for left-handed user.
Lesson 55	11/18/2016	For the second Warm-Up, 6374 – 4736 is 1638, not 1636. The check numbers are correct.
Lesson 56	03/29/2017	The game assigned for the day is F22.1, Corner with Eighths. Older fifth edition books do not have this game. Games are found on the pdf attached at the bottom of this document. This also will affect lessons 57, 71, 73, 74, 76, 77, 78, and 138.
Lesson 68	04/17/2017	On the second page, the third and fourth answers for the Worksheet 42 have the "small" numbers in the wrong place; are too far to the left. It like this: 
Lesson 70	01/03/2019	On the second page, the factors of 20 should be 1, 2, 4, 5, 10, and 20, not 10 and 2.
Lesson 78	03/10/2017	Answers for Worksheet 51, third answer on the top row, should be 63-47/100 and 63.47, not 63-49/100 and 63.49.

Lesson 80	03/10/2017	the Warm-Up multivide answer, there are two errors in the middle of the calculations. It should be as follows: **5 040** (**0**) × 54 (**0**) **20 160** **252 000** **272 160** (**0**) × 16 (**8**) **1 632 960** **2 721 600** **4 354 560** (**0**)
Lesson 82	03/10/2017 12/28/2017	the Warm-Up multivide answer, there is error in the middle of the calculations. should be as follows: **314 496** (**0**) × 15 (**6**) **1 572 480** **3 144 960** **4 717 440** (**0**) Also, the bottom of the first page has been changed to read as follows: Ask: What does the M+ key do? [adds to memory] What do you think the M- key does? [subtracts from memory] Change the problem to: 6 × 9 – 5 × 8 = [14] and ask: How can you do it now? [Use the M- key instead of the M+ key to subtract the second expression.]
Lesson 83	08/19/2016	For the Warm-Ups multivide, the check digit for 1680 ÷ 5 should be (6), the check digit for 336 ÷ 4 should be (3), the check digit for 84÷ 3 should be (3), and the check digit for 28 ÷ 2 should be (1).
Lesson 84	08/19/2016	For the Warm-Ups multivide, the check digit for 1920 ÷ 5 should be (3), the check digit for 384 ÷ 4 should be (6), the check digit for 96 ÷ 3 should be (6), and the check digit for 32 ÷ 2 should be (5).
Lesson 89	08/19/2016	For the Warm-Ups multivide, the check digit for 2280 ÷ 5 should be (3).
Lesson 92	03/10/2017	Under the Thirds and sixths in percents heading, second paragraph, it should read Say: Two thirds is 66-2/3%, not one sixth is 66-2/3%.
Lesson 95	08/19/2016	For the Warm-Ups multivide, the partial answer for 90,720 × 6 (of 96) should be 544,320, not 444,320.
Lesson 97 Worksheet 69	03/10/2017	The third question should read "What percentage of the tangrams are triangles?" not "isosceles triangles". PDF is attached.
Lesson 104	05/18/2017	The graphics on second page been changed shown here.  Drawing the 105° line on the protractor. Drawing the 85° line on the protractor.
Lesson 109	05/19/2017	The answer to the first problem in the warm up should be 35,564, not 35,561.
Lesson 115	03/10/2017	Regarding the picture of the geometry solids, the manufacturer changed the solids the triangular now a prism. graphic here. 

Lesson 115	12/14/2019	The sample line plot for a leap year, A note was added, **"All years will have that start the week because January, April, and July start on the same day."** The most common day will depend on what calendar year is being considered. 
Lesson 124 Worksheet 96	03/10/2017	Problem 3 should read "The diameter of the base is 4 units" not 2 units. PDF is attached.
Lesson 125	03/10/2017	Regarding the picture of the geometry solids, the manufacturer changed the solids the triangular now a prism. graphic here. 
Lesson 128	01/03/2019	The fourth paragraph on the second page has changed to read "Tell him to watch while you show him a procedure for finding the area. Make the 2 × 3 rectangle on the geoboard. Then touch any two boundary pegs with your non-writing hand. Count the uncovered boundary pairs then add the inside pegs to find the area. See the figures below."
Lesson 130	12/28/2017	The order of the columns in the tables are changed to list $b \times h$, then Area. 

