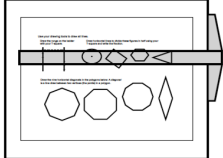


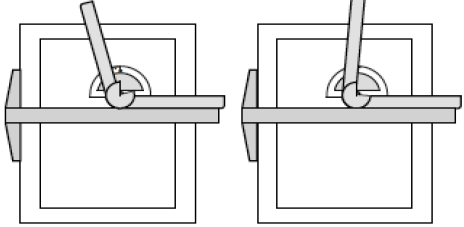

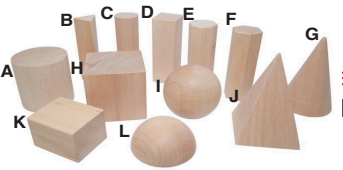
Most recent update: December 1, 2020

# 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 <b>dividend</b> card, the multiplication card, first in the row, as shown below."																
Lesson 19    Worksheet 7	12/01/2020	The last problem on the worksheet should read "Write any 3-digit number <b>with no two numbers being the same.</b> "																
Lesson 19	12/01/2020	On the second page, an explanation was added across from the Worksheet 7 paragraph: <b>If the first and last numbers of the 3-digit number are sequential, such as 493, the difference will be 99. Assume a 0 precedes the 99, giving the reverse number as 990, then the final sum will be 1089. Peter, age 9, found that if the first and third number are the same, such as 181, or if all three digits are the same, such as 333, the final sum is another number!</b>																
Lesson 26	11/18/2016	At the bottom of the page, it reads: "Repeat for: 10,380 – 8267". It should read: "Repeat for: 10, <b>2</b> 80 – 8 <b>3</b> 67"																
Lesson 28    Worksheet 15-A	01/03/2019	The magic square on the bottom of the worksheet is incorrect. See attached <b>PDF</b> . Correct answers are shown here. <div style="float: right; border: 1px solid black; padding: 5px; text-align: center;"> <table style="border-collapse: collapse; margin: 0 auto;"> <tr><td>14</td><td>5</td><td>1</td><td>7</td></tr> <tr><td>-1</td><td><b>7</b></td><td>8</td><td>13</td></tr> <tr><td><b>6</b></td><td><b>4</b></td><td>8</td><td><b>9</b></td></tr> <tr><td>8</td><td>11</td><td><b>10</b></td><td>-2</td></tr> </table> </div>	14	5	1	7	-1	<b>7</b>	8	13	<b>6</b>	<b>4</b>	8	<b>9</b>	8	11	<b>10</b>	-2
14	5	1	7															
-1	<b>7</b>	8	13															
<b>6</b>	<b>4</b>	8	<b>9</b>															
8	11	<b>10</b>	-2															
Lesson 36	04/18/2018	The Quotient and Remainder game instructions should read: Place the <b>dividend</b> 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. <div style="float: right; text-align: center;">  <p style="font-size: small;">T-square position for left-handed user.</p> </div>																
Lesson 55	11/18/2016	For the second Warm-Up, 6374 – 4736 is <b>1638</b> , 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 <b>pdf</b> 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:	$\begin{array}{r} \phantom{0}856 \text{ (1)} \\ 5)4280 \text{ (5)} \end{array}$ $\begin{array}{r} \phantom{0}856 \text{ (1)} \\ 5)4283 \text{ (8)} \end{array}$
Lesson 70	01/03/2019	On the second page, the factors of 20 should be 1, 2, 4, 5, 10, and <b>20</b> , not 10 and 2.	
Lesson 78	03/10/2017	Answers for Worksheet 51, third answer on the top row, should be 63- <b>47</b> /100 and 63. <b>47</b> , 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:	$\begin{array}{r} 5040 \text{ (0)} \\ \times 54 \text{ (0)} \\ \hline 20160 \\ 252000 \\ \hline 272160 \text{ (0)} \\ \times 16 \text{ (8)} \\ \hline 1632960 \\ 2721600 \\ \hline 4354560 \text{ (0)} \end{array}$
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:  Also, the bottom of the first page has been changed to read as follows: <b>Ask: What does the M+ key do? [adds to memory] What do you think the M- key does? [subtracts from memory]</b> Change the problem to: $6 \times 9 - 5 \times 8 = [14]$ and ask: How can you do it now? [Use the M- key instead of the M+ key <b>to subtract the second expression.</b> ]	$\begin{array}{r} 314496 \text{ (0)} \\ \times 15 \text{ (6)} \\ \hline 1572480 \\ 3144960 \\ \hline 4717440 \text{ (0)} \end{array}$
Lesson 83	08/19/2016	For the Warm-Ups multivide, the check digit for $1680 \div 5$ should be <b>(6)</b> , the check digit for $336 \div 4$ should be <b>(3)</b> , the check digit for $84 \div 3$ should be <b>(3)</b> , and the check digit for $28 \div 2$ should be <b>(1)</b> .	
Lesson 84	08/19/2016	For the Warm-Ups multivide, the check digit for $1920 \div 5$ should be <b>(3)</b> , the check digit for $384 \div 4$ should be <b>(6)</b> , the check digit for $96 \div 3$ should be <b>(6)</b> , and the check digit for $32 \div 2$ should be <b>(5)</b> .	
Lesson 89	08/19/2016	For the Warm-Ups multivide, the check digit for $2280 \div 5$ should be <b>(3)</b> .	
Lesson 92	03/10/2017	Under the Thirds and sixths in percents heading, second paragraph, it should read Say: <b>Two thirds</b> 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 $90,720 \times 6$ (of 96) should be <b>544,320</b> , not 444,320.	
Lesson 97      Worksheet 69	03/10/2017	The third question should read "What percentage of the tangrams <b>are triangles?</b> " not "isosceles triangles". <b>PDF</b> is attached.	

