

# Vocabulary Cards and Word Walls

Revised: June 29, 2011

## Important Notes for Teachers:

- The vocabulary cards in this file match the Common Core, the math curriculum adopted by the Utah State Board of Education, August 2010.
- The cards are arranged alphabetically.
- Each card has three sections.
  - Section 1 is only the word. This is to be used as a visual aid in spelling and pronunciation. It is also used when students are writing their own “kid-friendly” definition and drawing their own graphic.
  - Section 2 has the word and a graphic. This graphic is available to be used as a model by the teacher.
  - Section 3 has the word, a graphic, and a definition. This is to be used for the Word Wall in the classroom. For more information on using a Word Wall for Daily Review – see “Vocabulary – Word Wall Ideas” on this website.
- These cards are designed to help all students with math content vocabulary, including ELL, Gifted and Talented, Special Education, and Regular Education students.

For possible additions or corrections to the vocabulary cards, please contact the Granite School District Math Department at 385-646-4239.

### Bibliography of Definition Sources:

Algebra to Go, Great Source, 2000. ISBN 0-669-46151-8

Math on Call, Great Source, 2004. ISBN-13: 978-0-669-50819-2

Math at Hand, Great Source, 1999. ISBN 0-669-46922

Math to Know, Great Source, 2000. ISBN 0-669-47153-4

Illustrated Dictionary of Math, Usborne Publishing Ltd., 2003. ISBN 0-7945-0662-3

Math Dictionary, Eula Ewing Monroe, Boyds Mills Press, 2006. ISBN-13: 978-1-59078-413-6

Student Reference Books, Everyday Mathematics, 2007.

Houghton-Mifflin eGlossary, <http://www.eduplace.com>

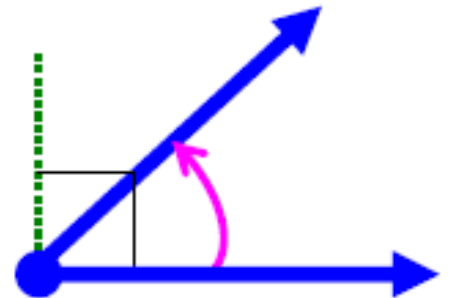
Interactive Math Dictionary, <http://www.amathsdictionaryforkids.com/>

# acute angle

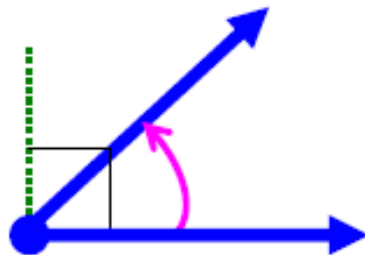
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## acute angle

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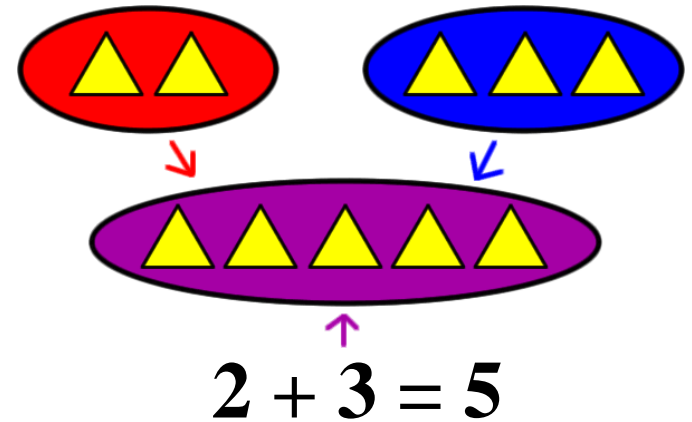
## acute angle



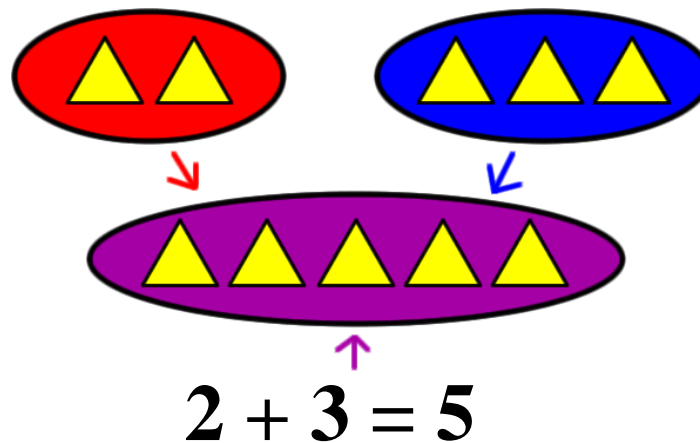
An angle with a  
measure less than  $90^\circ$ .

# add

## add



## add



To combine, put together two or more quantities.

# addend

---

## addend

$$5 + 3 + 2 = 10$$

addends

## addend

$$5 + 3 + 2 = 10$$

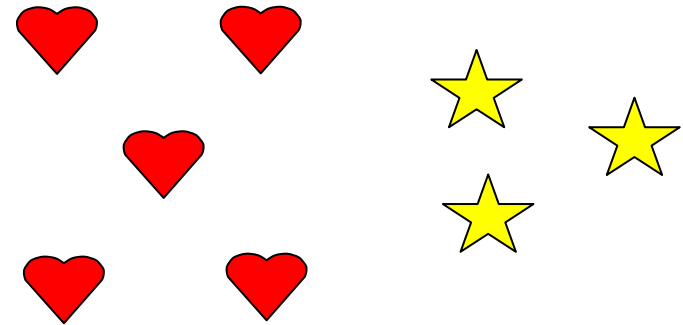
addends

Any number  
being added.

# additive comparison

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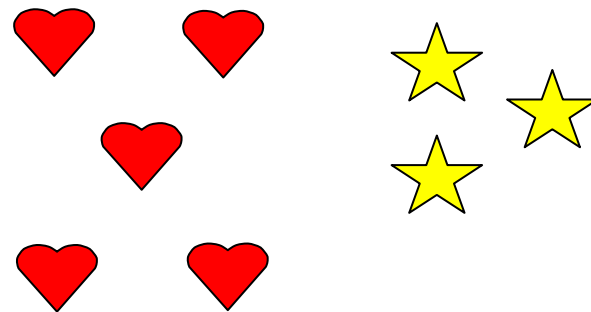
additive  
comparison



How many more hearts than stars are there?

---

additive  
comparison



Problems that ask  
how much more  
(or less) one amount  
is than another.

How many more hearts than stars are there?

# algorithm

---

## algorithm

$$\begin{array}{r} 24 \\ \times 3 \\ \hline 12 \\ \underline{60} \\ 72 \end{array}$$

Multiply the ones  $3 \times 4 = 12$

Multiply the tens  $3 \times 20 = 60$

Add the partial products

---

## algorithm

$$\begin{array}{r} 24 \\ \times 3 \\ \hline 12 \\ \underline{60} \\ 72 \end{array}$$

Multiply the ones  $3 \times 4 = 12$

Multiply the tens  $3 \times 20 = 60$

Add the partial products

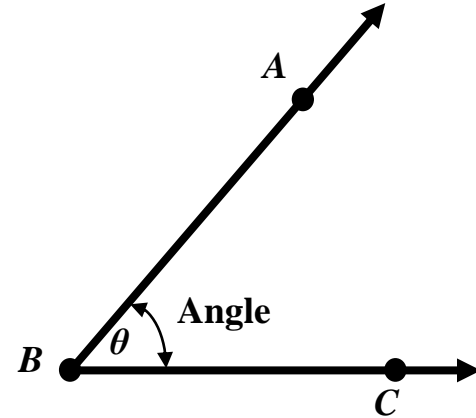
A step-by-step  
method for  
computing.

# angle

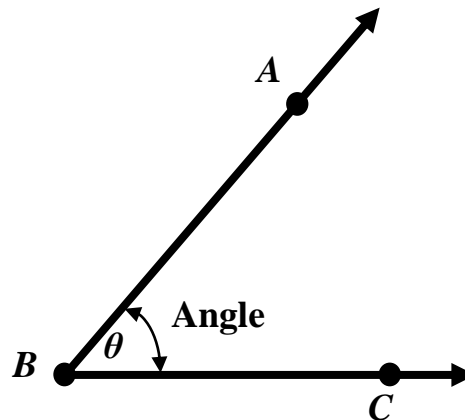
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## angle

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## angle

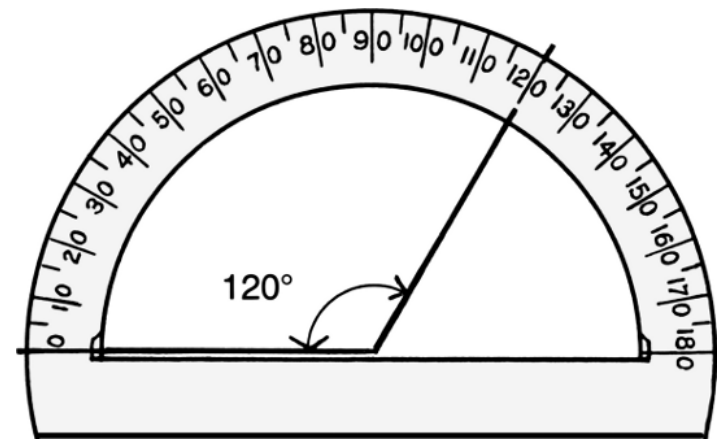


Two rays that  
share an  
endpoint.

