

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

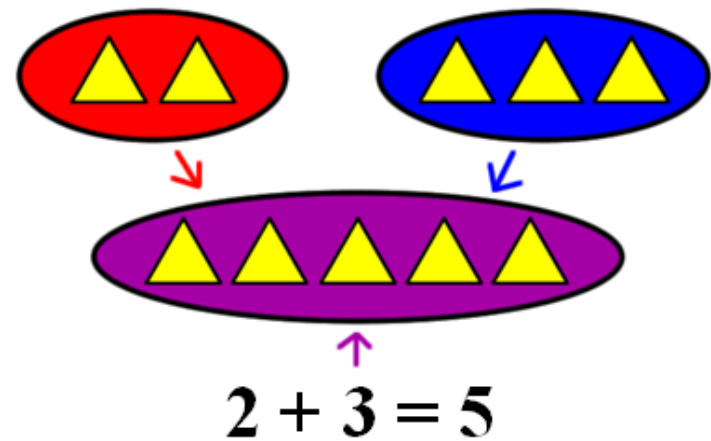
Student Reference Books, Everyday Mathematics, 2007.

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

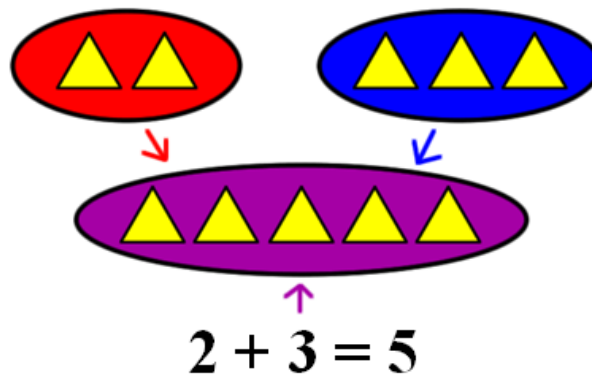
Interactive Math Dictionary, <http://www.amathsdictionaryforkids.com/>

add

add



add

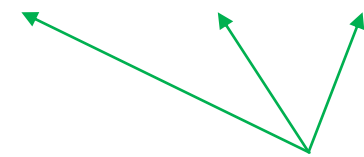


To combine, put together two or more quantities.

addend

addend

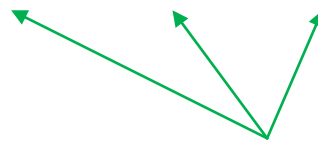
$$5 + 3 + 2 = 10$$



addends

addend

$$5 + 3 + 2 = 10$$



addends

Any number
being added.

algorithm

algorithm

$$\begin{array}{r} 47 \\ + 16 \\ \hline 13 \\ \hline 50 \\ \hline 63 \end{array}$$

Add the ones $7 + 6 = 13$
Add the tens $40 + 10 = 50$
Add the partial sums

algorithm

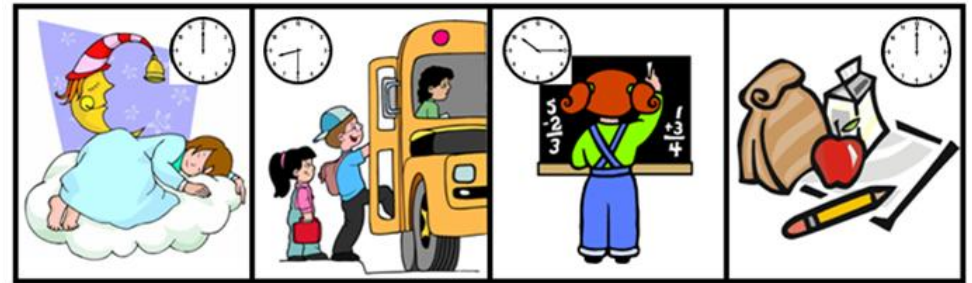
$$\begin{array}{r} 47 \\ + 16 \\ \hline 13 \\ \hline 50 \\ \hline 63 \end{array}$$

Add the ones $7 + 6$
Add the tens $40 + 10$
Add the partial sums

A step-by-step
method for
computing.

a.m.

a.m.



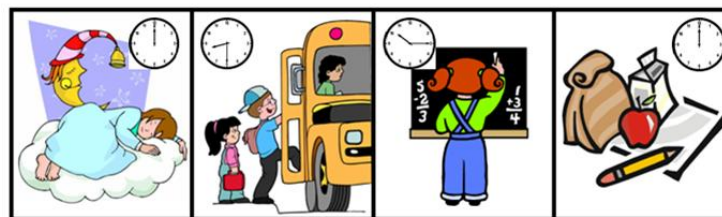
12:00 A.M.
12 midnight

8:30 A.M.
half past 8

10:15 A.M.
a quarter after 10

12:00 P.M.
noon

a.m.



