

# 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

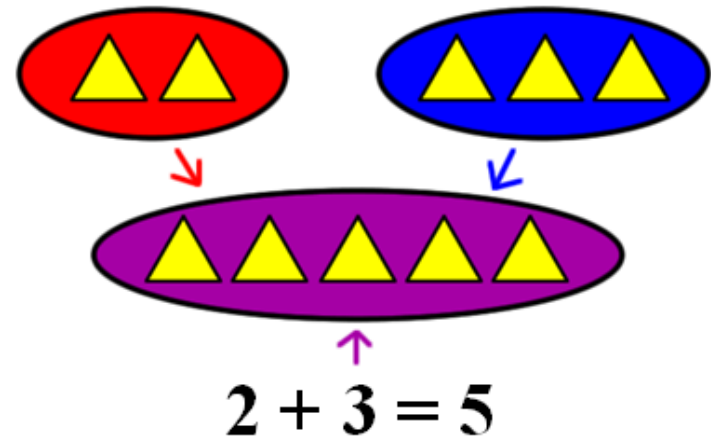
Student Reference Books, Everyday Mathematics, 2007.

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

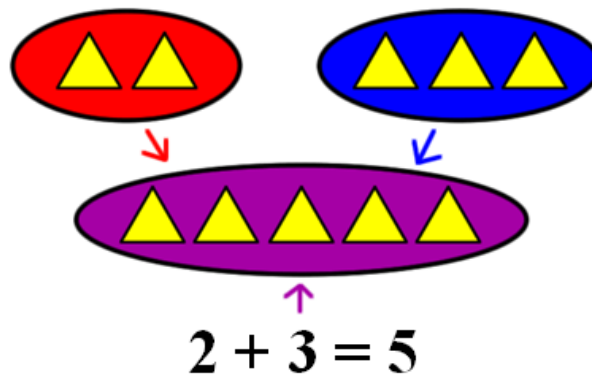
Interactive Math Dictionary, <http://www.amathsdictionaryforkids.com/>

# add

## add



## add



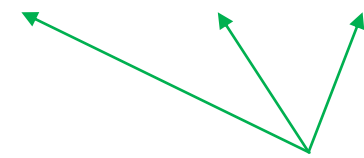
To combine, put together two or more quantities.

# addend

---

# addend

$$5 + 3 + 2 = 10$$

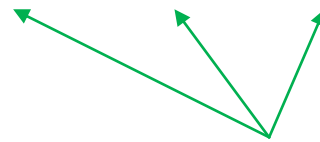


addends

---

# 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.



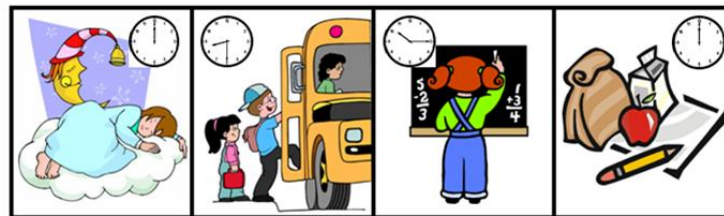
12:00 A.M.  
12 midnight

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.

