

Most recent update: January 4, 2021

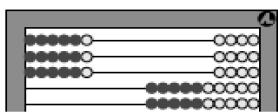
# RightStart™ Mathematics

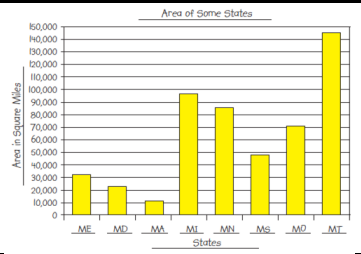
## Corrections and Updates for Level D/Grade 3 Lessons and Worksheets, second edition




---



---

LESSON/WORKSHEET	CHANGE DATE	CORRECTION OR UPDATE
Lesson 8	09/24/2020	The answer to the In conclusion question should say [when the number being subtracted is <b>greater</b> than the top number], not less than.
Lesson 11	05/12/2016	The second graphic on the first has an incorrect graphic. correct graphic.  6 by 3 array.
Lesson 15	11/03/2015	On the second page, under Patterns in Multiples, first paragraph, answer should say [Each multiple is <b>10</b> more than the one above it.]
Lesson 30	11/03/2015	Answers for Worksheet 16: Using evens and odds, what kinds of numbers do you need to get an odd difference? even – odd, odd – even
Lesson 32	11/18/2016	In the conclusion, $1 \times 1 = 2$ should be $1 \times 1 = \mathbf{1}$ .
Lesson 37	11/03/2015	Questions 10-13: Delete the check numbers in the answers. Question 29: <b>54</b> should also be circled.
Lesson 39	12/12/2019	Answers show check numbers, that is numbers is parentheses after numbers of the equation, (7). This is not taught for another 14 lessons.
Lesson 42	12/27/2017	In the warm-up, the line of 8s should read: 8 16 24 <b>32</b> 40 <b>48</b> <b>56</b> 64 72 80 <span style="float: right;">Also,</span> the top of the second 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> ] Finally, the last equation on the worksheet is missing and should be <b><math>5 \times 20 + 2 \times 30 = 160</math>.</b>
Lesson 45	12/16/2015	On the second page in the third set of graphics, the place value cards should show <b>6129</b> , not 6189, rounded to 6000.
Lesson 47	12/16/2015	An answer for the first worksheet, 31-A, is incorrect. 5737 rounded to the nearest 10 is <b>5740</b> , not 5840.

Lesson 49	12/16/2015	On the second page under the second graphic, the caption should read "Subtracting <b>700</b> ", not 777.
Lesson 53	12/16/2015	On the second page, under Practice, the number 2588 shows a check number is [5], not [2].
Lesson 55	04/11/2016	Answers for Worksheet 39 missed that <b>18 is a multiple of 2</b> . That cell should be checked with a "y".
Lesson 59	01/04/2021	On the second page under Building Difference game, the first example should be <b>90 – 78 = 12</b> , not 89 – 28 = 61.
Lesson 60      Worksheet 43	04/16/2018	The worksheet has been reformatted to create more space for the calculations. See <b>pdf</b> .
Lesson 62	12/29/2020	The example under the Worksheet 45 heading is using the <b>associative</b> property, not the distributive property. The example below it, under the Multiplying 50 × 4 heading, uses the associative property.
Lesson 69	04/11/2016	On the second page, under Can You Find Fraction game, the list of fraction pieces to pick up has a duplicate 2 thirds listed. Eliminate the second 2 thirds.
Lesson 77	04/11/2016	On the assessment, problem #11 says "Multiply 6209 × 8." Answer should be <b>49,672</b> with a check number of (1). $\begin{array}{r} 6209 \text{ (8)} \\ \times 8 \text{ (8)} \\ \hline 72 \\ 1600 \\ 48000 \\ \hline 49,672 \text{ (1)} \end{array}$
Lesson 77	05/18/2017	On the assessment, numbers 54 to 57 should have answers of <b>80, 800, 8,000, and 80,000</b> , not 8, 80, 800, and 8,000.
Lesson 79	05/12/2016	Answers to questions 54 to 57 should be <b>50, 500, 5,000, and 50,000</b> , not 5, 50, 500, and 5,000.
Lesson 81	04/11/2016	The warm up has the check number of 9 as (9). It should be (0).
Lesson 89	12/27/2017	Answer for Worksheet 69, #3 should read: 3. Name the months with four syllables. <b>January and February</b> In conclusion final answer should be [September, April, June, and <b>November</b> ]
Lesson 90	11/07/2020	In the second paragraph on the second page, the number of days between Memorial Day and Labor Day is <b>97</b> or <b>104</b> days, not 98 or 105 days.
Lesson 95	04/11/2016	The bar graph solutions for Worksheet 75 are slightly off. See attached <b>PDF</b> . 
Lesson 95	11/07/2020	The additional game to play is the <b>Rows and Columns</b> game, not Constructing a Bar Graph.

