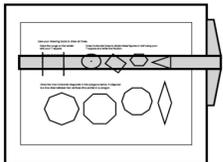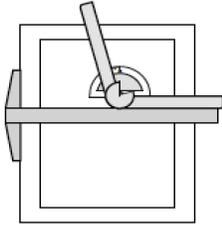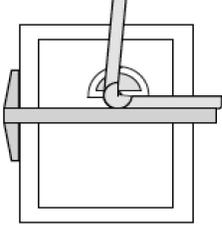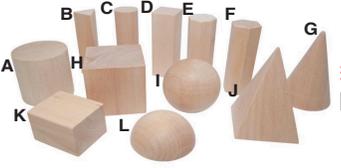Most recent update: February 21, 2023

RightStart™ Mathematics

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

LESSON/WORKSHEET	CHANGE DATE	CORRECTION OR UPDATE
Lesson 6	05/20/2021	On the second page, right above the short multiplication table, the answer to 8 x 9 should be "go to row 8 and down to row 9" not "go to row 6 and down to row 8."
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 19 Worksheet 7	12/01/2020	The last problem on the worksheet should read "Write any 3-digit number with no two numbers being the same."
Lesson 19	12/01/2020	On the second page, an explanation was added across from the Worksheet 7 paragraph: **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!**
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 61	06/02/2022	On the second page, under Using a calculator to find prime numbers, 7 and 11 are not factors, rather than not multiples, of 89.
Lesson 62	02/09/2021	At the bottom of the first page, it asks what is the next prime number. [5] Then it asks what do you cross out? The answer should be [15, 25, 35 . . ., 95], not [5, 10, . . ., 100]
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: $\begin{array}{r}856\ (1)\\ \underline{23}\\ 5\overline{)4280}\ (5)\end{array}$ $\begin{array}{r}(1)\\856\ r3\\ \underline{23}\\ 5\overline{)4283}\ (8)\end{array}$
Lesson 69	01/04/2021	On the second page, the check number for 240 in the second problem should be (6), not (0).
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: $\begin{array}{r}5\ 040\ (0)\\ \underline{\times 54}\ (0)\\ 20\ 160\\ 252\ 000\\ 272\ 160\ (0)\\ \underline{\times 16}\ (8)\\ 1\ 632\ 960\\ 2\ 721\ 600\\ 4\ 354\ 560\ (0)\end{array}$
Lesson 82	03/10/2017	the Warm-Up multivide answer, there is error in the middle of the calculations. should be as follows: $\begin{array}{r}314\ 496\ (0)\\ \underline{\times 15}\ (6)\\ 1\ 572\ 480\\ 3\ 144\ 960\\ 4\ 717\ 440\ (0)\end{array}$
	12/28/2017	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 87	02/10/2023	In the bullet points under the gas prices, the fourth bullet should say "The 9/10 means 9/10 of one cent, which is also nine thousandth of a dollar" rather than one thousandths of a dollar. The fifth bullet point should say "…and are also thousandths of a dollar," not thousands of a dollar.
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 104	02/21/2023	The first explanation should read "A 3 cm, 4 cm, and 5 cm triangle would also be a right triangle" not an acute triangle.
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. A Large cylinder B Triangular prism C Small cylinder D Square prism E Octagonal prism F Hexagonal prism G Cone H Cube I Sphere J Square pyramid K Rectangular prism L Hemisphere
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. First Day of the Months in a Leap Year
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. A Large cylinder B Triangular prism C Small cylinder D Square prism E Octagonal prism F Hexagonal prism G Cone H Cube I Sphere J Square pyramid K Rectangular prism L Hemisphere
Lesson 125	02/10/2023	In the solutions for the warm-up, the check number of 56 should be (2), not (7).
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.
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.

Table for Lesson 130:

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 28: REVIEW AND GAMES 2

OBJECTIVES:

1. To review recent topics
2. To develop skills through playing math card games

MATERIALS:

1. Worksheet 15-A or 15-B, Review 2
2. *Math Card Games* book, P34
3. Short Multiplication Table, Appendix p.1, if needed

ACTIVITIES FOR TEACHING:	**EXPLANATIONS:**
Worksheet 15-A. Give the child the worksheet. Tell her to listen to the problems and write the answers. Read each problem twice.	The Review worksheets each have two versions. The second version can be used in various ways: as a quiz, as a test, as a check after tutoring, and so forth.

43×10 $149 + 37$ 70×8

Tell her to complete the worksheet. Solutions are below.

Ask the child to correct any errors during the lesson.

Write only the answers.

__430__

__186__

__560__

Write the answers.