12:00 A.M.
12 midnight

8:30 A.M.
half past 8

10:15 A.M.
a quarter after 10

12:00 P.M.
noon

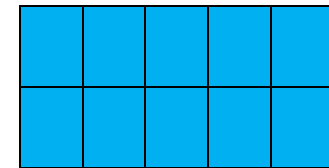
A time between
12:00 midnight and
12:00 noon.

area

area

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

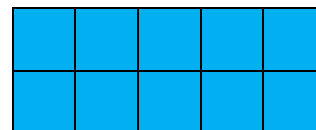
$2 \times 5 = 10$ square units



area

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

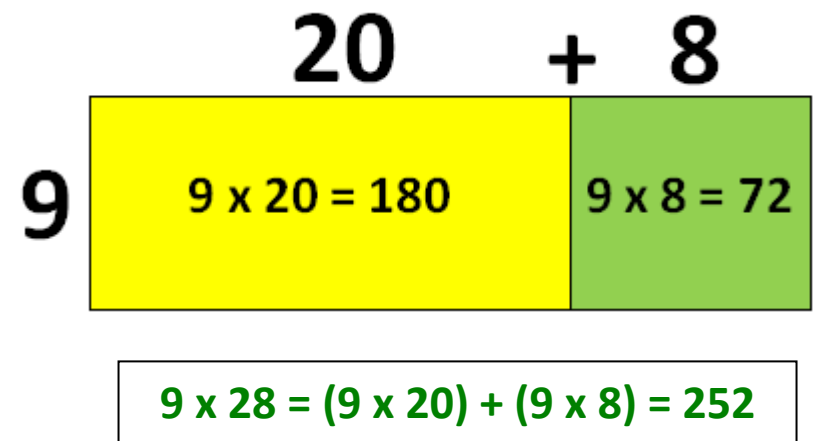
$2 \times 5 = 10$ square units



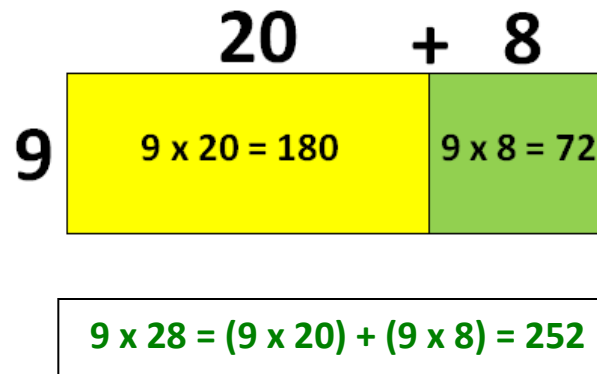
The measure, in
square units, of the
inside of a plane
figure.

area model

area
model



area
model



A model of multiplication that shows each place value product within a rectangle drawing.

arithmetic patterns

arithmetic
patterns

$$\underline{1} + 4 \quad \underline{5} + 4 \quad \underline{9} + 4 \quad \underline{13}$$

arithmetic
pattern

$$\underline{1} + 4 \quad \underline{5} + 4 \quad \underline{9} + 4 \quad \underline{13}$$

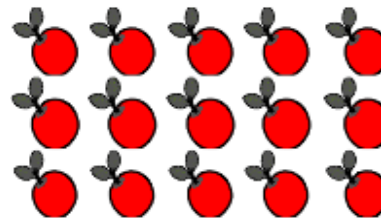
A sequence of numbers in which the difference between any two consecutive numbers is the same.

e.g. 1, 5, 9, 13... is an arithmetic sequence pattern. The difference between any two consecutive numbers is 4.

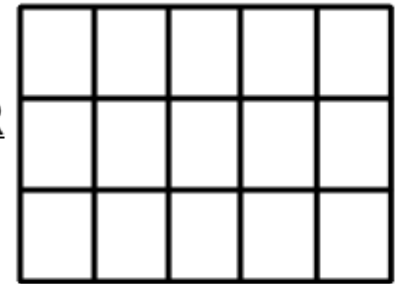
array

array

3 rows of 5
3 x 5

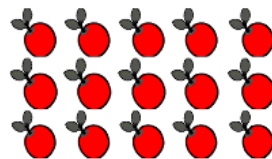


OR

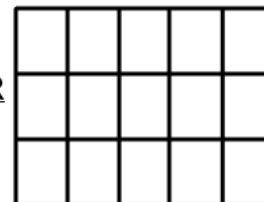


array

3 rows of 5
3 x 5



OR



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.