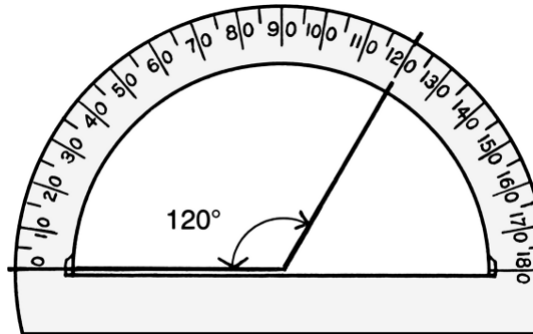
# angle measure

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angle  
measure



angle  
measure



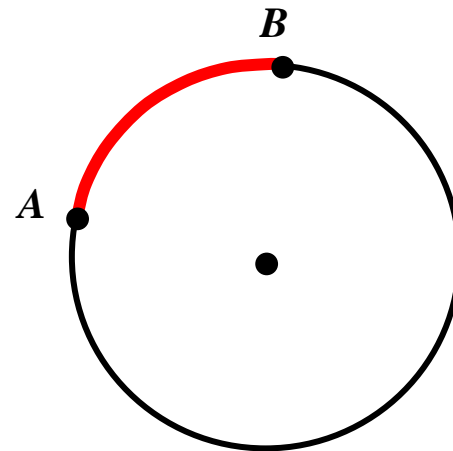
The measure of the size of an angle. It tells how far one side is turned from the other side.

A one degree angle turns through  $\frac{1}{360}$  of a full circle.

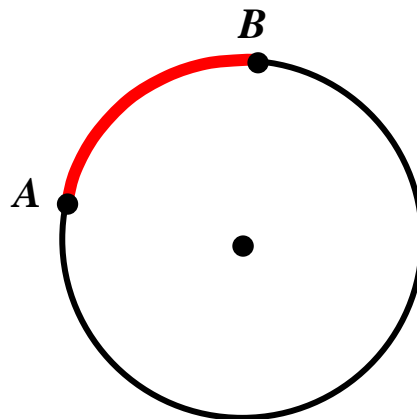


# arc

## arc



## arc



Part of a circle  
between any two of  
its points.

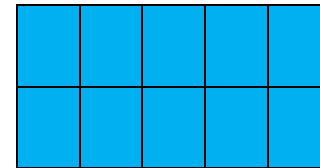
# area

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## area

**2 rows of 5 = 10 square units**  
**or**

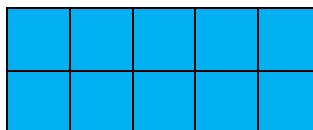
**$2 \times 5 = 10$  square units**



## area

**2 rows of 5 = 10 square units**  
**or**

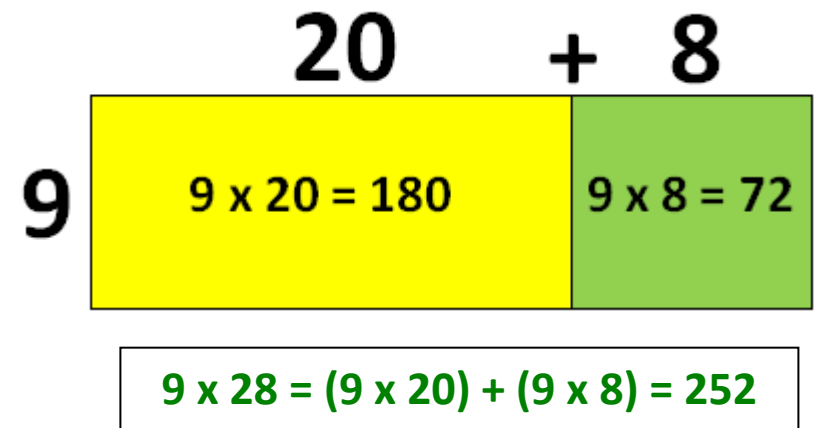
**$2 \times 5 = 10$  square units**



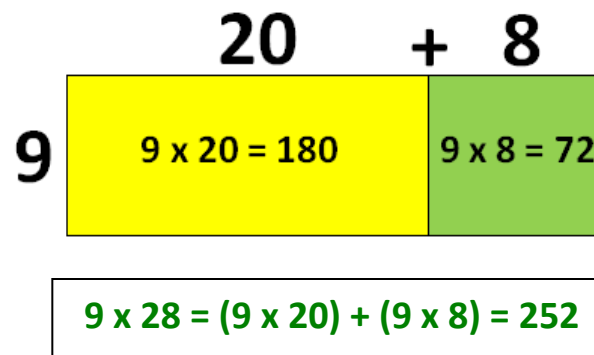
The measure, in  
square units, of the  
inside of a plane  
figure.

# area model

area  
model



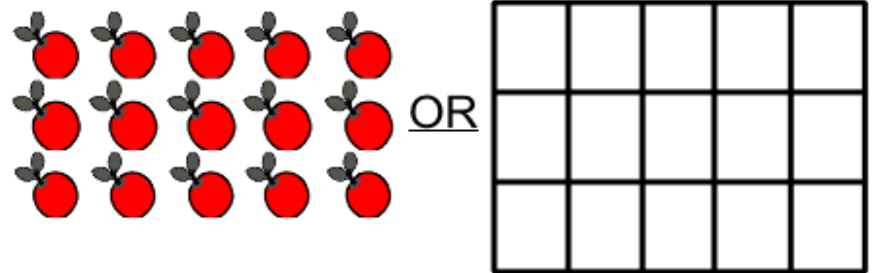
area  
model



A model of  
multiplication  
that shows each  
place value  
product.

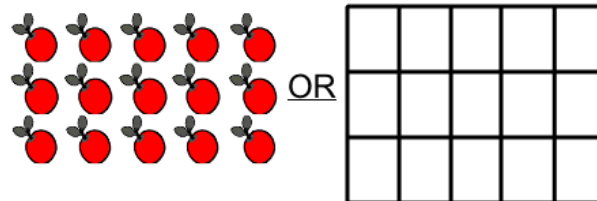
# array

array



array

3 rows of 5  
3 x 5



An arrangement  
of objects in  
equal rows.

# Associative Property of Addition

---

## Associative Property of Addition

$$(5 + 7) + 3 = 5 + (7 + 3)$$

$$12 + 3 = 5 + 10$$

$$15 = 15$$

## Associative Property of Addition

$$(5 + 7) + 3 = 5 + (7 + 3)$$

$$12 + 3 = 5 + 10$$

$$15 = 15$$

Changing the  
grouping of three or  
more addends does  
not change the sum.

# Associative Property of Multiplication

---

## Associative Property of Multiplication

$$\begin{aligned}(5 \times 7) \times 3 &= 5 \times (7 \times 3) \\ 35 \times 3 &= 5 \times 21 \\ 105 &= 105\end{aligned}$$

## Associative Property of Multiplication

$$\begin{aligned}(5 \times 7) \times 3 &= 5 \times (7 \times 3) \\ 35 \times 3 &= 5 \times 21 \\ 105 &= 105\end{aligned}$$

Changing the grouping of three or more factors does not change the product.

# attribute

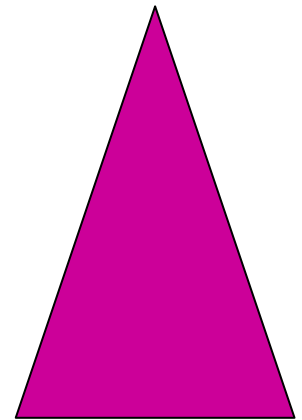
---

## attribute

large

triangle

pink



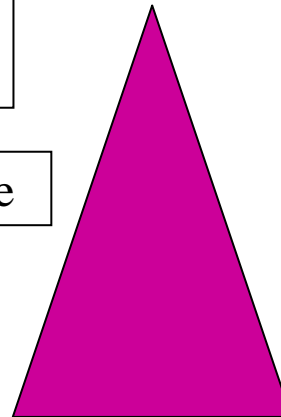
---

## attribute

large

triangle

pink



A characteristic  
of an object, such  
as color, shape,  
size, etc.

# benchmark fractions

---

**benchmark  
fractions**

$$\frac{1}{4} \quad \frac{1}{3} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{3}{4}$$

---

**benchmark  
fractions**

$$\frac{1}{4} \quad \frac{1}{3} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{3}{4}$$

Fractions that are  
commonly used for  
estimation.