Lesson 99	04/11/2016	In the Problem 1 section, below the story problem, should read: Adding the times, 5, 10, and <b>15</b> minutes gives 30 minutes. So she needs to start at 4:00.
Lesson 102	12/12/2019	The additional game to play, Multiples Solitaire, is game <b>P19</b> , not C23.
Lesson 103	12/12/2019	The additional game to play, Multiples Solitaire, is game <b>P19</b> , not C23.
Lesson 101 Worksheet 81	04/11/2016	Question #5 should read, "Seven thousand <b>three hundred</b> twenty-nine square miles is water, how much is land?" See attached <b>PDF</b> .
Lesson 107 Worksheet 87	11/18/2016	The bottom label for the graphs should read <b>Length of a Side in Centimeters</b> , not Number of Sides. See attached <b>PDF</b> .
Lesson 115	05/12/2016	The perimeter for Triangle G is $4-1/2 + 4-1/2 + 3-8/10 = 12-8/10$ .
Lesson 116	03/09/2020	A paragraph was added on the second page, right above the Worksheet 95 heading: <b>Tell the child that a triangle with an obtuse angle is an obtuse triangle. A triangle with a right angle is a right triangle. A triangle with all acute angles is an acute triangle.</b>
Lesson 124	11/07/2020	Three graphics on the second page had very light shading and have been replaced. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Make <math>\frac{1}{2}</math> of the circle one color and <math>\frac{1}{4}</math> another color. What fraction of the circle is not colored? <math>\frac{3}{4}</math></p> </div> <div style="text-align: center;">  <p>Triangles often overlooked.</p> </div> <div style="text-align: center;">  <p>Rhombus often overlooked.</p> </div> </div>
Lesson 125	04/11/2016	Third figure on the worksheet, second question reads "The small square is what fraction of the medium square? [ <b>1/2</b> ]".
Lesson 133	05/12/2016	Problem #11 says "Find $6049 - 5195$ ." Answer should be 854 with a check number of (8). <div style="float: right; text-align: right;"> <math display="block">\begin{array}{r} 6049 \text{ (1)} \\ - 5195 \text{ (2)} \\ \hline 854 \text{ (8)} \end{array}</math> </div>
Lesson 133 Worksheet 110	12/27/2017	Worksheet question #22-45, last row, third problem has been changed from $36 \div 6$ (which is a repeat) to <b><math>36 \div 9</math></b> . Answer is <b>4</b> .

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

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

**Warm-Up**

Solve these equations.

$___ \div 7 = 7$

$24 \div ___ = 4$

$42 \div 6 = ___$

$8 \times ___ = 32$

$50 \div 5 = ___$

$7 \times ___ = 35$

$(9 \times ___) + (9 \times 3) = 36$

Subtract the same number 10 times. Use check numbers to check your work.