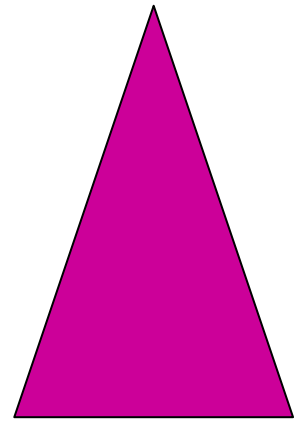
attribute

attribute

large

triangle

pink

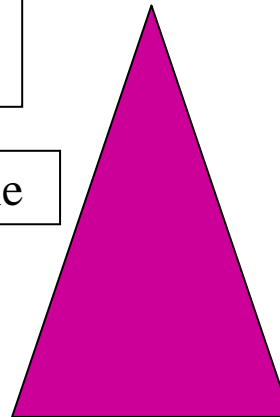


attribute

large

triangle

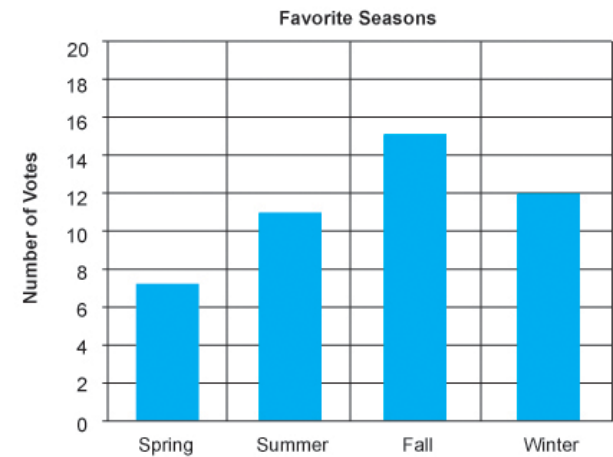
pink



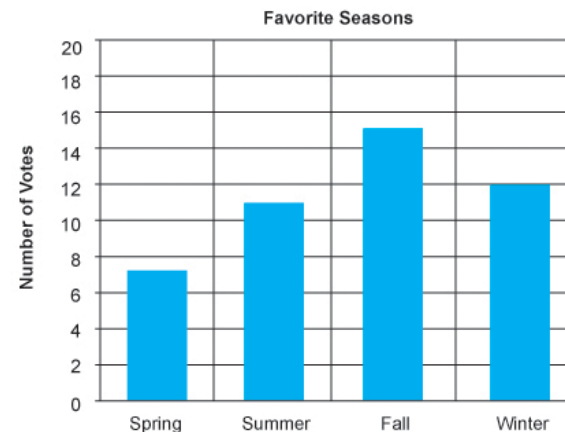
A
characteristic
of an object,
such as color,
shape, size,
etc.

bar graph

bar graph



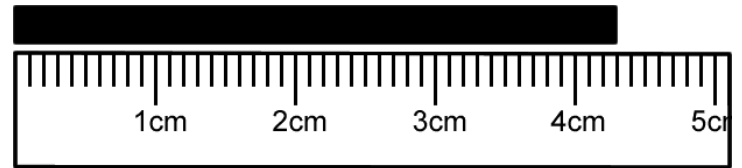
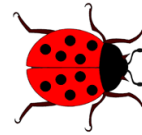
bar graph



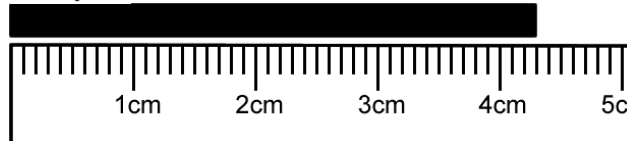
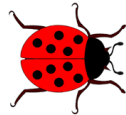
A graph that
uses the height
or length of
rectangles to
compare data.

centimeter (cm)

centimeter (cm)



centimeter (cm)




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

$$100 \text{ cm} = 1 \text{ m}$$

Commutative Property of Addition


Commutative Property of Addition

Commutative Property


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

Commutative Property of Addition

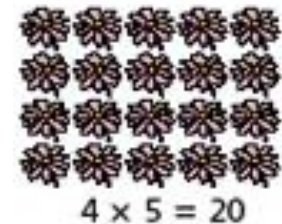
Commutative Property


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

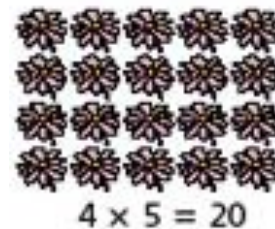
Changing the order of the addends does not change the sum.

Commutative Property of Multiplication

**Commutative
Property of
Multiplication**



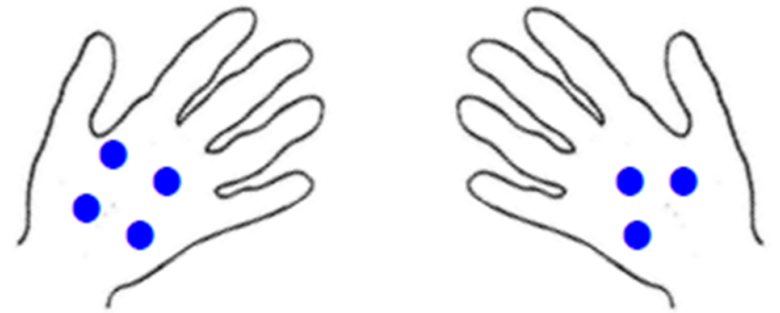
**Commutative
Property of
Multiplication**



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

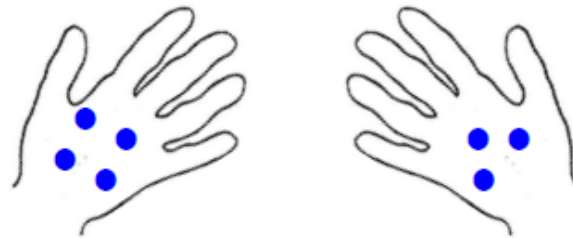
compare

compare



4 is more than 3

compare

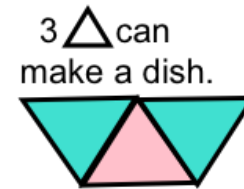


4 is more than 3

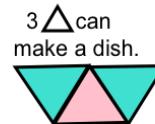
To decide if one number is greater than, less than, or equal to another number.

compose

compose



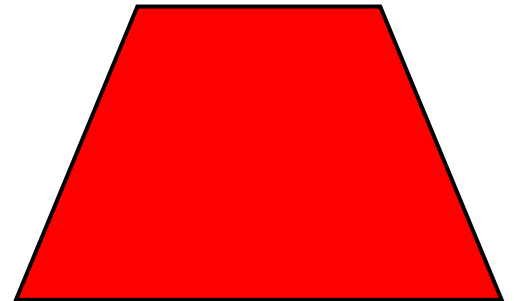
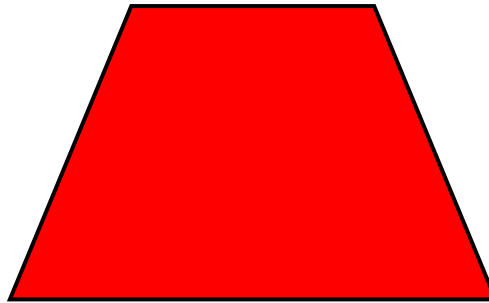
compose