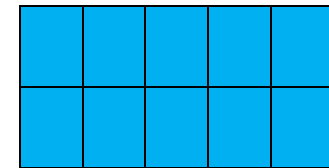
# area

---

# area

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

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

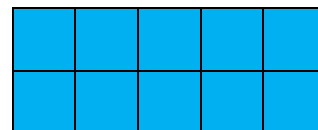


# area

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

**or**

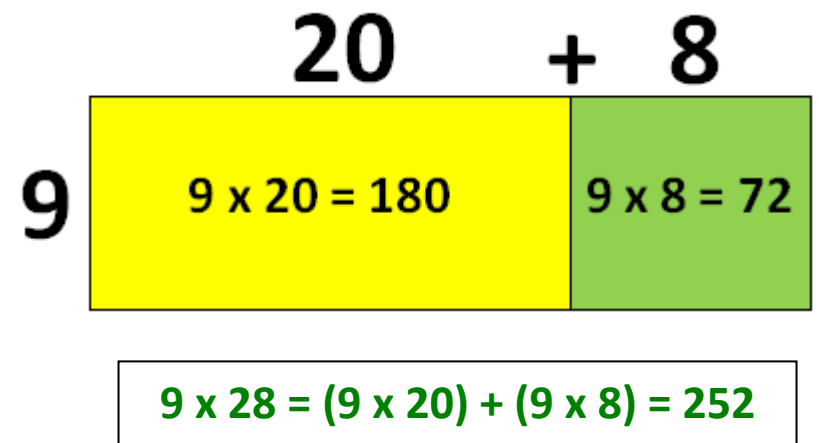
**$2 \times 5 = 10$  square units**



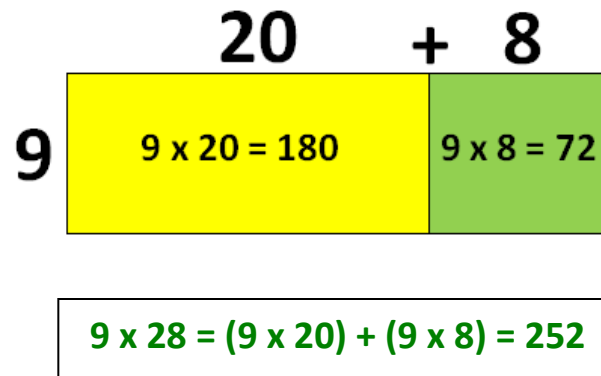
The measure, in square units, of the inside of a plane figure.

# 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.

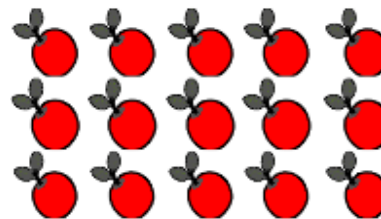
e.g. 1, 5, 9, 13... is an arithmetic sequence pattern. The difference between any two consecutive numbers is 4.



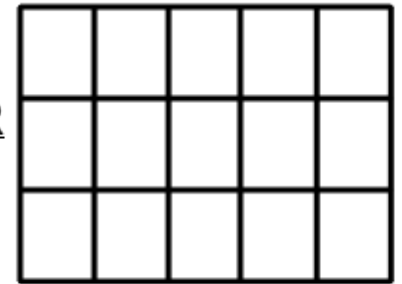
# array

array

3 rows of 5  
3 x 5

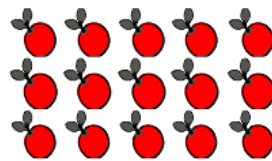


OR

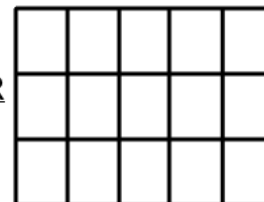


array

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**

$$(5 \times 7) \times 3 = 5 \times (7 \times 3)$$
$$35 \times 3 = 5 \times 21$$
$$105 = 105$$

**Associative  
Property of  
Multiplication**

$$(5 \times 7) \times 3 = 5 \times (7 \times 3)$$
$$35 \times 3 = 5 \times 21$$
$$105 = 105$$