# capacity

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# capacity

---



# capacity

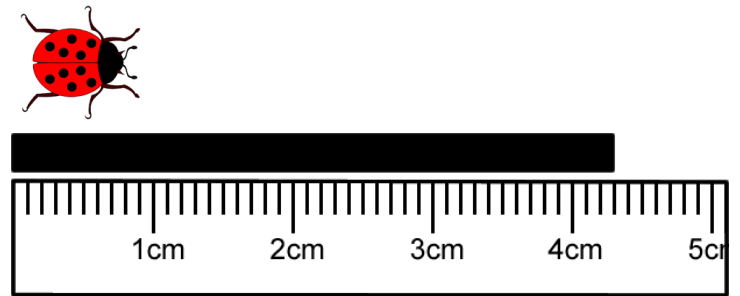


Capacity refers to the amount of liquid a container can hold.

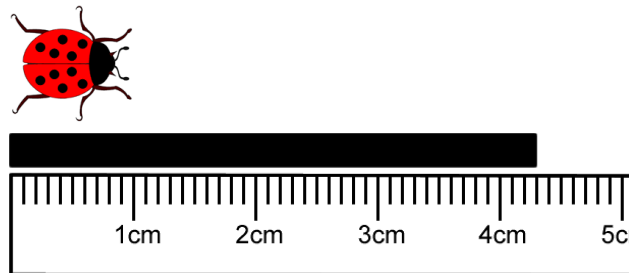
# centimeter (cm)

---

## centimeter (cm)



## centimeter (cm)

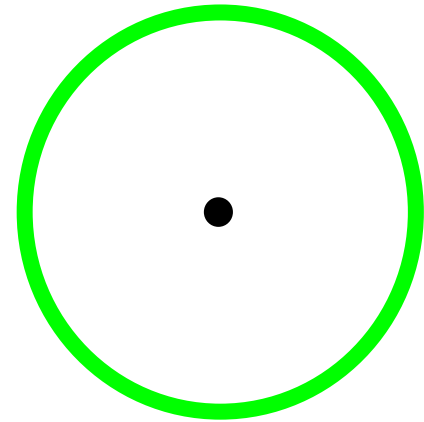


A metric unit  
of length equal  
to 0.01 of a  
meter.

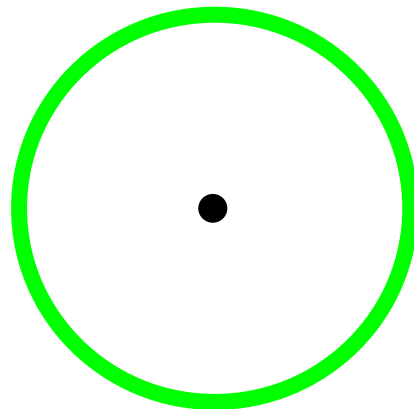
# circle

---

## circle



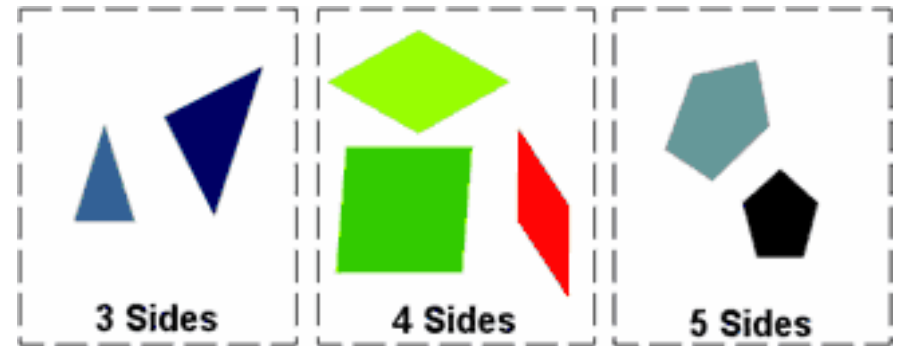
## circle



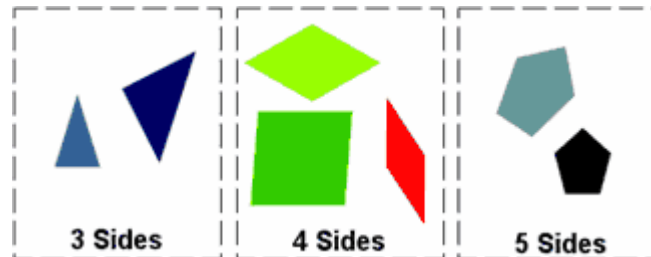
A plane figure with all points the same distance from a fixed point called a center.

# classify

## classify



## classify



To sort into  
categories  
or to arrange into  
groups by attributes.

# common denominator

---

**common  
denominator**

**12 is a common  
denominator for  
 $\frac{2}{3}$  and  $\frac{3}{4}$**

---

**common  
denominator**

**12 is a common  
denominator for  
 $\frac{2}{3}$  and  $\frac{3}{4}$**


For two or more fractions, a common denominator is a common multiple of the denominators.

# Commutative Property of Addition

---


## Commutative Property of Addition

Commutative Property


$$3 + 2 = 2 + 3$$
$$a + b = b + a$$

## Commutative Property of Addition

Commutative Property

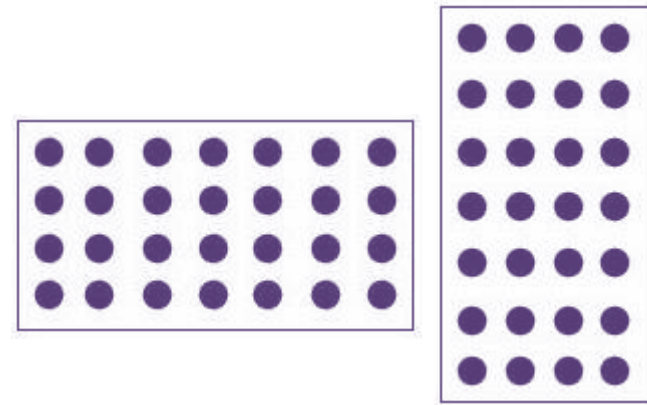

$$3 + 2 = 2 + 3$$
$$a + b = b + a$$

Changing the order of the addends does not change the sum.

# Commutative Property of Multiplication

---

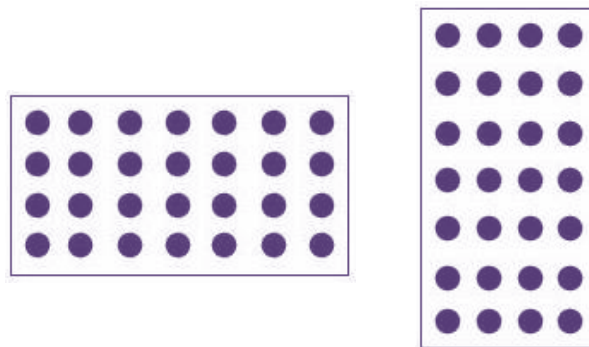
**Commutative  
Property of  
Multiplication**



$$4 \times 7 = 7 \times 4$$

---

**Commutative  
Property of  
Multiplication**



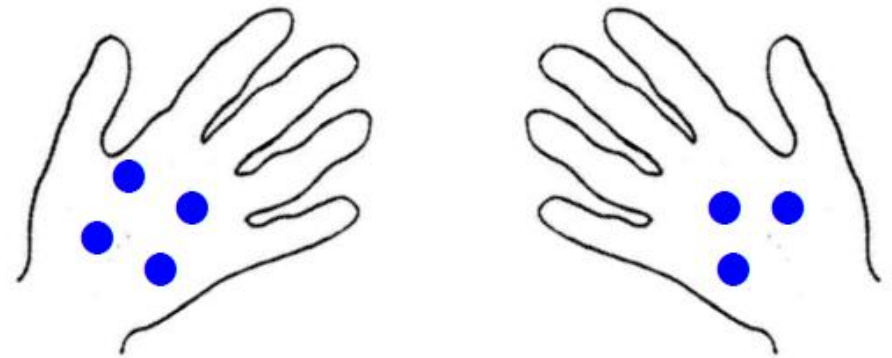
$$4 \times 7 = 7 \times 4$$

Changing the  
order of the  
factors does not  
change the  
product.

# compare

---

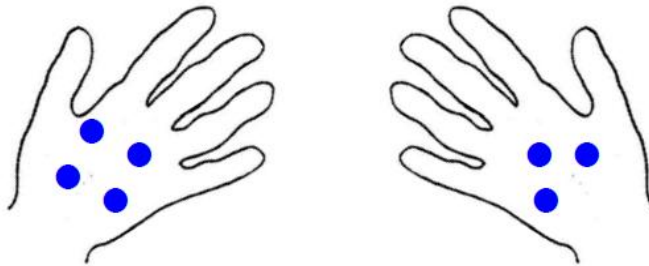
## compare



**4 is more than 3**

---

## compare



**4 is more than 3**

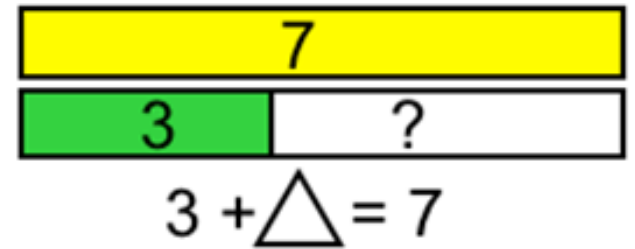
To decide if one  
number  
is greater than, less  
than, or equal to.