$582 + 69 =$ __651__

$87 +$ __113__ $= 200$

$(6 ÷ 3) + (6 ÷ 2) =$ __5__

Add or subtract. Use check numbers.

9575 (8)	4763 (2)	9515 (2)	4012 (7)
+ 5592 (3)	+ 5251 (4)	− 5592 (3)	− 1802 (2)
15,167 (2)	**10,014 (6)**	**3923 (8)**	**2210 (5)**

Utah's population is two <u>million</u> nine hundred <u>thousand</u> eight hundred seventy-two.
Underline the period names. Write the number using digits and commas. __2,900,872__

Fill in the blanks.

$3 \times$ __8__ $= 24$

$8 \times$ __8__ $= 64$

$7 \times$ __2__ $= 14$

__4__ $\times 11 = 44$

__6__ $\times 9 = 54$

$6 \times$ __4__ $= 24$

$2 \times$ __7__ $= 14$

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?

$w =$ walked so far

$w + 25 = 60$

$w = 35$ minutes

See page iii, number 17 of "Some General Thoughts on Teaching Mathematics," for additional information.

Draw lines to match the expressions.

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

Complete the magic square.

14	5	1	7
−1	**7**	8	13
6	**4**	8	**9**
8	11	**10**	−2

Name: _____

Date: _____

Write only the answers.

_____

_____

_____

Write the answers.

$582 + 69 =$ _____

$87 +$ _____ $= 200$

$(6 \div 3) + (6 \div 2) =$ _____

Add or subtract. Use check numbers.

$$9575\ (\ ) \qquad 4763\ (\ ) \qquad 9515\ (\ ) \qquad 4012\ (\ )$$
$$\underline{+\ 5592\ (\ )} \quad \underline{+\ 5251\ (\ )} \quad \underline{-\ 5592\ (\ )} \quad \underline{-\ 1802\ (\ )}$$

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.

$3 \times$ ____ $= 24$

$8 \times$ ____ $= 64$

$7 \times$ ____ $= 14$

____ $\times 11 = 44$

____ $\times 9 = 54$

$6 \times$ ____ $= 24$

$2 \times$ ____ $= 14$

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

Complete the magic square.

| 14	5	1	7
−1		8	13
		8	
8	11		−2

Play: The first player plays her cards to form all or part of the improper fractions. Any number of cards may be played per turn and to any row. Example shows 7/2 and 48/5. The numerator and denominator may be played in either order.

The player completing a fraction takes the row, sets aside the basic number cards to be reused, and collects the fraction card.

A player unable to play forms a new mixed number by laying down one of his basic cards and one of the fraction cards from the stock.

Always keep at least two mixed numbers on the table; when a row is completed and collected, prepare new mixed numbers from the stock. Reuse the basic number cards if the stock becomes exhausted.
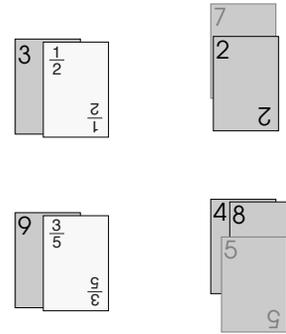
F22.1 CORNERS WITH EIGHTHS

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 numbers 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:

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

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

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

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 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).

The initial scores are as follows:

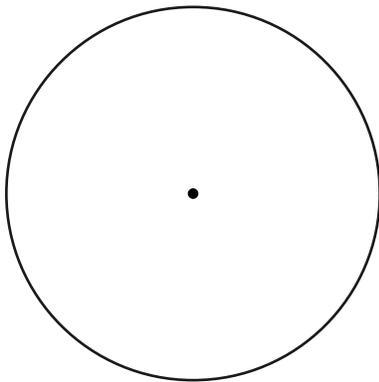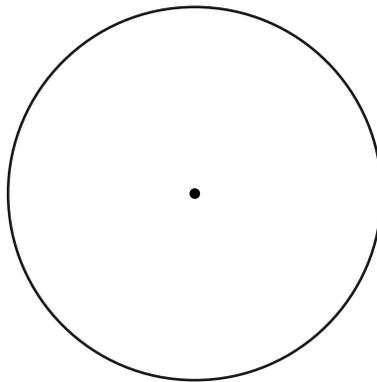| Number of players	2	3	4
Initial score	45	30	22