b	h	$b \times h$	Area
4	1	4	2
2	3	6	3
5	4	20	10
1	5	5	$2\frac{1}{2}$
2	4	8	4
3	6	18	9

b	h	$b \times h$	Area
3	2	6	3
2	3	6	3
5	3	15	$7\frac{1}{2}$
3	1	3	$1\frac{1}{2}$

Lesson 132	12/28/2017	On the top of the second page, the fourth line's area of the parallelogram should be 4, not 6.
Lesson 136	04/18/2018	The Quotient and Remainder game instructions should read: Place the dividend card, the multiplication card, first in the row, as shown below."
Lesson 140 Worksheet 109	05/19/2017	The last question, number 159, should read "Which is longer, 3 feet or 1 meter?", not 3 yards or 1 meter. PDF of the worksheet is attached. Correct answer is 1 meter.

Name: _____

Date: _____

Write only the answers.

_____

_____

_____

Write the answers.

582 + 69 = _____

87 + _____ = 200

(6 ÷ 3) + (6 ÷ 2) = _____

Add or subtract. Use check numbers.

9575 ( )	4763 ( )	9515 ( )	4012 ( )
+ 5592 ( )	+ 5251 ( )	− 5592 ( )	− 1802 ( )

Utah's population is two million nine hundred thousand eight hundred seventy-two. Underline the period names. Write the number using digits and commas. _____

Fill in the blanks.

3 × ____ = 24

8 × ____ = 64

7 × ____ = 14

____ × 11 = 44

____ × 9 = 54

6 × ____ = 24

2 × ____ = 14

Solve the problem.

Kendra wants to walk her dog for an hour. She has 25 minutes left to walk. How long has she walked so far?

Draw lines to match the expressions.

4 × 4	16 × 2
8 × 5	6 × 5 + 6 × 2
8 × 4	5 × 5
20 + 5	8 × 2
9 × 7	6 × 7 − 2
6 × 7	50 − 1
32 ÷ 4	9 × 6 + 2
7 × 7	70 − 7
8 × 7	2 × 2 × 2

Complete the magic square.

14	5	1	7
−1		8	13
		8	
8	11		−2

F22.1 CORNERS WITH EIGHTHS

This is a fraction version of Corners Three (A38). The scoring is what makes this a fraction game; the numbers on the cards are considered to be eighths. The scoring provides practice in adding mixed fractions mentally.

Objective: To practice adding eighths and changing improper fractions to proper fractions without simplifying.

Number of players: Two to four.

Cards: The 50 Corners cards.

Layout: The stack of cards is placed face down on the table. Each player draws four cards initially and draws another card each time after playing a card. Players' cards are laid out face up in full view of all players.

Object of the game: To make the highest score.

Play: The rules of the game are the same as Corners Three (A38), except that the numbers on the cards are considered to be *eighths*.

Players do their own scoring. Most of the calculating can be done mentally. Following are some examples of scoring:

F22.2 CORNERS WITH TENTHS

This is a another fraction version of Corners Three (A38). For scoring the numbers on the cards are considered to be tenths. The game is played like Corners with Eighths (F22.1) except the numbers on the cards are tenths.

F22.3 SUBTRACTION CORNERS WITH EIGHTHS

To play this Corners subtraction game, players start with a certain value and subtract their scores. The winner is the Ţrst player to reach zero or the player with the lowest score if no one can play. The game is played like Corners with Eighths (F22.1).