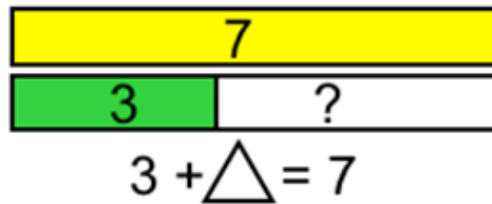
# comparison bars

---

comparison  
bars



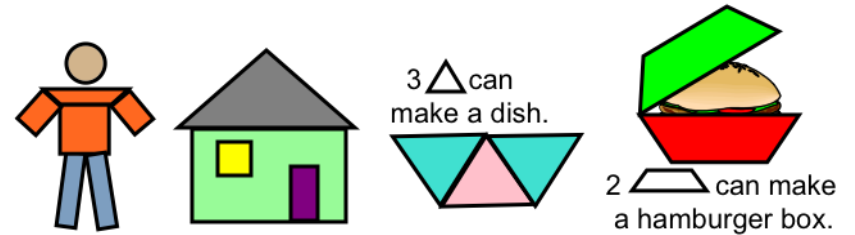
comparison  
bars



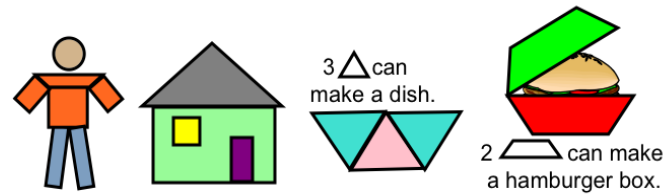
Used to represent larger and smaller amounts in a comparison situation. Can be used to represent all four operations. Different lengths of bars are drawn to represent each number.

# compose

## compose



## compose

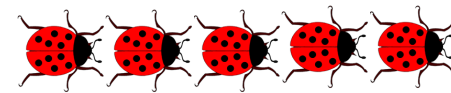


To put  
together  
components  
or basic  
elements.

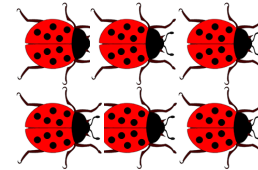
# composite number

---

composite  
number



$$1 \times 6 = 6$$

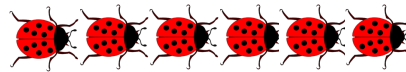


$$2 \times 3 = 6$$

**6** is a composite number

---

composite  
number



$$1 \times 6 = 6$$



$$2 \times 3 = 6$$

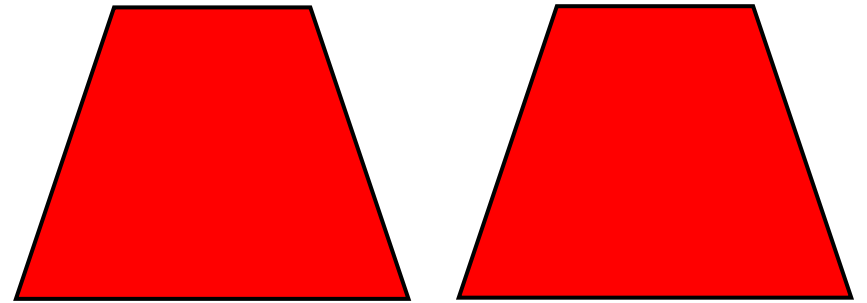
**6** is a composite number

A number  
greater than 0  
that has more  
than two  
different  
factors.

# congruent

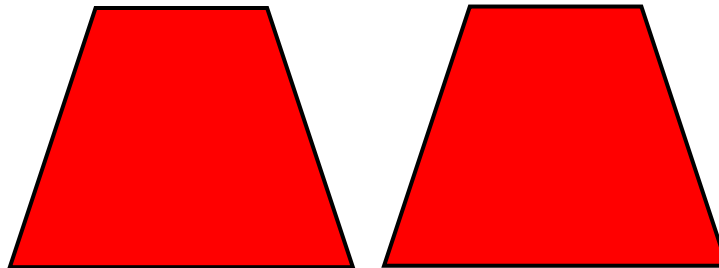
---

congruent



---

congruent



Having exactly  
the same size  
and shape.

# cup (c)

---

## cup (c)



## cup (c)

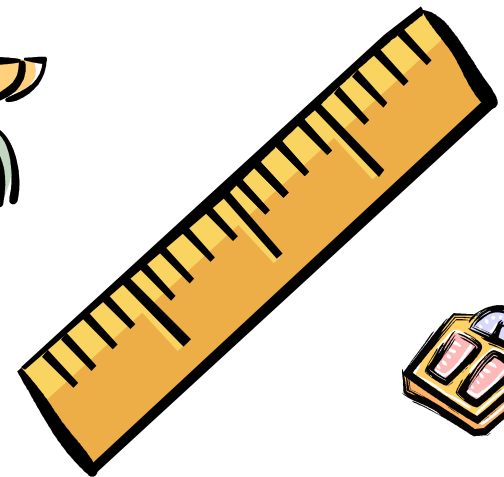


A customary unit of  
capacity.  
1 cup = 8 fluid ounces.

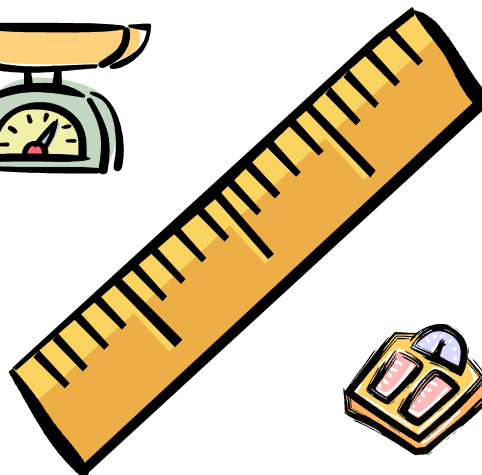
# customary system

---

customary  
system



customary  
system









A system of measurement used in the U.S. The system includes units for measuring length, capacity, and weight.

# data







# data

*data collecting*

 car	X X X X X X X X X X	 car	 truck	 bus
 truck	X X X X X	car	truck	bus
 bus	X X	<del>    </del> 	<del>    </del>	

*data collecting*

# data

 car	X X X X X X X X X X	 car	 truck	 bus
 truck	X X X X X	car	truck	bus
 bus	X X	<del>    </del> 	<del>    </del>	

A collection of information gathered for a purpose.  
Data may be in the form of either words or numbers.

# decimal

---

decimal

\$29.45 53.0  
0.02

---

decimal

\$29.45 53.0  
0.02

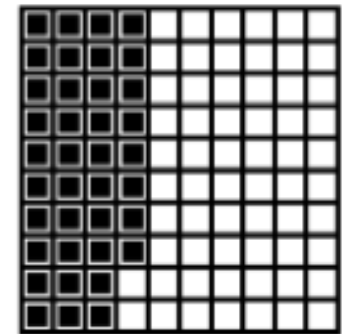
A number with one  
or more digits to the  
right of a decimal  
point.



# decimal fraction

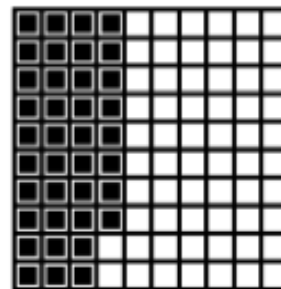
---

decimal  
fraction



$$0.38 = \frac{38}{100}$$

decimal  
fraction



$$0.38 = \frac{38}{100}$$

A fractional number with a denominator of 10 or a power of 10. Usually written with a decimal point.

# decimal notation

---

decimal  
notation

4.73

decimal  
notation

4.73

A number containing  
a decimal point.

# decimal point

---

decimal  
point

\$1.55    3.2

↑                    ↑  
decimal point    decimal point

decimal  
point

\$1.55    3.2

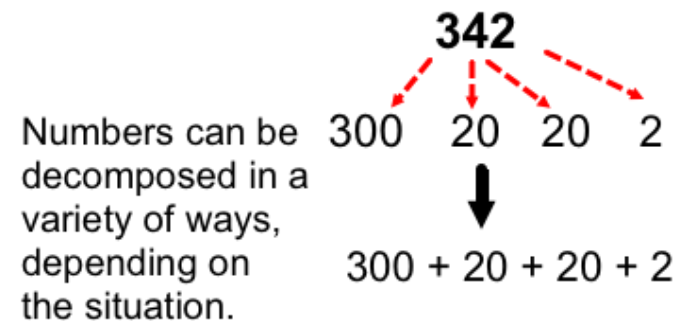
↑                    ↑  
decimal point    decimal point

A dot (.) separating  
the whole number  
from the fraction in  
decimal notation.