Name: _____

Date: _____
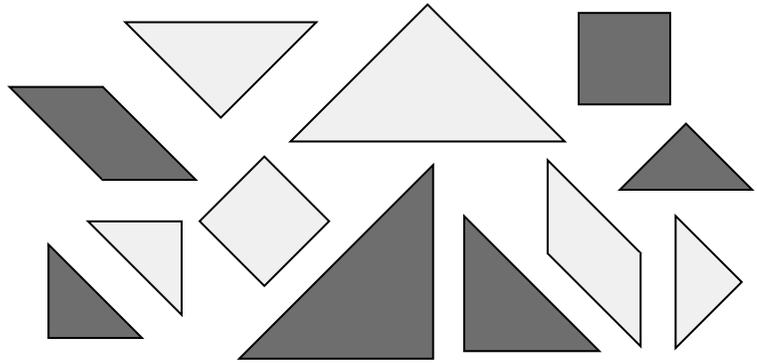
For the problems below, use the tangrams shown to find the percentage asked for.
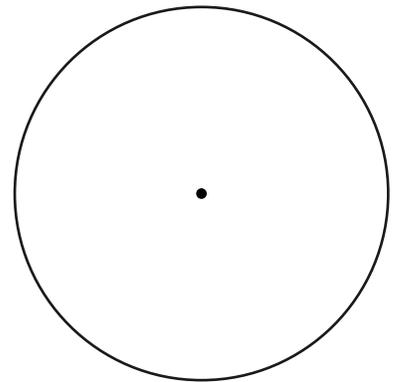
Use your percentage circle to show the answer, then record it below. Shade or hatch the circle so that it looks like the percentage circle answer.
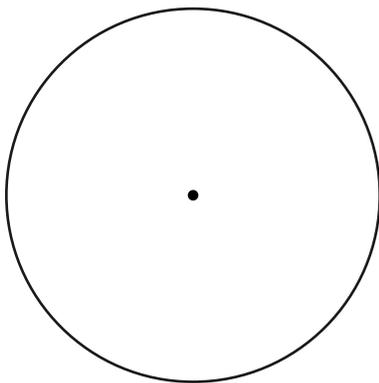
What percentage of the tangrams are in the darker color? _____
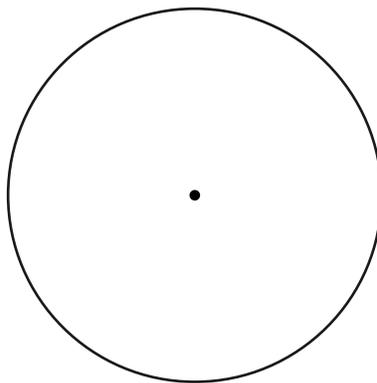
What percentage of the tangrams have right angles?
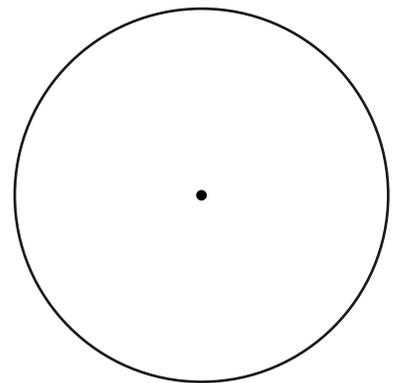
_____

What percentage of the tangrams are triangles?

_____

What percentage of the tangrams are quadrilaterals?

_____

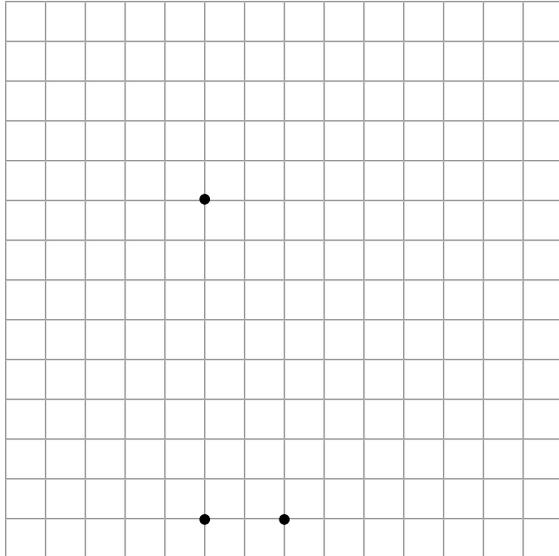What percentage of the tangrams are polygons?