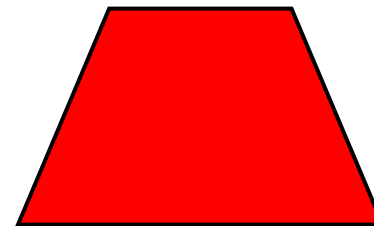
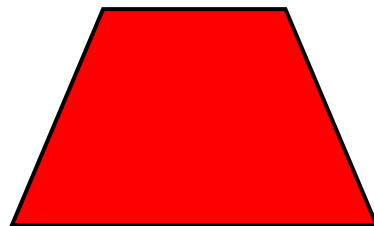
To put together
components or
basic elements.

congruent

congruent



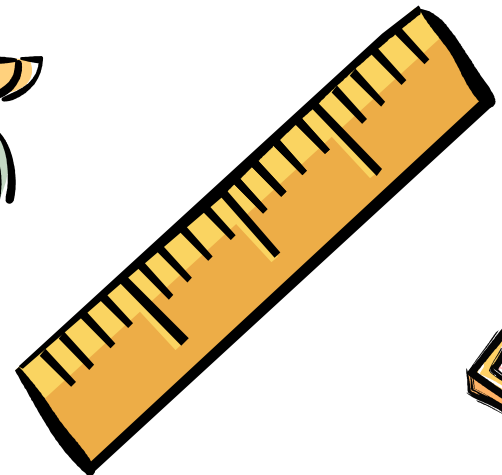
congruent



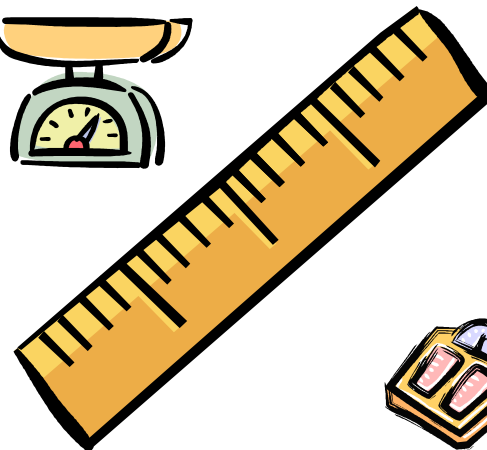
Having exactly
the same size
and shape.

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	 car	 truck	 bus
 truck	X ^X X ^X X ^X			
 bus	X ^X			

data

data collecting

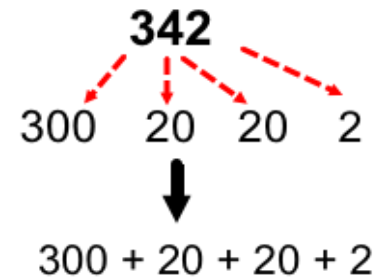
 car	X ^X X ^X X ^X	 car	 truck	 bus
 truck	X ^X X ^X X ^X			
 bus	X ^X			

A collection of information.

decompose

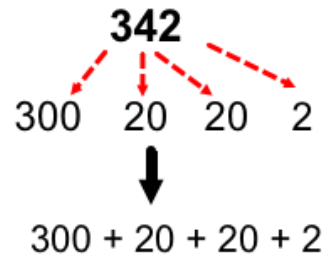
decompose

Numbers can be decomposed in a variety of ways, depending on the situation.



decompose

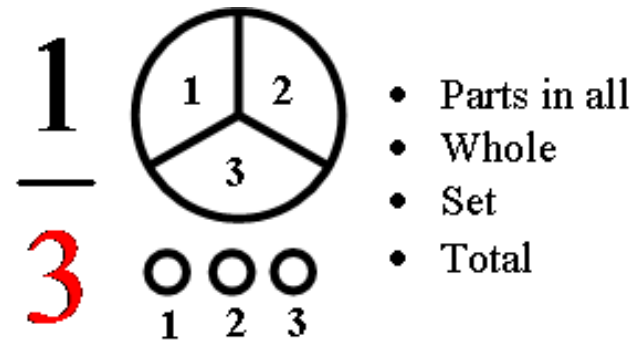
Numbers can be decomposed in a variety of ways, depending on the situation.



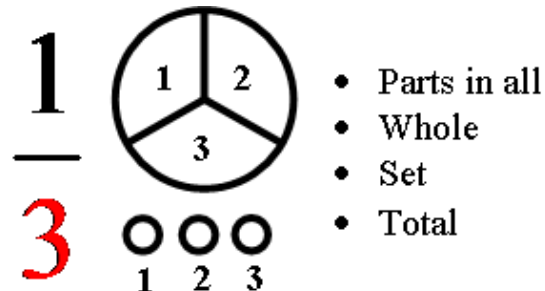
To separate into components or basic elements.

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, or 9.

difference

difference

$$289 - 146 = 143$$

difference



difference

$$289 - 146 = 143$$

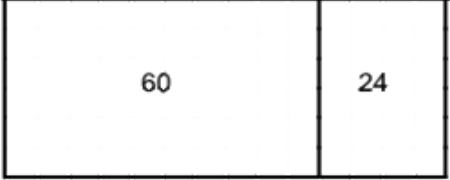
difference



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

Distributive Property

Distributive Property



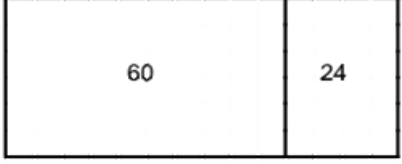
An area model for the multiplication 6 x 14. It consists of a large rectangle divided into two smaller rectangles. The left rectangle has a width of 10 and a height of 6, containing the number 60. The right rectangle has a width of 4 and a height of 6, containing the number 24. Above the rectangles,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

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

$6 \times 14 = 6 \times (10 + 4)$ *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, containing the number 60. The right rectangle has a width of 4 and a height of 6, containing the number 24. Above the rectangles, the numbers 10 and 4 are written. To the right of the rectangles, the numbers 60 and 24 are written, with a plus sign between them and the result 84 below.