Lesson 104	05/18/2017	<p>The graphics on second page been changed shown here.</p>  <p style="text-align: center;"> <span style="margin-right: 100px;">Drawing the 105° line on the protractor.</span> Drawing the 85° line on the protractor. </p>																																
Lesson 109	05/19/2017	<p>The answer to the first problem in the warm up should be <b>35,564</b>, not 35,561.</p>																																
Lesson 115	03/10/2017	<p>Regarding the picture of the geometry solids, the manufacturer changed the solids the triangular now a prism. graphic here.</p>  <ul style="list-style-type: none"> <li>A Large cylinder</li> <li>B Triangular prism</li> <li>C Small cylinder</li> <li>D Square prism</li> <li>E Octagonal prism</li> <li>F Hexagonal prism</li> <li>G Cone</li> <li>H Cube</li> <li>I Sphere</li> <li>J Square pyramid</li> <li>K Rectangular prism</li> <li>L Hemisphere</li> </ul>																																
Lesson 115	12/14/2019	<p>The sample line plot for a leap year, A note was added, <b>"All years will have that start the week because January, April, and July start on the same day."</b> The most common day will depend on what calendar year is being considered.</p> <p style="text-align: center;">First Day of the Months in a Leap Year</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">X</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr> <td></td> <td style="text-align: center;">S</td> <td style="text-align: center;">M</td> <td style="text-align: center;">T</td> <td style="text-align: center;">W</td> <td style="text-align: center;">Th</td> <td style="text-align: center;">F</td> <td style="text-align: center;">S</td> </tr> </table>					X					X		X	X		X			X	X	X	X	X	X	X		S	M	T	W	Th	F	S
				X																														
	X		X	X		X																												
	X	X	X	X	X	X	X																											
	S	M	T	W	Th	F	S																											
Lesson 124 Worksheet 96	03/10/2017	<p>Problem 3 should read "The diameter of the base is <b>4</b> units" not 2 units. <b>PDF</b> is attached.</p>																																
Lesson 125	03/10/2017	<p>Regarding the picture of the geometry solids, the manufacturer changed the solids the triangular now a prism. graphic here.</p>  <ul style="list-style-type: none"> <li>A Large cylinder</li> <li>B Triangular prism</li> <li>C Small cylinder</li> <li>D Square prism</li> <li>E Octagonal prism</li> <li>F Hexagonal prism</li> <li>G Cone</li> <li>H Cube</li> <li>I Sphere</li> <li>J Square pyramid</li> <li>K Rectangular prism</li> <li>L Hemisphere</li> </ul>																																
Lesson 128	01/03/2019	<p>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 <math>2 \times 3</math> rectangle on the geoboard. Then touch any two <b>boundary</b> pegs with your non-writing hand. Count the <b>uncovered</b> boundary pairs then <b>add the</b> inside pegs <b>to find the area</b>. See the figures below."</p>																																