_____

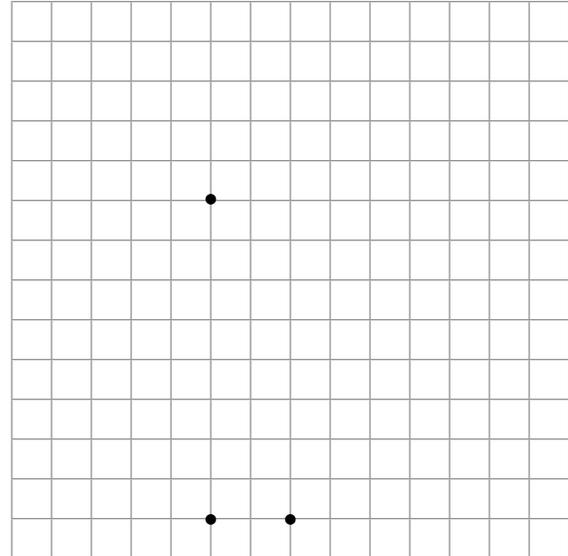What percentage of the tangrams are rhombuses?
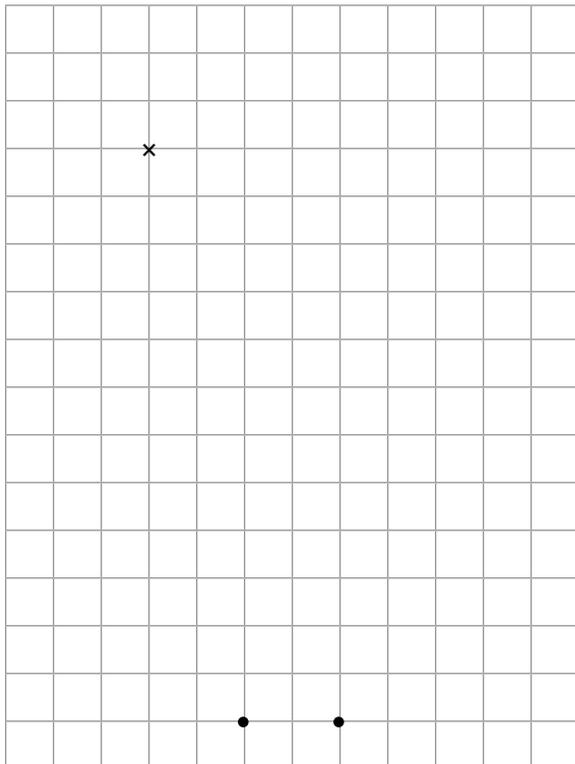
_____

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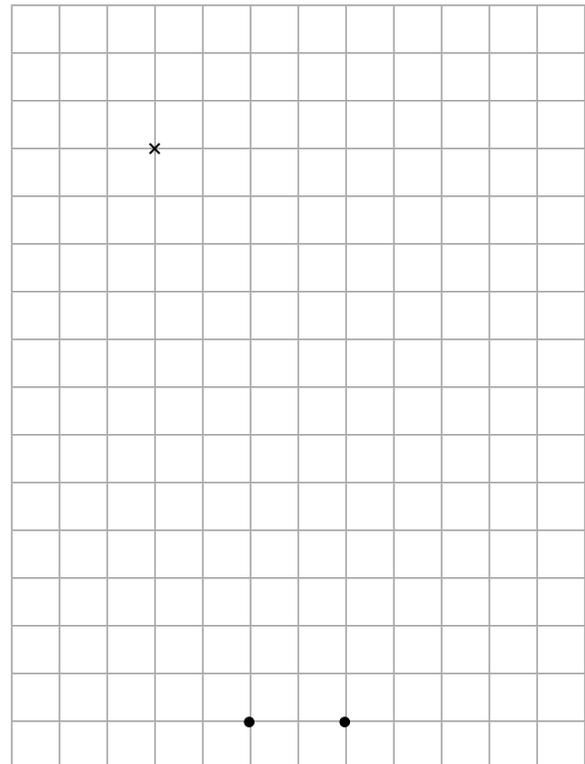
2. Draw the three views for the Problem 1 pyramid but now it is truncated so it is only 3 units high.

3. Draw the three views for a cone that is 8 units tall. The diameter of the base is 4 units. The "×" 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.
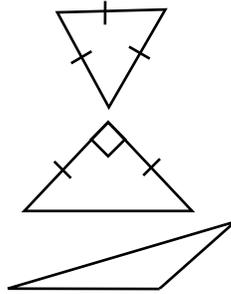
Name: _____

Date: _____

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

Scalene triangle   Obtuse triangle
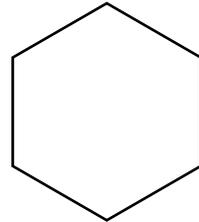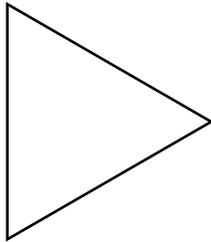
Isosceles triangle   Right triangle

Equilateral triangle   Acute triangle

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

How many lines   How many lines   How many lines
of symmetry? _____   of symmetry? _____   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? _____