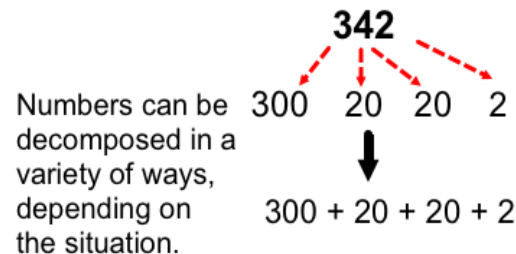
# decompose

---

## decompose



## decompose

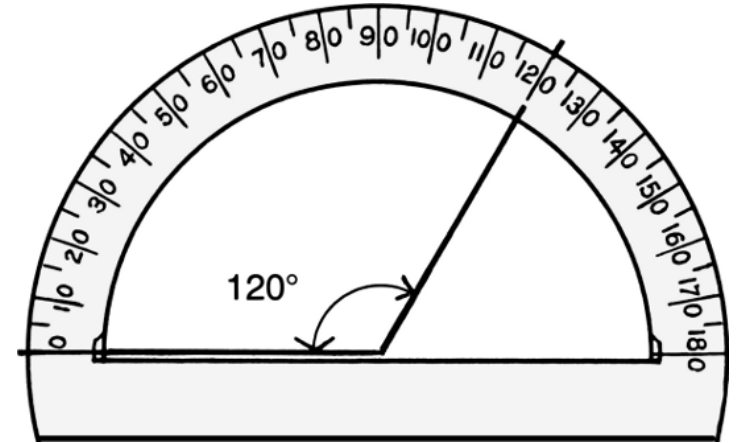


To separate into components or basic elements.

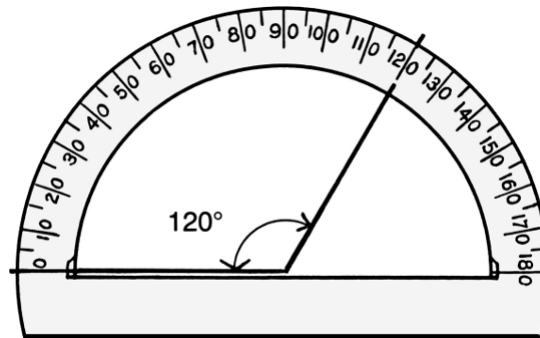
# degree (angle measure)

---

## degree (angle measure)



## degree (angle measure)

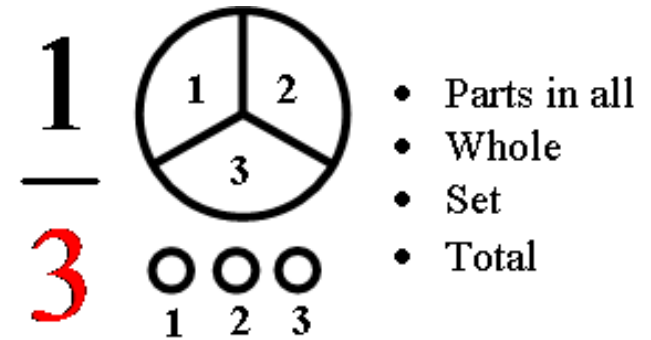


A unit for measuring angles. Based on dividing one complete circle into 360 equal parts.

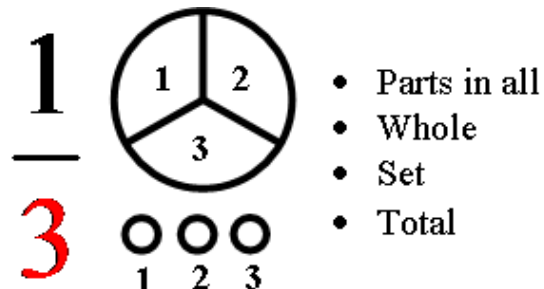
# denominator

---

denominator



denominator



The quantity below  
the line in a fraction.  
It tells how many  
equal parts are in the  
whole.

# digit

---

digit

0 1 2 3 4  
5 6 7 8 9

---

digit

0 1 2 3 4  
5 6 7 8 9

Any of the symbols  
0, 1, 2, 3, 4, 5, 6,  
7, 8, and 9.

# difference

---

## difference

$$289 - 146 = 143$$

difference



## difference

$$289 - 146 = 143$$

difference



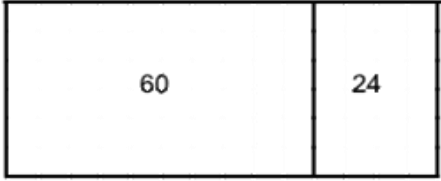
The amount that remains after one quantity is subtracted from another.



# Distributive Property

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## Distributive Property



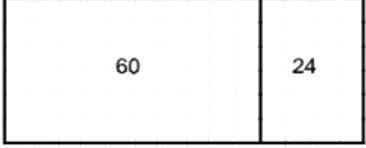
An area model for the multiplication 6 x 14. It consists of a large rectangle divided into two smaller rectangles. The left rectangle has a width of 10 and a height of 6, with the number 60 written inside. The right rectangle has a width of 4 and a height of 6, with the number 24 written inside. Above the rectangles, the numbers 10 and 4 are written. To the left of the rectangles, the number 6 is written. To the right of the rectangles, the numbers 60, 24, and 84 are written, with a plus sign between 60 and 24, and a horizontal line above 24.

$$\begin{array}{r} 60 \\ + 24 \\ \hline 84 \end{array}$$

$6 \times 14 = 6 \times (10 + 4)$  \*Break up the 14 into 10 + 4

$$\begin{array}{l} \text{60} \\ \text{24} \\ \hline \text{84} \end{array}$$

## Distributive Property



An area model for the multiplication 6 x 14. It consists of a large rectangle divided into two smaller rectangles. The left rectangle has a width of 10 and a height of 6, with the number 60 written inside. The right rectangle has a width of 4 and a height of 6, with the number 24 written inside. Above the rectangles, the numbers 10 and 4 are written. To the left of the rectangles, the number 6 is written. To the right of the rectangles, the numbers 60, 24, and 84 are written, with a plus sign between 60 and 24, and a horizontal line above 24.

$$\begin{array}{r} 60 \\ + 24 \\ \hline 84 \end{array}$$

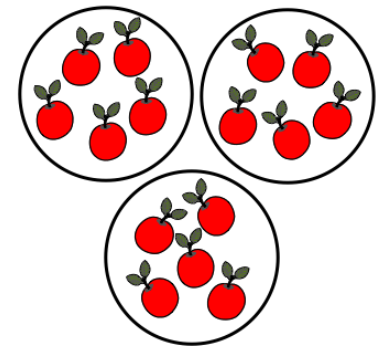
$6 \times 14 = 6 \times (10 + 4)$  \*Break up the 14 into 10 + 4

$$\begin{array}{l} \text{60} \\ \text{24} \\ \hline \text{84} \end{array}$$

When one of the factors of a product is a sum, multiplying each addend before adding does not change the product.

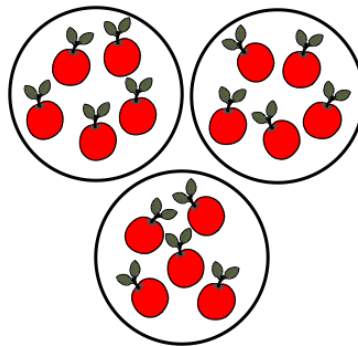
# divide

## divide



$$15 \div 3 = 5$$

## divide



$$15 \div 3 = 5$$

To separate into equal groups and find the number in each group or the number of groups.

# dividend

---

dividend

$$7 \overline{) 56}$$

dividend

$$7 \overline{) 56}$$

A number that is  
divided by another  
number.

# divisor

---

divisor

$$\textcircled{7} \overline{) 56}$$

divisor

$$\textcircled{7} \overline{) 56}$$

The number by which  
another number is  
divided.

# endpoint

---

## endpoint



## endpoint

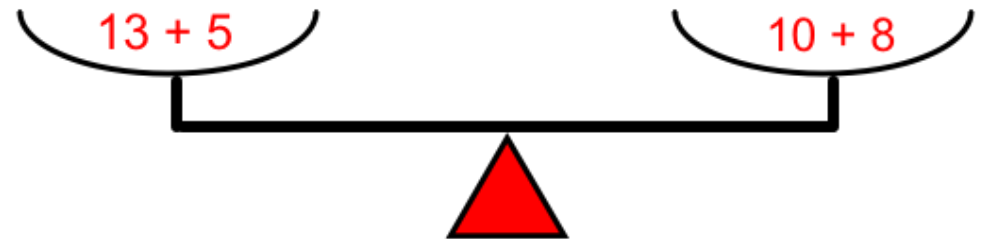


A point at either  
end of a line  
segment, or a point  
at one end of a ray.