Lesson 130	12/28/2017	The order of the columns in the tables are changed to list $b \times h$ , then Area.	<table border="1" data-bbox="1154 344 1448 564"> <thead> <tr> <th><math>b</math></th> <th><math>h</math></th> <th><math>b \times h</math></th> <th>Area</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>1</td> <td>4</td> <td>2</td> </tr> <tr> <td>2</td> <td>3</td> <td>6</td> <td>3</td> </tr> <tr> <td>5</td> <td>4</td> <td>20</td> <td>10</td> </tr> <tr> <td>1</td> <td>5</td> <td>5</td> <td><math>2\frac{1}{2}</math></td> </tr> <tr> <td>2</td> <td>4</td> <td>8</td> <td>4</td> </tr> <tr> <td>3</td> <td>6</td> <td>18</td> <td>9</td> </tr> </tbody> </table> <table border="1" data-bbox="1154 581 1448 739"> <thead> <tr> <th><math>b</math></th> <th><math>h</math></th> <th><math>b \times h</math></th> <th>Area</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>6</td> <td>3</td> </tr> <tr> <td>2</td> <td>3</td> <td>6</td> <td>3</td> </tr> <tr> <td>5</td> <td>3</td> <td>15</td> <td><math>7\frac{1}{2}</math></td> </tr> <tr> <td>3</td> <td>1</td> <td>3</td> <td><math>1\frac{1}{2}</math></td> </tr> </tbody> </table>	$b$	$h$	$b \times h$	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	$1\frac{1}{2}$
$b$	$h$	$b \times h$	Area																																																
4	1	4	2																																																
2	3	6	3																																																
5	4	20	10																																																
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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 <b>dividend</b> 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 " <b>Which is longer, 3 feet or 1 meter?</b> ", not 3 yards or 1 meter. <b>PDF</b> of the worksheet is attached. Correct answer is <b>1 meter</b> .																																																	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Write only the answers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write the answers.

$582 + 69 = \underline{\quad}$

$87 + \underline{\quad} = 200$

$(6 \div 3) + (6 \div 2) = \underline{\quad}$

Add or subtract. Use check numbers.

$$\begin{array}{r} 9575 \text{ ( )} \\ + 5592 \text{ ( )} \\ \hline \end{array}$$

$$\begin{array}{r} 4763 \text{ ( )} \\ + 5251 \text{ ( )} \\ \hline \end{array}$$

$$\begin{array}{r} 9515 \text{ ( )} \\ - 5592 \text{ ( )} \\ \hline \end{array}$$

$$\begin{array}{r} 4012 \text{ ( )} \\ - 1802 \text{ ( )} \\ \hline \end{array}$$

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.

$3 \times \underline{\quad} = 24$

$8 \times \underline{\quad} = 64$

$7 \times \underline{\quad} = 14$

$\underline{\quad} \times 11 = 44$

$\underline{\quad} \times 9 = 54$

$6 \times \underline{\quad} = 24$

$2 \times \underline{\quad} = 14$

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.