Initially joining a 5 and 7: $\frac{12}{8} = 1\frac{4}{8}$

Next joining a 7 and 8: $1\frac{4}{8} + \frac{15}{8} = 1\frac{19}{8} = 3\frac{3}{8}$

Next joining a 9 and 9: $3\frac{3}{8} + \frac{18}{8} = 5\frac{5}{8}$

The initial scores are as follows:

Number of players	2	3	4
Initial score	45	30	22

F22.4 SUBTRACTION CORNERS WITH TENTHS

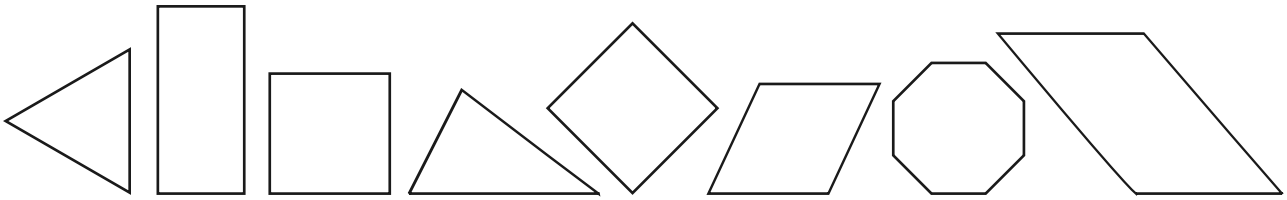
This Corners subtraction game is played like Subtraction Corners with Eighths (F22.3), except the numbers on the cards are tenths. The winner is the Ţrst player to reach zero or the player with the lowest score if no one can play.

The initial scores are as follows:

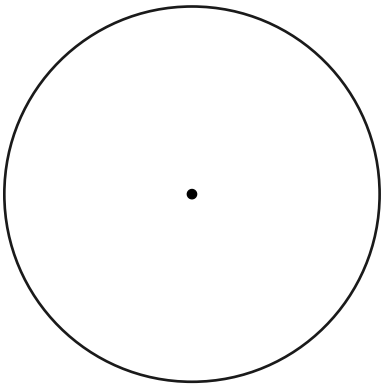
Number of players	2	3	4
Initial score	30	20	15

Name: _____

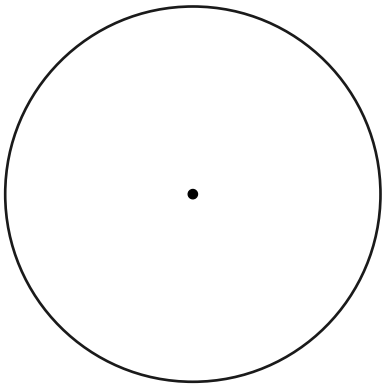
Date: _____



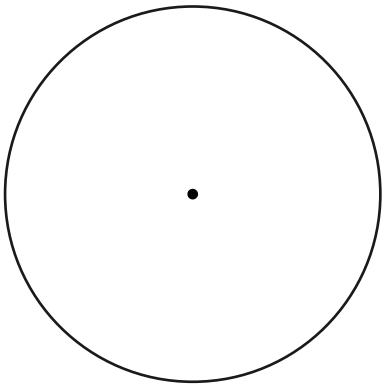
For each problem below, find the fraction of the polygons that are shown above. Use your fraction circle to show the answer, then record it below. Shade or hatch the circle so that it looks like the fraction circle answer.



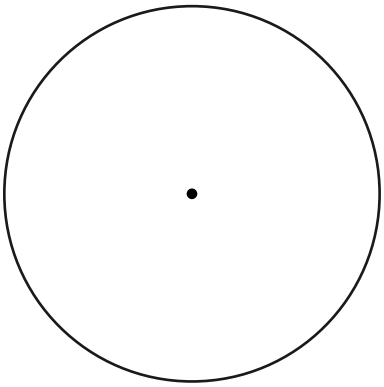
What fraction of the polygons have parallel sides? _____