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

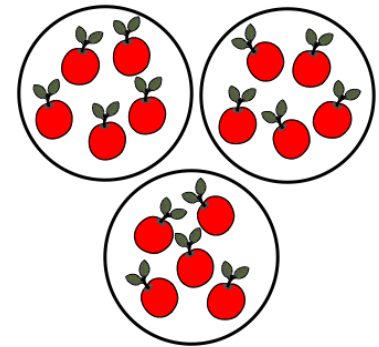
$6 \times 14 = 6 \times (10 + 4)$ *Break up the 14 into 10 + 4

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

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

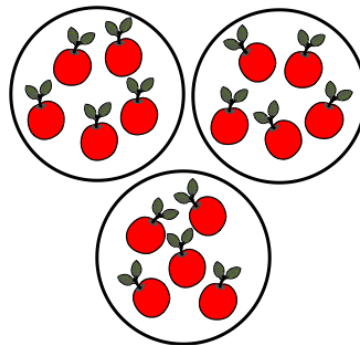
divide

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

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

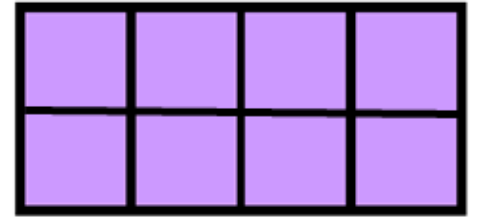
divisor

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

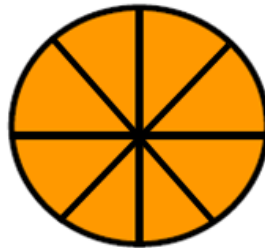
The number by
which another
number is divided.

eighths

eighths



eighths



The parts you get
when you divide
something into
eight equal parts.

elapsed time

elapsed
time



elapsed
time



The amount of time
that has passed.
(A time interval)

endpoint

endpoint



endpoint

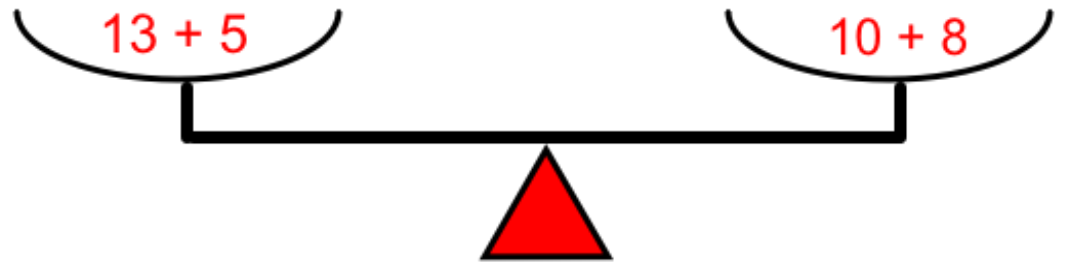


A point at either
end of a line
segment, or a point
at one end of a ray.

equal

equal

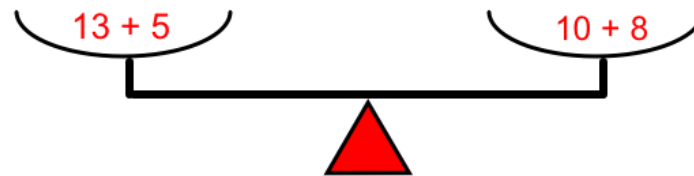
$$13 + 5 = 10 + 8$$



These expressions balance the scale because they are equal.

equal

$$13 + 5 = 10 + 8$$

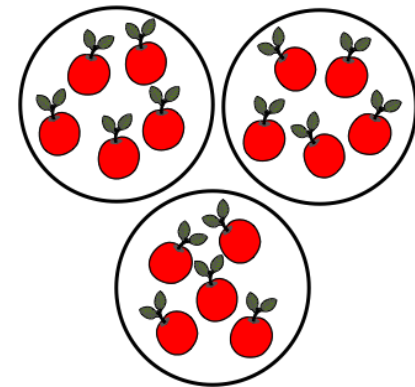


These expressions balance the scale because they are equal.

Having the same value.

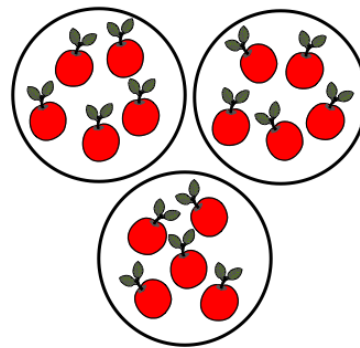
equal groups

**equal
groups**



There are 3 equal groups of 5.

**equal
groups**

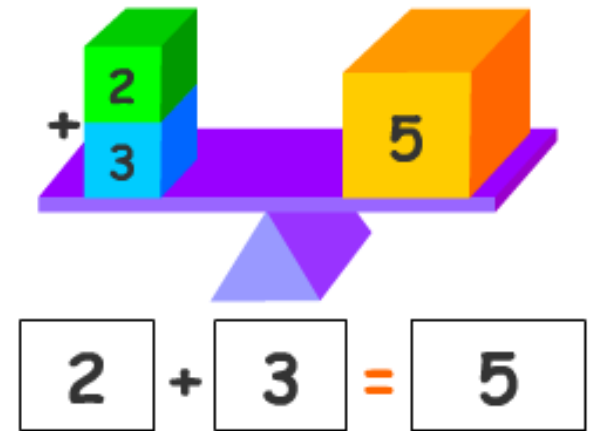


There are 3 equal groups of 5.