$3790 \quad (1)$

$\underline{- 379} \quad (1)$

 $( )$ 

$\underline{- 379} \quad (1)$

 $( )$ 

$\underline{- 379} \quad (1)$

 $( )$ 

$\underline{- 379} \quad (1)$

 $( )$ 

$\underline{- 379} \quad (1)$

 $( )$ 

$\underline{- 379} \quad (1)$

 $( )$ 

$\underline{- 379} \quad (1)$

 $( )$ 

$\underline{- 379} \quad (1)$

 $( )$ 

$\underline{- 379} \quad (1)$

 $( )$ 

$\underline{- 379} \quad (1)$

 $( )$ 

$5620 \quad (4)$

$\underline{- 562} \quad (4)$

 $( )$ 

$\underline{- 562} \quad ( )$

 $( )$ 

$\underline{- 562} \quad ( )$

 $( )$ 

$\underline{- 562} \quad ( )$

 $( )$ 

$\underline{- 562} \quad ( )$

 $( )$ 

$\underline{- 562} \quad ( )$

 $( )$ 

$\underline{- 562} \quad ( )$

 $( )$ 

$\underline{- 562} \quad ( )$

 $( )$ 

$\underline{- 562} \quad ( )$

 $( )$ 

$\underline{- 562} \quad ( )$

 $( )$ 

$4580 \quad (8)$

$\underline{- 458} \quad (8)$

 $( )$ 

$\underline{- 458} \quad ( )$

 $( )$ 

$\underline{- 458} \quad ( )$

 $( )$ 

$\underline{- 458} \quad ( )$

 $( )$ 

$\underline{- 458} \quad ( )$

 $( )$ 

$\underline{- 458} \quad ( )$

 $( )$ 

$\underline{- 458} \quad ( )$

 $( )$ 

$\underline{- 458} \quad ( )$

 $( )$ 

$\underline{- 458} \quad ( )$

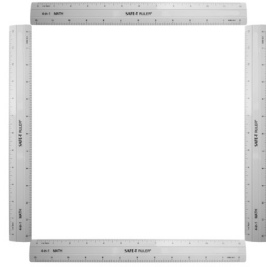
 $( )$ 

$\underline{- 458} \quad ( )$

 $( )$

**ACTIVITIES FOR TEACHING:**

**EXPLANATIONS:**

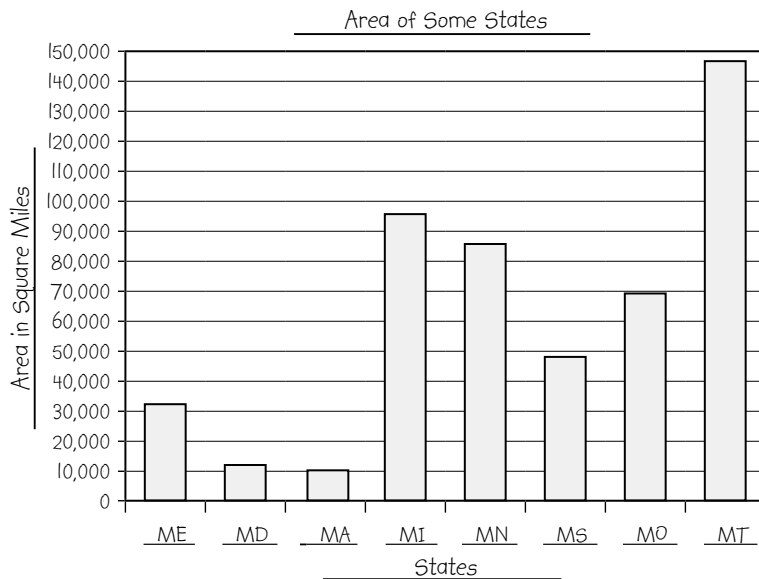


Give him the meter stick and ask: Would a square meter be large enough to measure the area of a state? [no]

**Square miles.** Tell him that in the United States, we usually measure these areas in square miles. Help him relate the length of a mile with a familiar distance. Ask: Can you imagine how large a square mile is? [a square whose sides are a mile long]

**Worksheet 75.** Tell the child the worksheet has a table giving the areas of eight states. He is to make a bar graph to show these areas. Discuss the categories, scales, and titles.

Tell him to complete the worksheet. Solutions are below.



For a child familiar with acres, tell him that 640 acres fit in a square mile.

Worksheet 74 will be needed for reference.

Titles and scales may vary.

1. Which state has the largest area? **Montana** Does it have the largest population? **no**
2. Which state is 3 times larger than Massachusetts? **Maine**
3. Which state is about half the size of Michigan? **Mississippi**
4. The population graphs keep changing. Do the area graphs also change? **no**
5. Would Missouri and Mississippi fit in Montana at the same time? **yes**
6. How many of the smaller states could fit inside Montana at the same time? **4**

**In conclusion.** Ask: What is area? [amount of space a flat figure takes up] Would you measure how deep a small lake is in miles or square miles? [miles] Would you measure how large a small lake is in miles or square miles? [square miles]

If there is additional time following this lesson, play the Constructing a Bar Graph game, found in *Math Card Games* book, A53.

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

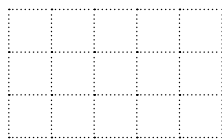
Date: \_\_\_\_\_

**Warm-Up**

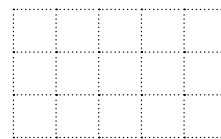
Multiply  $4792 \times 8$ .



Find  $4792 - 2974$ .



Find  $4792 + 2974$ .

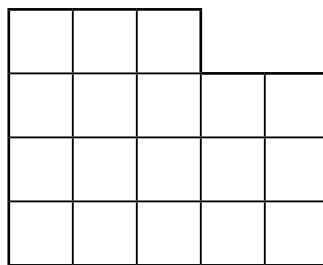


Read the information below and answer the questions.