$4 \times 4$	$16 \times 2$
$8 \times 5$	$6 \times 5 + 6 \times 2$
$8 \times 4$	$5 \times 5$
$20 + 5$	$8 \times 2$
$9 \times 7$	$6 \times 7 - 2$
$6 \times 7$	$50 - 1$
$32 \div 4$	$9 \times 6 + 2$
$7 \times 7$	$70 - 7$
$8 \times 7$	$2 \times 2 \times 2$

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 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 first 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).

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

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

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

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 first player to reach zero or the player with the lowest score if no one can play.

The initial scores are as follows:

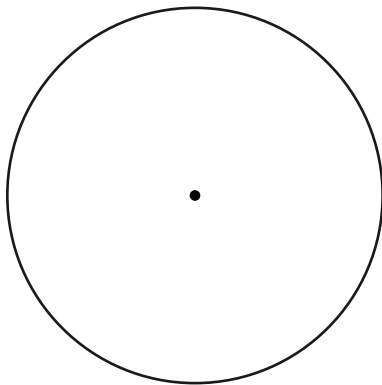
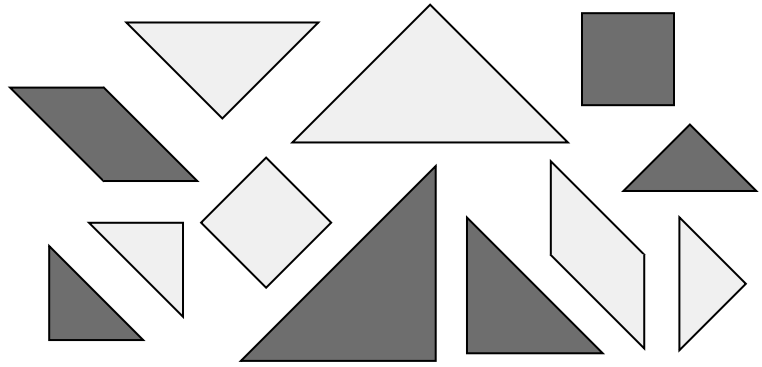
Number of players	2	3	4
Initial score	30	20	15

Name: \_\_\_\_\_

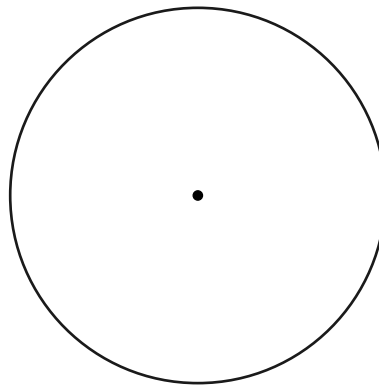
Date: \_\_\_\_\_

For the problems below, use the tangrams shown to find the percentage asked for.

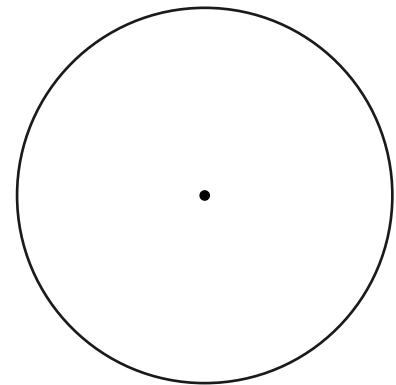
Use your percentage circle to show the answer, then record it below. Shade or hatch the circle so that it looks like the percentage circle answer.



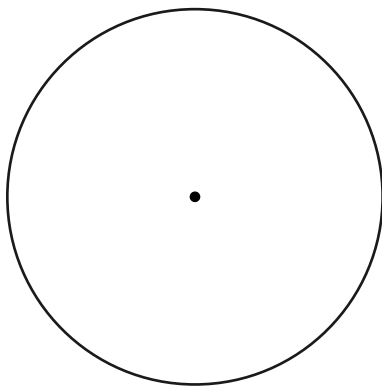
What percentage of the tangrams are in the darker color? \_\_\_\_\_