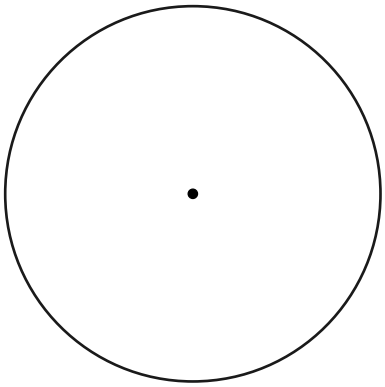
What fraction of the polygons have perpendicular lines? _____



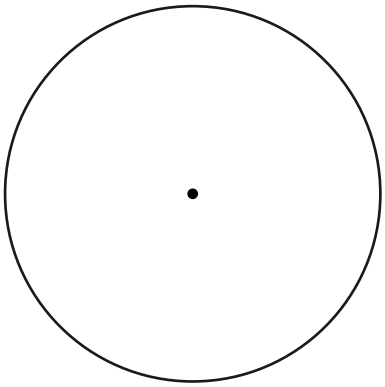
What fraction of the polygons are quadrilaterals? _____



What fraction of the polygons are rectangles? _____



What fraction of the polygons are rhombuses? _____

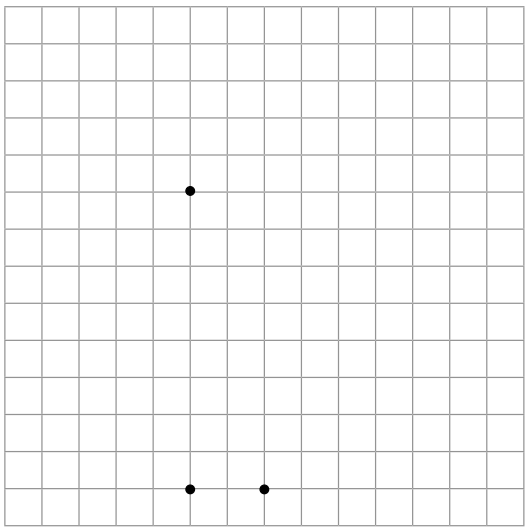


What fraction of the polygons have 4 sets of parallel lines? _____

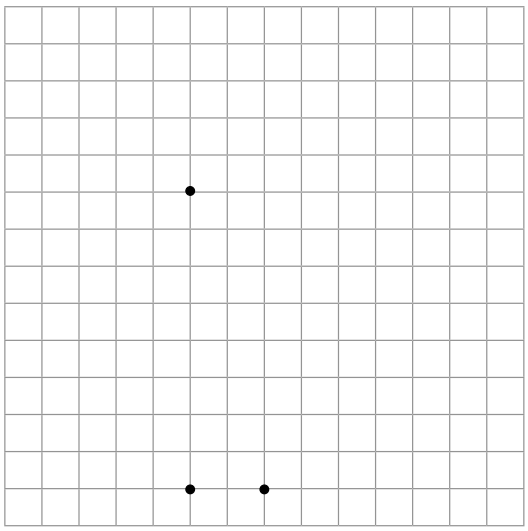
Name: _____

Date: _____

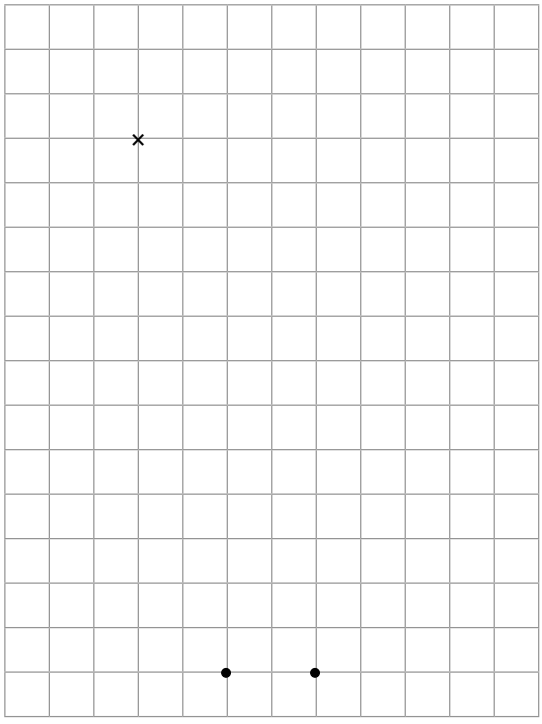
1. Draw the three views, top, front, and side, for a square pyramid that is 6 units high. The square base is 4 units on a side.