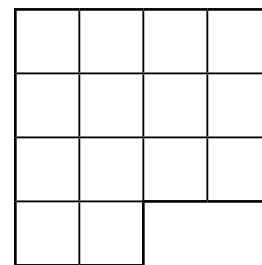
Minnesota is the twelfth largest state among the 50 states in the United States. The state is 408 miles long and 348 miles wide. It covers 86,943 square miles. Of this total, seven thousand three hundred twenty-nine square miles is covered by water. The highest point in Minnesota is Eagle Mountain at 2301 feet. The mountain is 15 miles from the shore of Lake Superior, which is the lowest point at 602 feet above sea level.

1. How many states are larger than Minnesota? \_\_\_\_\_
2. How many states are smaller than Minnesota? \_\_\_\_\_
3. Write the state's area in words. \_\_\_\_\_
4. Round the state's area to the nearest thousand. \_\_\_\_\_
5. Seven thousand three hundred twenty-nine square miles is water, how much is land? \_\_\_\_\_
6. How much longer is the state than it is wide? \_\_\_\_\_
7. What is the difference between the highest and lowest points? \_\_\_\_\_

Minnesota is divided into 87 counties; counties are divided into townships. Townships are square-shaped pieces of land with each side 6 miles long. The maps on the right show two counties in southern Minnesota and their townships.



**Cottonwood County**



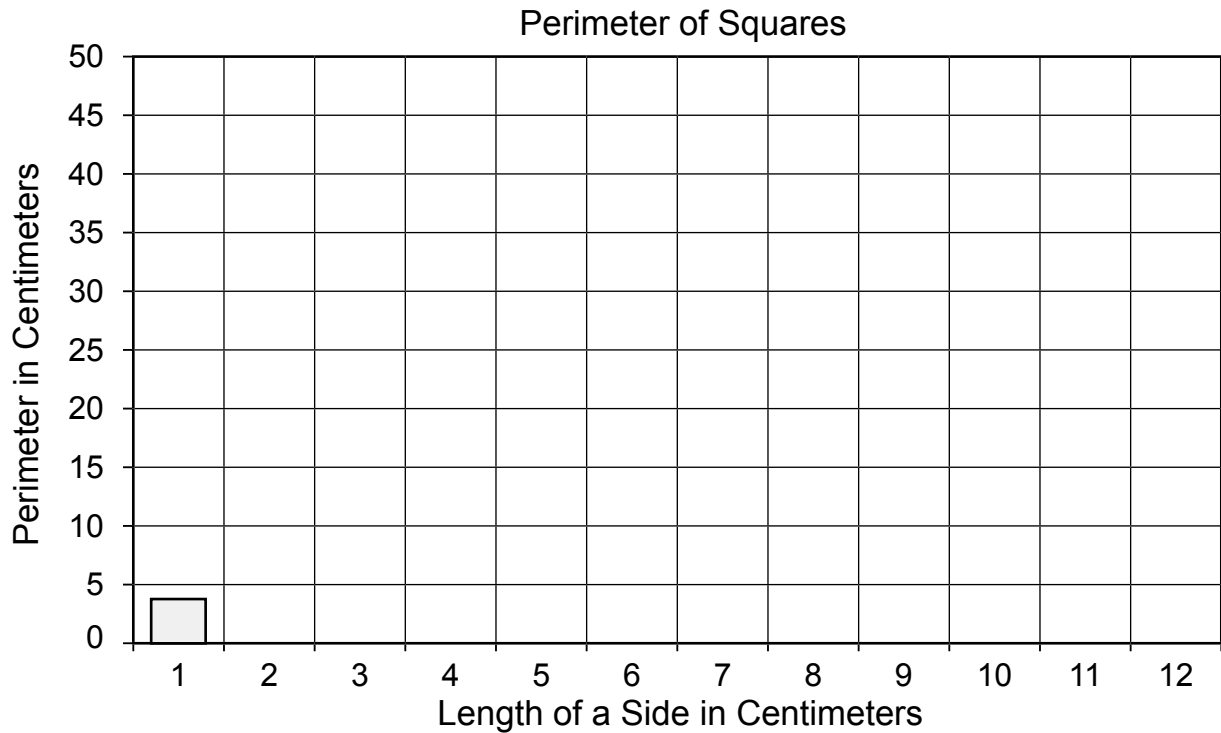
**McLeod County**

8. How many townships are in Cottonwood County? \_\_\_\_\_ in McLeod County? \_\_\_\_\_
9. Find the perimeter of each county. \_\_\_\_\_
10. Find the area of each county. \_\_\_\_\_

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

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

Make a bar graph showing perimeter of the squares from Worksheet 86.



Make a bar graph showing area of the squares from Worksheet 86.