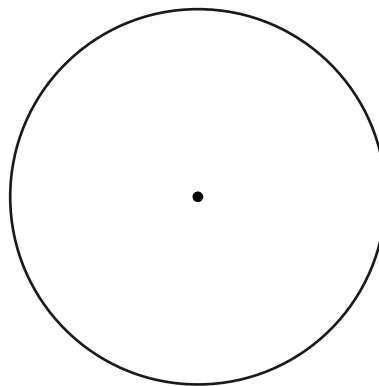
What percentage of the tangrams have right angles? \_\_\_\_\_



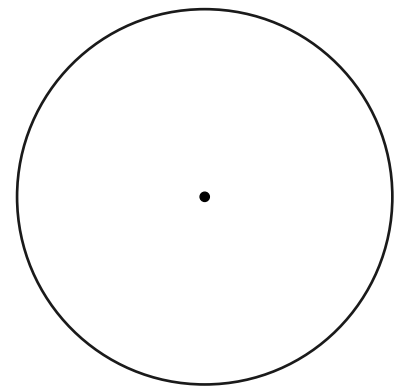
What percentage of the tangrams are triangles? \_\_\_\_\_



What percentage of the tangrams are quadrilaterals? \_\_\_\_\_



What percentage of the tangrams are polygons? \_\_\_\_\_

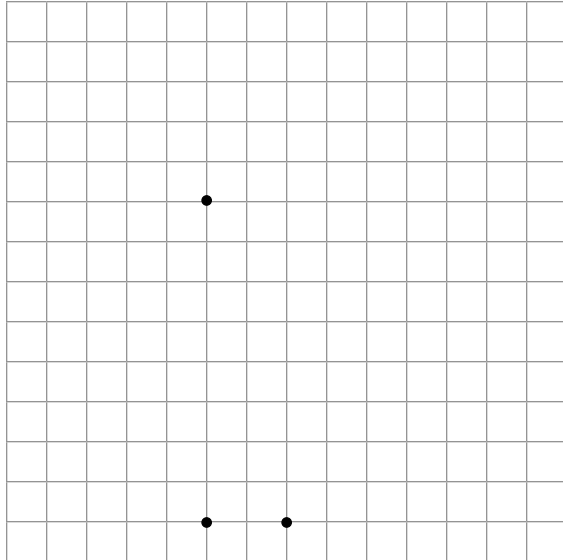


What percentage of the tangrams are rhombuses? \_\_\_\_\_

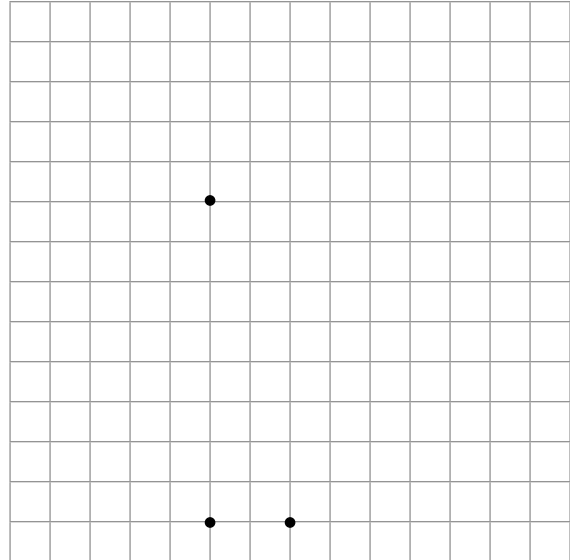
Name: \_\_\_\_\_

Date: \_\_\_\_\_

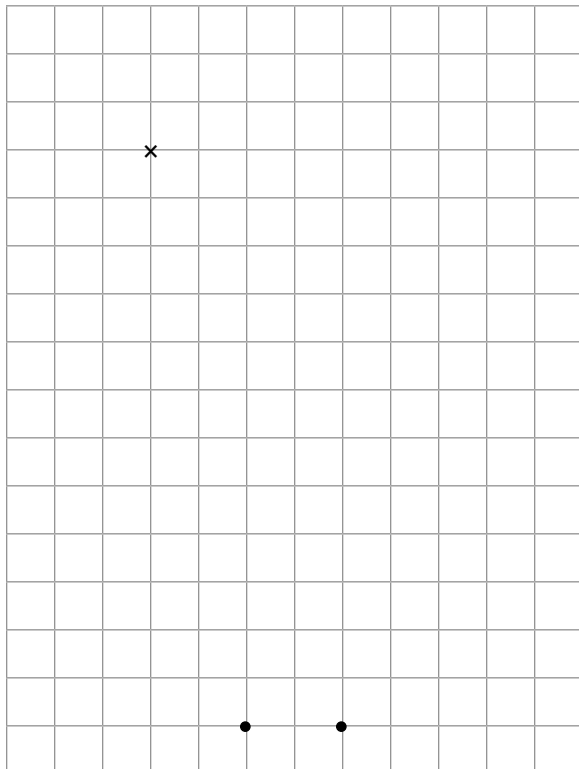
1. Draw the three views, top, front, and side, for a square pyramid that is 6 units high. The square base is 4 units on a side.



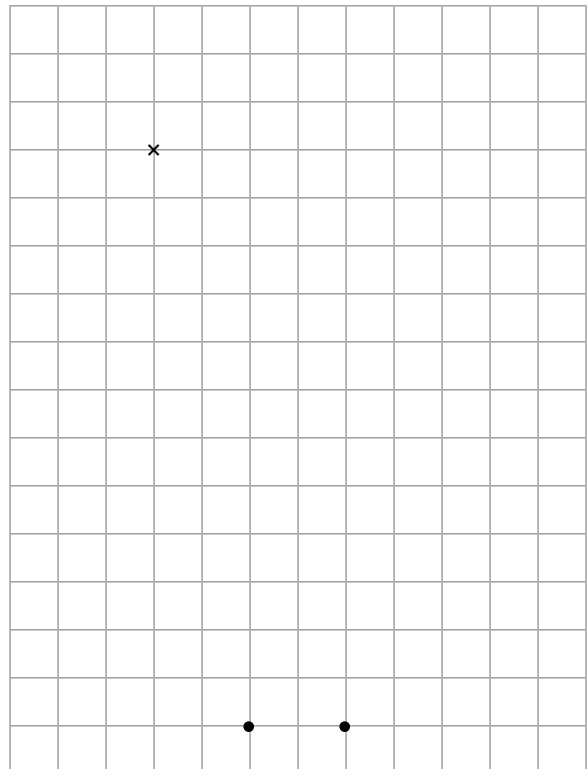
2. Draw the three views for the Problem 1 pyramid but now it is truncated so it is only 3 units high.



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





Name: \_\_\_\_\_

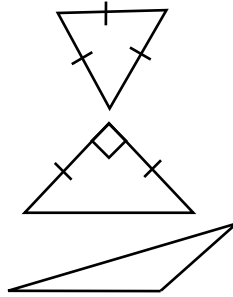
Date: \_\_\_\_\_

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

Scalene triangle

Isosceles triangle

Equilateral triangle

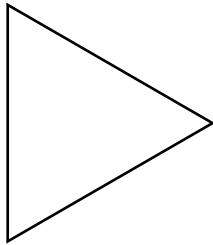


Obtuse triangle

Right triangle

Acute triangle

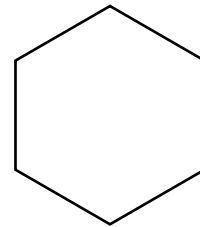
143-145. Draw all the lines of symmetry in the figures below and answer the questions.



How many lines of symmetry? \_\_\_\_\_



How many lines of symmetry? \_\_\_\_\_



How many lines of symmetry? \_\_\_\_\_

146-159. Fill in the blanks.

If you turn  $360^\circ$ , 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 a 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? \_\_\_\_\_