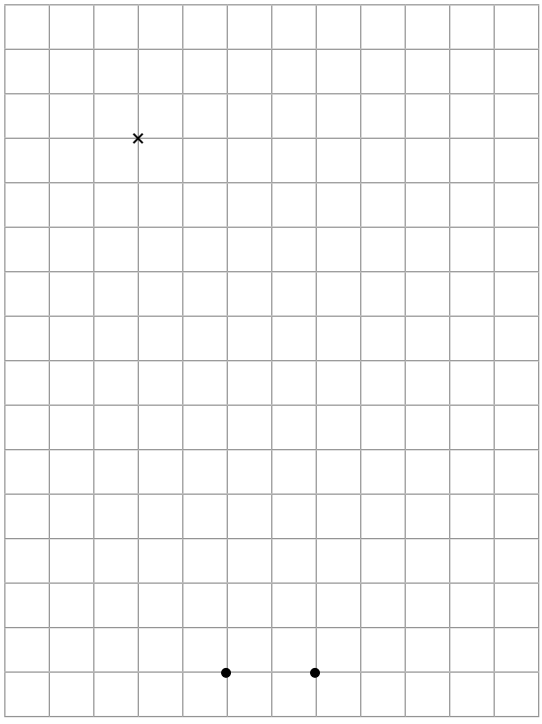
2. Draw the three views for the Problem 1 pyramid but now it is truncated so it is only 3 units high.



3. Draw the three views for a cone that is 8 units tall. The diameter of the base is 4 units. The "×" marks the center of the circle.



4. Draw the three views for the cone in Problem 3 but now it is truncated so it is now only 4 units tall. The "×" marks the center of the circle.



Name: _____

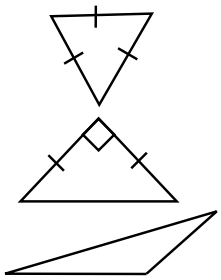
Date: _____

137-142. Draw lines to match each triangle by sides and angles.

Scalene triangle

Isosceles triangle

Equilateral triangle

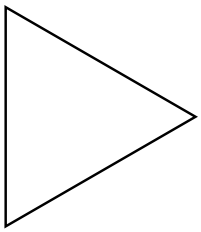


Obtuse triangle

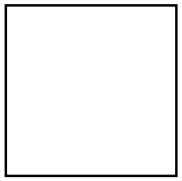
Right triangle

Acute triangle

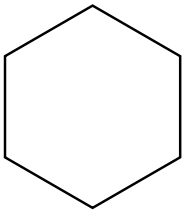
143-145. Draw all the lines of symmetry in the figures below and answer the questions.



How many lines of symmetry? _____



How many lines of symmetry? _____



How many lines of symmetry? _____

146-159. Fill in the blanks.

If you turn 360°, where will you end? _____

Name the angles in an isosceles right triangle. _____

What is special about the sides in an equilateral triangle. _____

How many angles does an hexagon have? _____

Can a rectangle also be a square? _____

Can a parallelogram be a square? _____

Can a polygon have only two sides? _____

How many inches are in 2 feet? _____

How many yards is 6 feet? _____

How many centimeters are in 2 decimeters? _____

How many decimeters are in a half a meter? _____

How many centimeters are in a meter? _____

How many milliliters are in a liter? _____

Which is longer, 3 feet or 1 meter? _____