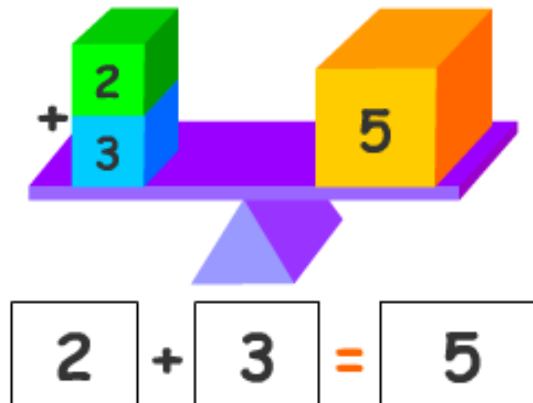
Groups that contain the same number of objects. Whenever you divide, you separate items into equal groups.

equation

equation



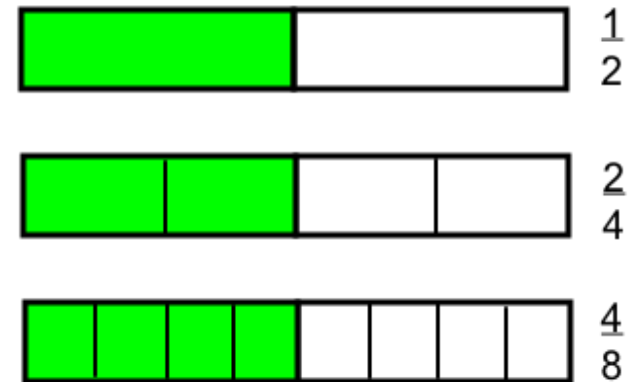
equation



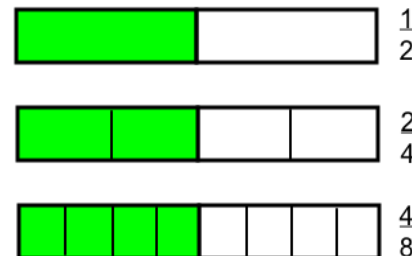
A mathematical sentence with an equals sign. The amount on one side of the equals sign has the same value as the amount on the other side.

equivalent fractions

equivalent
fractions



equivalent
fractions



Fractions that
have the same
value.

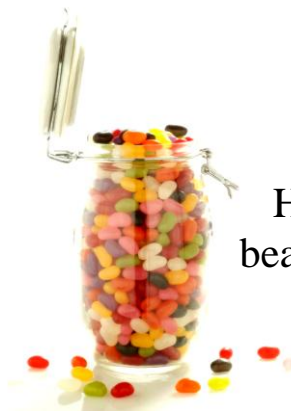
estimate

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

$6 + 3 - 1$
no equal sign

expression

$6 + 3 - 1$
no equal sign

A mathematical
phrase without an
equal sign.

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

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

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

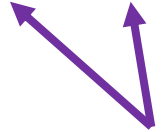
fact family

A group of related facts that use the same numbers.

Also called
related facts.

factor

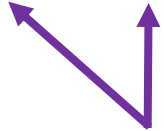
factor

$$2 \times 6 = 12$$


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.

foot (ft)

foot (ft)

12 inches = 1 foot



foot (ft)

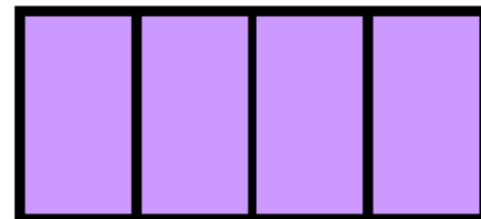
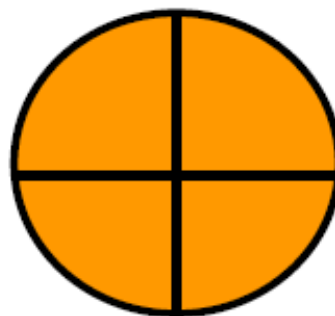
12 inches = 1 foot



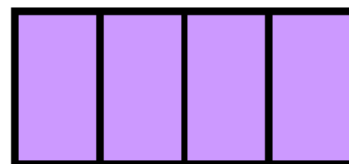
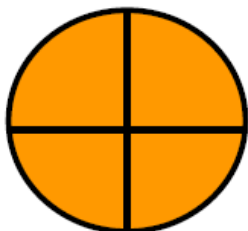
A customary unit of
length.
1 foot = 12 inches.

fourths

fourths



fourths

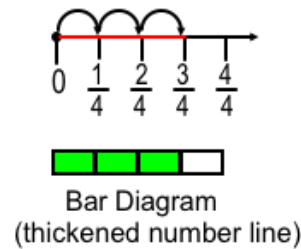


The parts you get when you divide something into 4 equal parts.

fraction

fraction

Measurement Model



Set Model

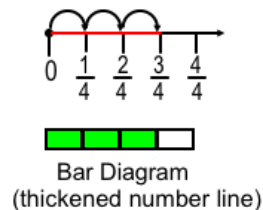


Regional/Array Model



fraction

Measurement Model



Set Model



Regional/Array Model



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

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.