# equal

# equal

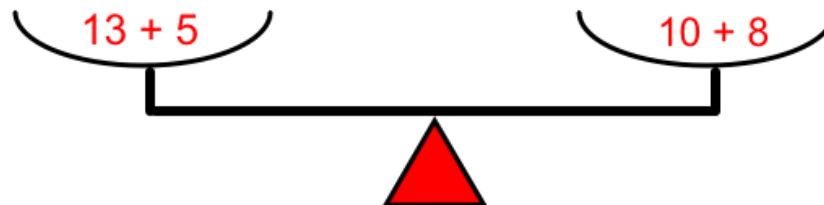
$$13 + 5 = 10 + 8$$



These expressions balance the scale because they are equal.

# equal

$$13 + 5 = 10 + 8$$

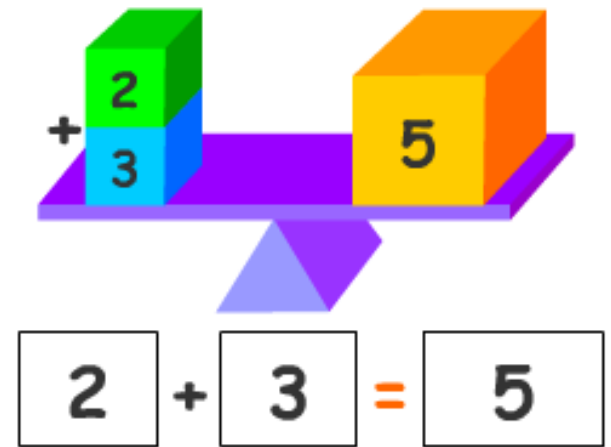


These expressions balance the scale because they are equal.

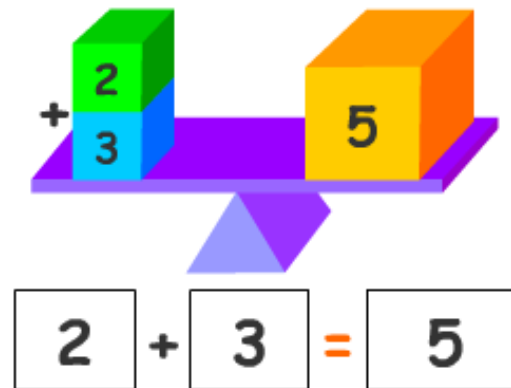
Having the same value.

# equation

# equation



# equation

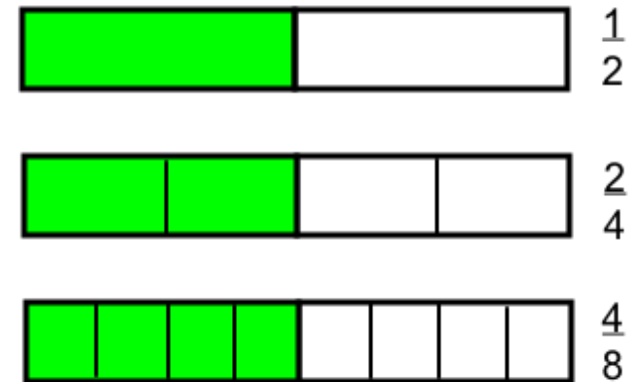


A mathematical sentence with an equals sign. The amount on one side of the equals sign has the same value as the amount on the other side.

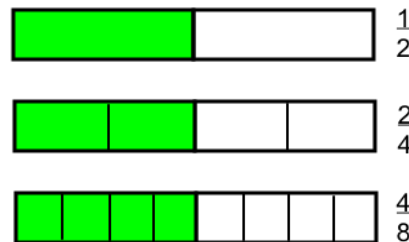
# equivalent fractions

---

equivalent  
fractions



equivalent  
fractions



Fractions that have  
the same value.



# estimate

---

## estimate



How many jelly beans are in the jar?

---

## estimate



How many jelly beans are in the jar?

To find a number close to an exact amount; an estimate tells *about* how much or *about* how many.

# evaluate

---

## evaluate

$$42 - 13 = n$$

$$n = 29$$

---

## evaluate

$$42 - 13 = n$$

$$n = 29$$

To find the value of  
a mathematical  
expression.

# expanded form

---

## expanded form

---

$$263 = 200 + 60 + 3$$

## expanded form

$$263 = 200 + 60 + 3$$

A way to write  
numbers that shows  
the place value of  
each digit.

# expression

---

expression

*n* + 4

expression

*n* + 4

A mathematical phrase  
without an equal sign.

# fact family

---

fact family

Fact Family for 3, 5, 15

$$3 \times 5 = 15$$

$$15 \div 5 = 3$$

$$5 \times 3 = 15$$

$$15 \div 3 = 5$$

fact family

Fact Family for 3, 5, 15

$$3 \times 5 = 15 \quad 15 \div 5 = 3$$

$$5 \times 3 = 15 \quad 15 \div 3 = 5$$

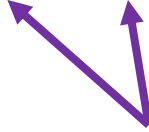
A group of related facts that use the same numbers.

Also called  
*related facts*.

# factor

---

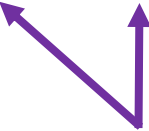
## factor

$$2 \times 6 = 12$$


factors

A diagram with two purple arrows pointing from the word 'factors' to the numbers 2 and 6 in the equation above.

## factor

$$2 \times 6 = 12$$


factors

A diagram with two purple arrows pointing from the word 'factors' to the numbers 2 and 6 in the equation above.

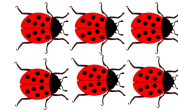
The whole numbers that  
are multiplied to get a  
product.

# factor pairs

---

## factor pairs

$$2 \times 3 = 6$$



$$1 \times 6 = 6$$

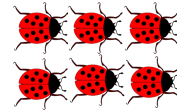


The factor pairs for 6 are  
(2,3) and (1,6)

---

## factor pairs

$$2 \times 3 = 6$$



$$1 \times 6 = 6$$



The factor pairs for 6 are  
(2,3) and (1,6)

A set of two whole  
numbers when  
multiplied, will result in a  
given product.

# foot (ft)

---

## foot (ft)

12 inches = 1 foot



## foot (ft)

12 inches = 1 foot



A customary unit  
of length.  
1 foot = 12 inches.



# formula

---

## formula

To find the area of any rectangle,  
multiply its length by its width.  
This rule can be written as an equation,

$$A = l \times w$$

---

## formula

To find the area of any rectangle,  
multiply its length by its width.  
This rule can be written as an equation,

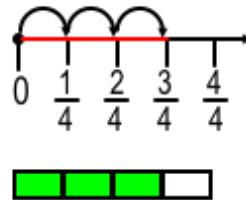
$$A = l \times w$$

A rule that is written  
as an equation.

# fraction

# fraction

Measurement Model

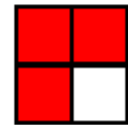


Bar Diagram  
(thickened number line)

Set Model

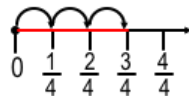


Regional/Array Model



# fraction

Measurement Model



Bar Diagram  
(thickened number line)

Set Model



Regional/Array Model

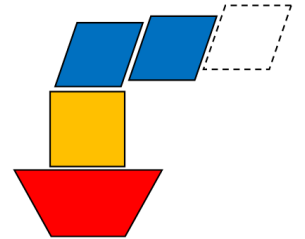


A way to describe a part of a whole or a part of a group by using equal parts.

# function table

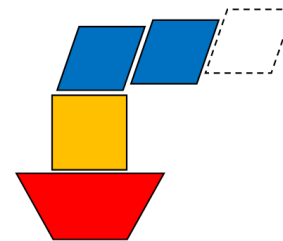
## function table

Steamship	
Puff of Smoke input (p)	Total Blocks output (t)
1	3
2	4
3	5
Rule: $t = p + 2$	



## function table

Steamship	
Puff of Smoke input (p)	Total Blocks output (t)
1	3
2	4
3	5
Rule: $t = p + 2$	



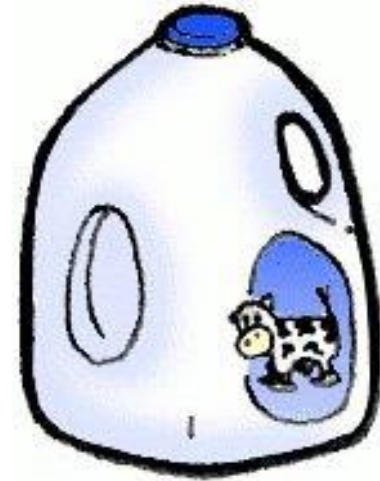
A table that lists  
pairs of numbers that  
follow a rule.

# gallon (gal)

---

## gallon (gal)

---



## gallon (gal)



A customary unit of  
capacity.  
1 gallon = 4 quarts.

# gram (g)

---

The mass of a paperclip  
is about 1 gram.



# gram (g)

---

The mass of a paperclip  
is about 1 gram.