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

# attribute

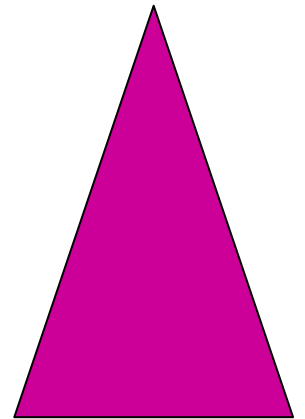
---

attribute

large

triangle

pink



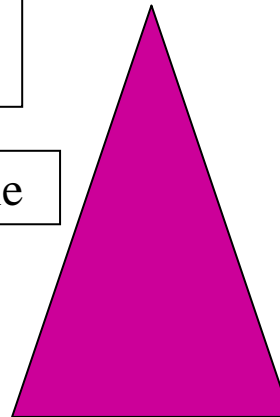
---

attribute

large

triangle

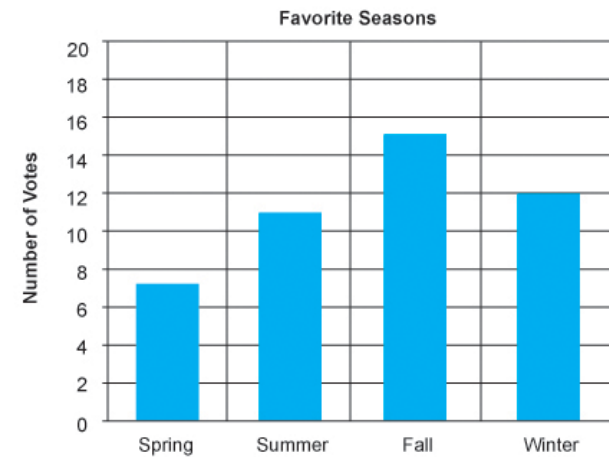
pink



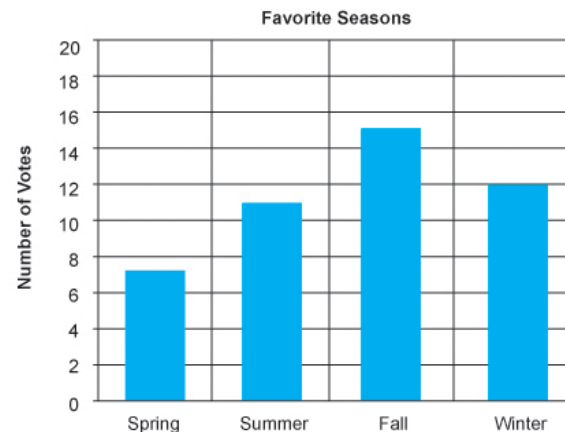
A  
characteristic  
of an object,  
such as color,  
shape, size,  
etc.

# bar graph

# bar graph



# bar graph

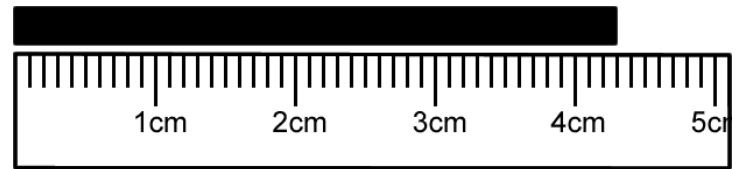
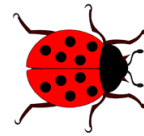


A graph that uses the height or length of rectangles to compare data.

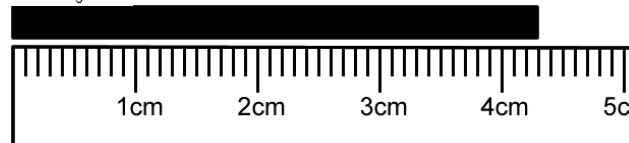
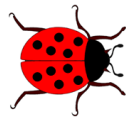
# centimeter (cm)

---

## 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

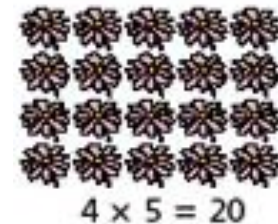
$$3 + 2 = 2 + 3$$
$$a + b = b + a$$

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

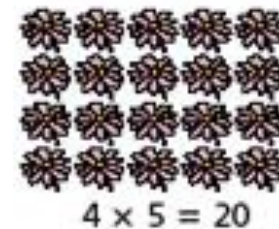
# Commutative Property of Multiplication

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Commutative Property of Multiplication



Commutative Property of Multiplication



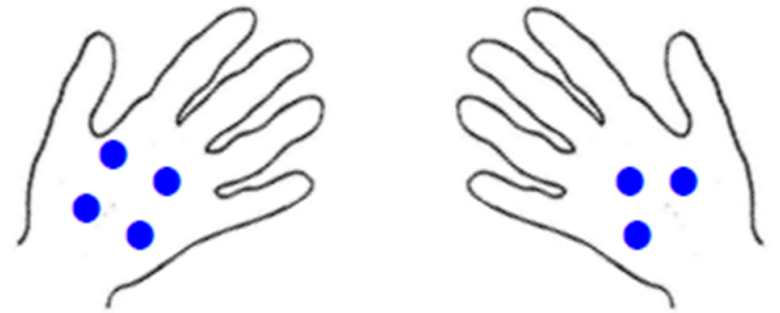
Changing the order of the factors does not change the product.