greater than

greater
than



$$5 > 3$$

greater
than

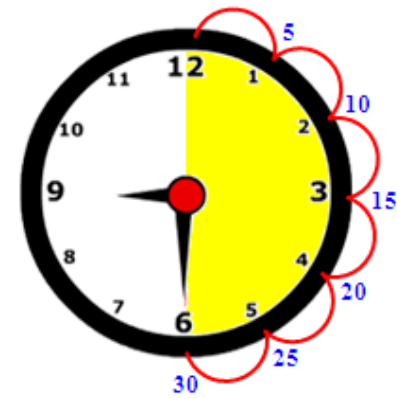


$$5 > 3$$

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

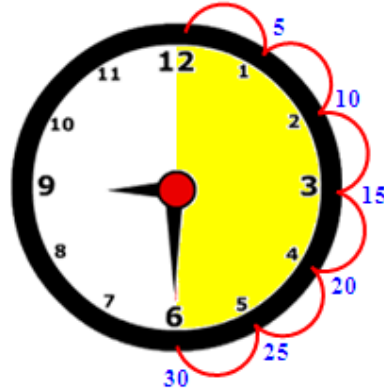
half hour

half hour



30 minutes = one half-hour

half hour

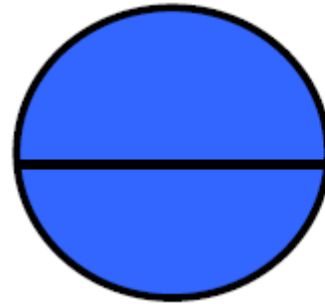


A unit of time equal to
30 minutes.

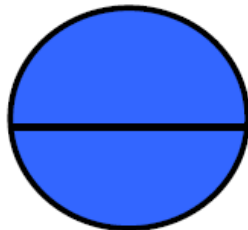
30 minutes = one half-hour

halves

halves



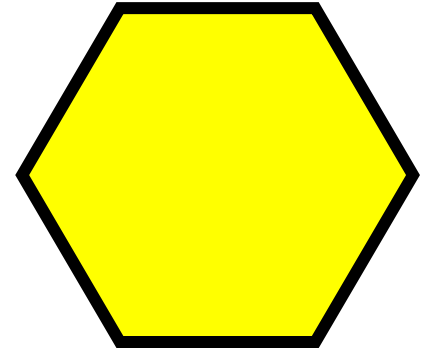
halves



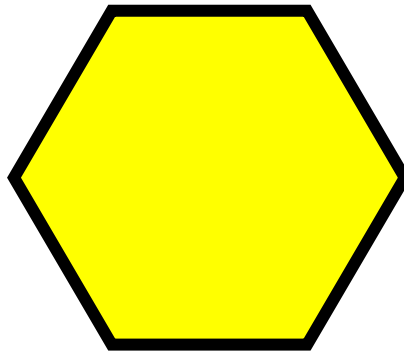
The parts you get
when you divide
something into
2 equal parts.

hexagon

hexagon



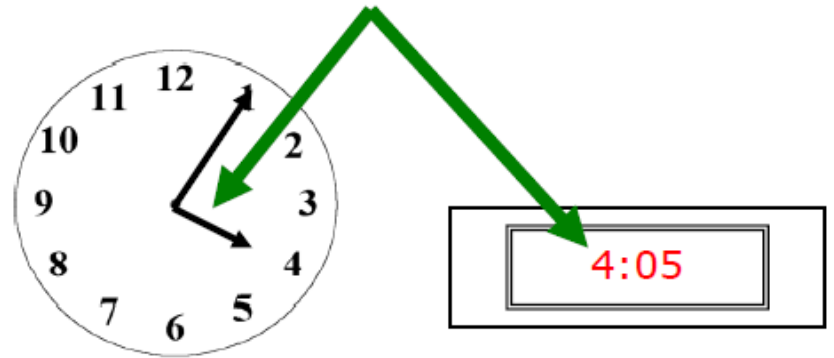
hexagon



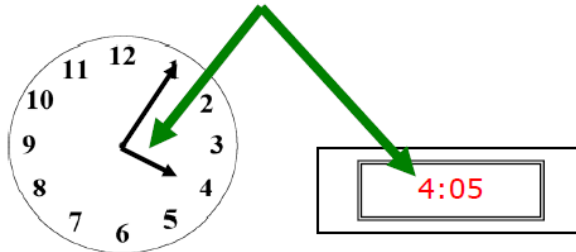
A polygon with six sides.

hour (hr)

hour (hr)



hour (hr)



Units of time.
1 hour = 60 minutes.
24 hours = 1 day.

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

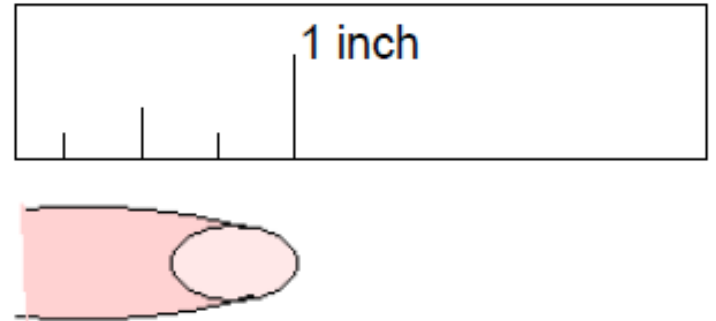


$$\begin{aligned} 1 \text{ group of } 3 &= 3 \\ 1 \times 3 &= 3 \end{aligned}$$

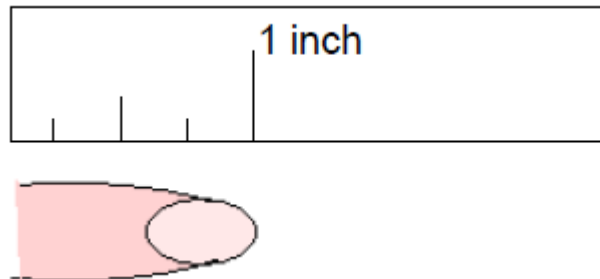
If you multiply a number by one, the product is the same as that number.