# gram (g)

The standard unit of  
mass in the metric  
system. 1,000 grams  
= 1 kilogram

# greater than

---

greater  
than



$$5 > 3$$

---

greater  
than



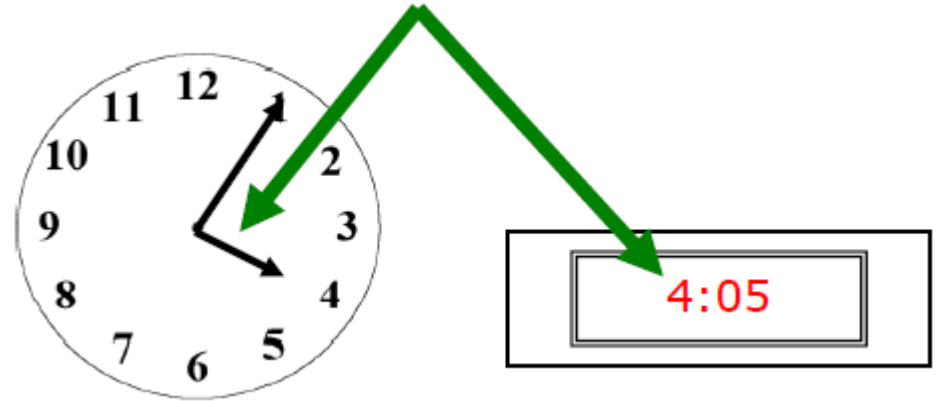
$$5 > 3$$

Greater than is used to compare two numbers when the first number is larger than the second number.

# hour (hr)

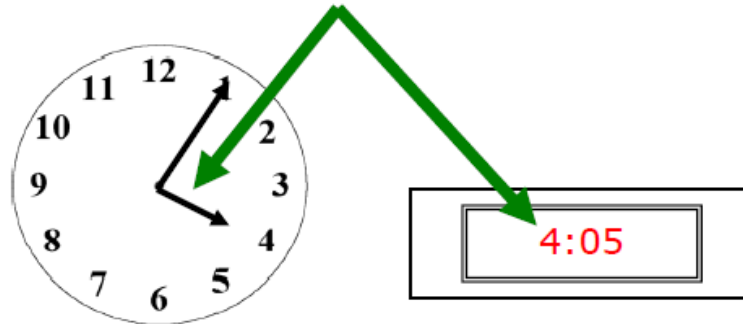
---

## hour (hr)



---

## hour (hr)

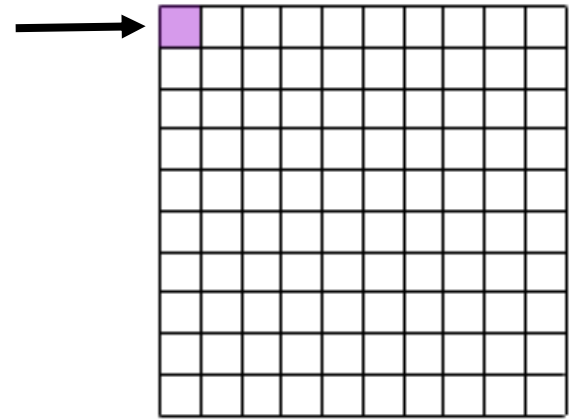


A unit of time.  
1 hour = 60  
minutes.  
24 hours = 1 day.

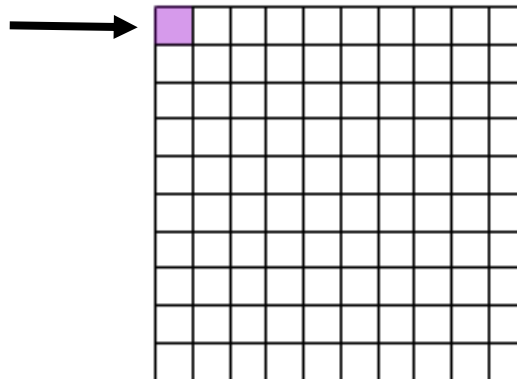
# hundredth

---

## hundredth



## hundredth



One of the  
equal parts when  
a whole is  
divided into 100  
equal parts.



# hundredths

---

hundredths

4.38

hundredths

4.38

In the decimal  
numeration system,  
hundredths is the name  
of the next place to the  
right of tenths.

# Identity Property of Addition

---

Identity Property  
of Addition

$$8 + 0 = 8$$

---

Identity  
Property of  
Addition

$$8 + 0 = 8$$

If you add  
zero to a number,  
the sum is the  
same as that  
number.

# Identity Property of Multiplication

---

## Identity Property of Multiplication



$$\begin{aligned} 1 \text{ group of } 3 &= 3 \\ 1 \times 3 &= 3 \end{aligned}$$

---

## Identity Property of Multiplication



$$\begin{aligned} 1 \text{ group of } 3 &= 3 \\ 1 \times 3 &= 3 \end{aligned}$$

If you multiply a number by one, the product is the same as that number.

# improper fraction

---

improper  
fraction

$$\frac{15}{6}$$

$$\frac{6}{3}$$

$$\frac{16}{5}$$

improper  
fraction

$$\frac{15}{6}$$

$$\frac{6}{3}$$

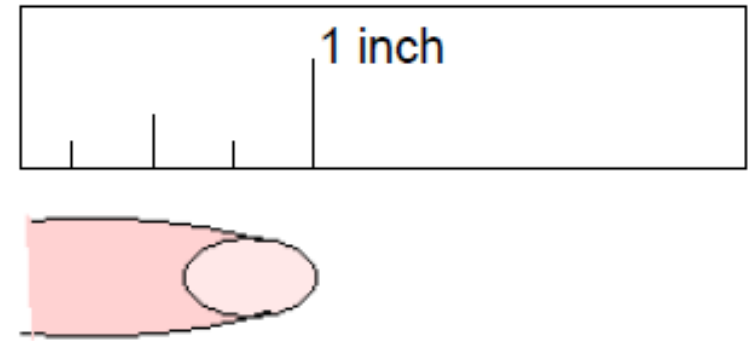
$$\frac{16}{5}$$

A term for a fraction whose numerator is greater than or equal to its denominator.

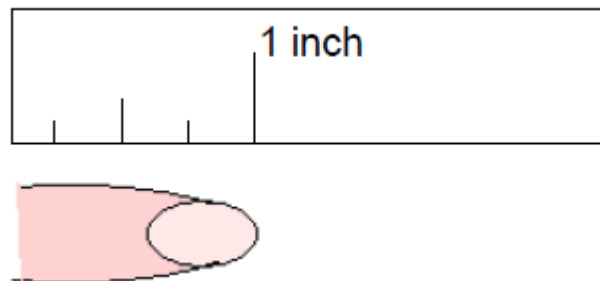
# inch (in)

---

## inch (in)



## inch (in)



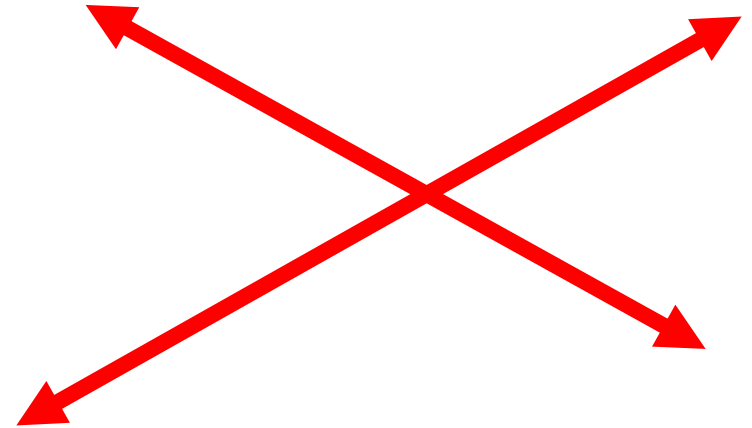
A customary unit of  
length.  
12 inches = 1 foot.

# intersecting lines

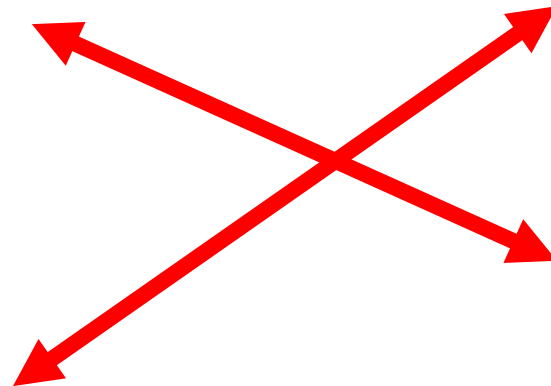
---

**intersecting  
lines**

---



**intersecting  
lines**



Lines that cross  
at a point.

# inverse operations

---

**inverse  
operations**

**Multiplication and division  
are inverse operations.**

$$8 \times 5 = 40$$
$$40 \div 5 = 8$$

**Multiplication and division  
are inverse operations.**

$$8 \times 5 = 40$$
$$40 \div 5 = 8$$

Operations that  
undo each other.