inch (in)

inch (in)



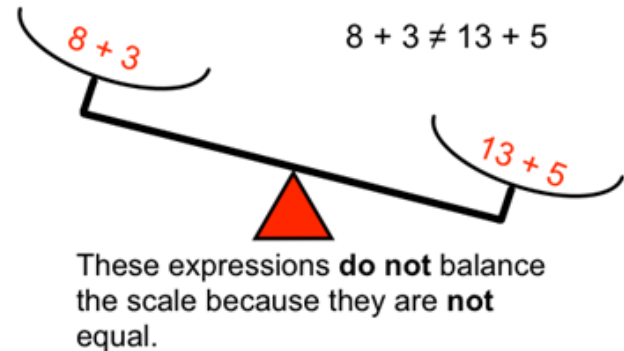
inch (in)



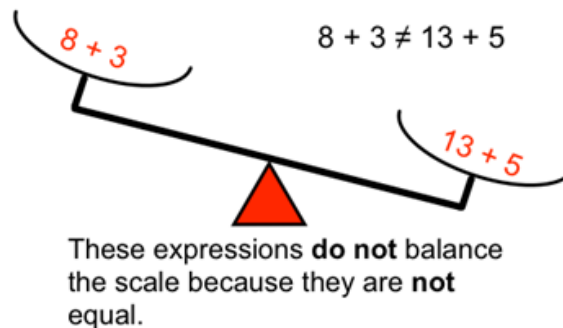
A customary unit of
length.
12 inches = 1 foot.

is not equal to

is not equal to



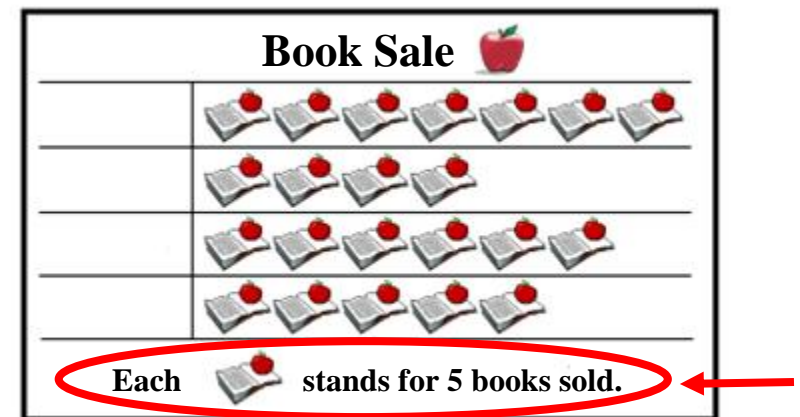
is not equal to



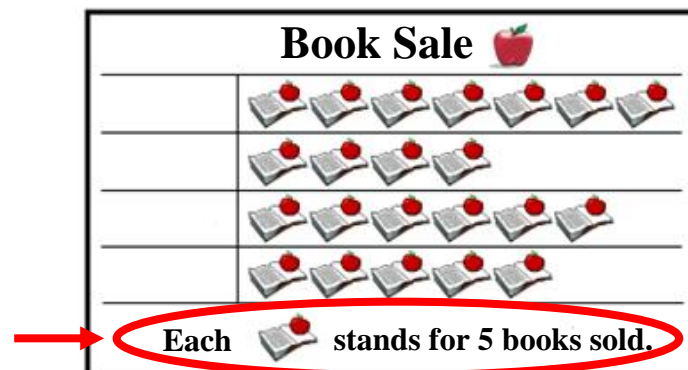
Is not the same as.

key

key



key



A part of a map,
graph, or chart that
explains what the
symbols mean.

kilogram (kg)

kilogram (kg)



Math book

About 2 ½ pounds

kilogram (kg)



Math book

A metric unit of
mass equal to 1000
grams.

About 2 ½ pounds

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.

line

line



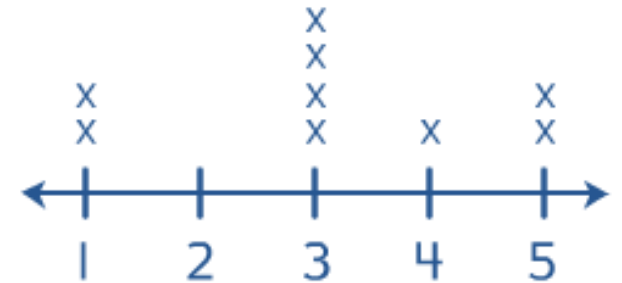
line



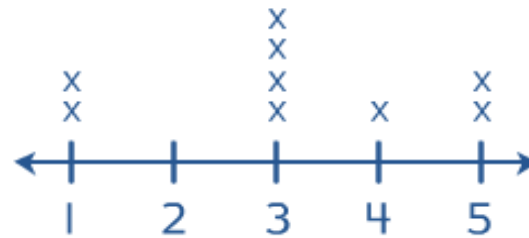
A set of connected
points continuing
without end in both
directions.

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.

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.