**inverse  
operations**

# kilogram (kg)

---

## kilogram (kg)



Math book

**About 2 ½ pounds**

---

## kilogram (kg)



Math book

**About 2 ½ pounds**

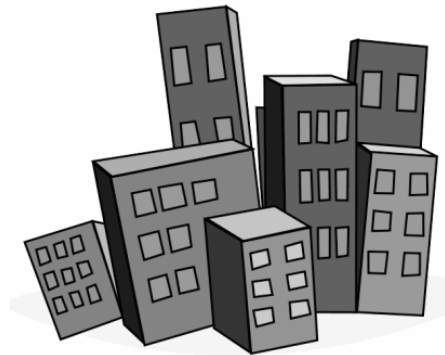
A metric unit of  
mass equal to 1000  
grams.



# kilometer (km)

---

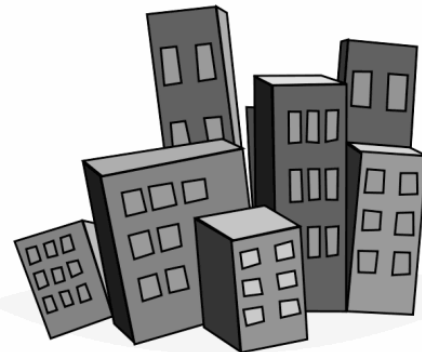
## kilometer (km)



**A kilometer (km) is about the length  
of 4 city blocks.**

---

## kilometer (km)



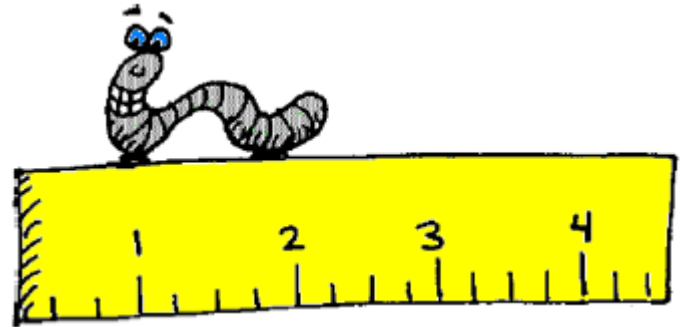
**A kilometer (km) is about the length  
of 4 city blocks.**

A metric unit of  
length equal to  
1000 meters.

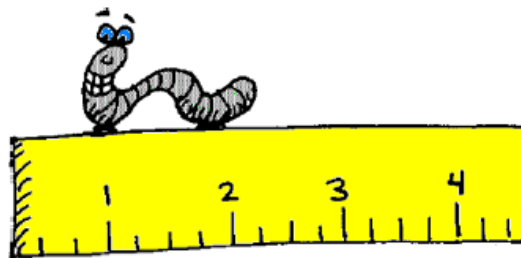
# length

---

## length



## length



How long something is.  
The distance from one  
point to another.  
Length is measured in units  
such as inches, feet,  
centimeters, etc.

# less than

---

## less than



$$3 < 5$$

---

## less than



$$3 < 5$$

Less than is used to compare two numbers when the first number is smaller than the second number.

# like denominators

---

**like  
denominators**

$$\frac{3}{8} \quad \frac{5}{8} \quad \frac{7}{8}$$

---

**like  
denominators**

$$\frac{3}{8} \quad \frac{5}{8} \quad \frac{7}{8}$$

Denominators in two  
or more fractions that  
are the same.

# line

---

## line



## line



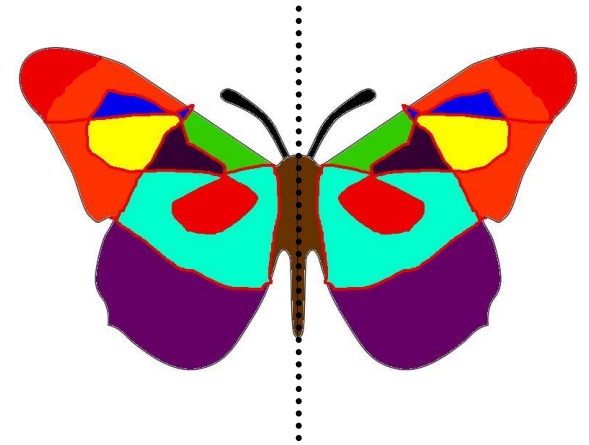
A set of connected points  
continuing without end  
in both directions.

# line of symmetry

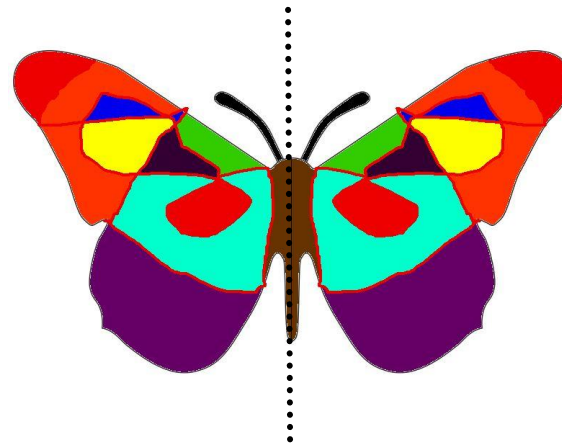
---

line of  
symmetry

---



line of  
symmetry

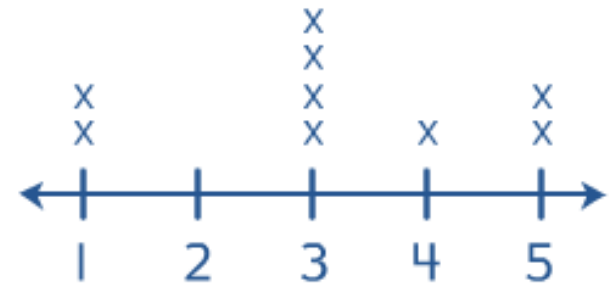


A line that  
divides a figure  
into two  
congruent halves  
that are mirror  
images of each  
other.

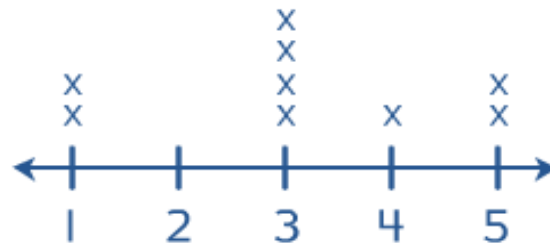
# line plot

---

## line plot



## line plot



A diagram showing  
frequency of data on  
a number line.

# line segment

---

line  
segment

---



line  
segment



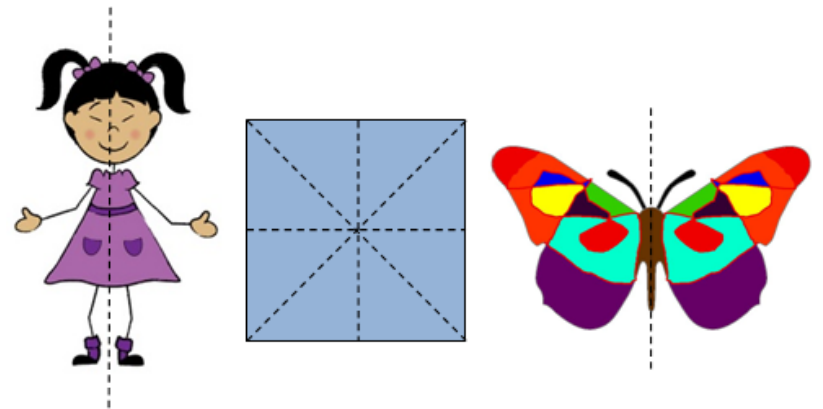
A part of a line with  
two endpoints.



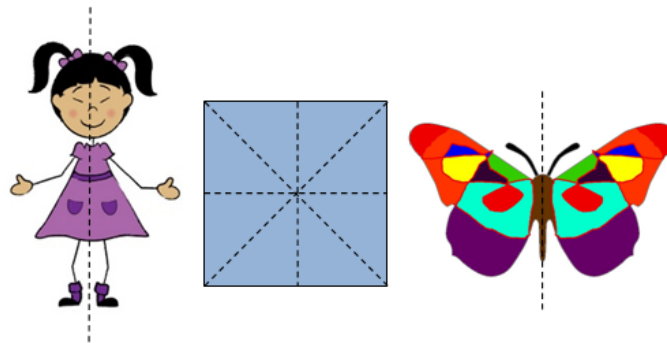
# line symmetric figures

---

line symmetric  
figures



line  
symmetric  
figures



Figures that can be  
folded in half and its  
two parts match  
exactly.

# liter (L)

---

## liter (L)

large bottle of soda or  
bottle of water



1,000 mL = 1 L

---

## liter (L)

large bottle of soda or  
bottle of water



1,000 mL = 1 L

The basic unit of  
capacity in the metric  
system.

1 liter = 1,000 milliliters.

# lowest terms

lowest terms



$\frac{4}{8}$  in lowest terms is  $\frac{1}{2}$

lowest terms



$\frac{4}{8}$  in lowest terms is  $\frac{1}{2}$

When a fraction is expressed with the fewest possible pieces, it is in lowest terms. (Also called *simplest form*.)