# compare

---

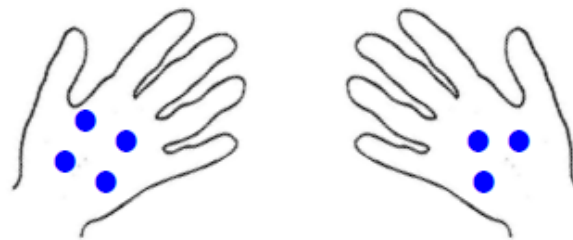
## compare



**4 is more than 3**

---

## compare

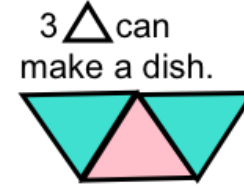


**4 is more than 3**

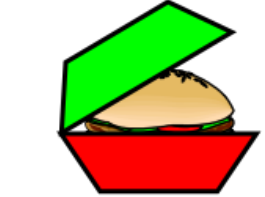
To decide if one number is greater than, less than, or equal to another number.

# compose

compose

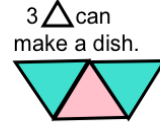


3  $\triangle$  can make a dish.

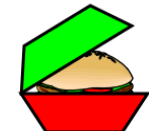



2  can make a hamburger box.

compose



3  $\triangle$  can make a dish.



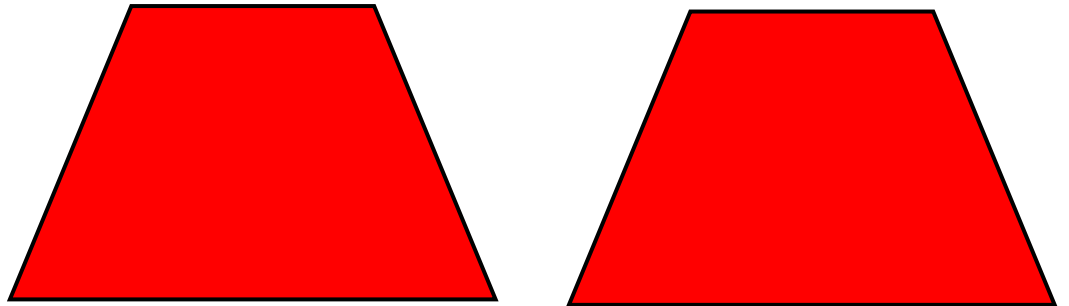
2  can make a hamburger box.

To put together components or basic elements.

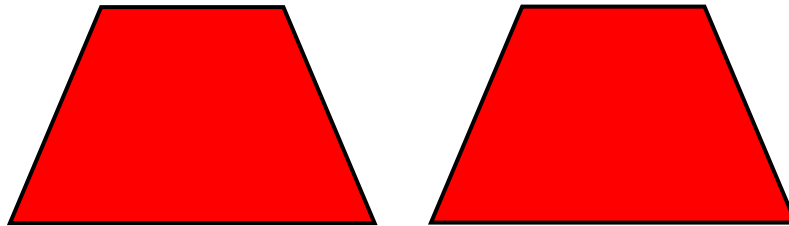
# congruent

---

congruent



congruent

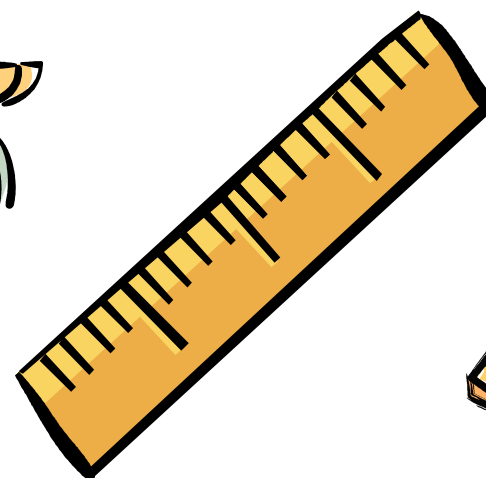


Having exactly  
the same size  
and shape.

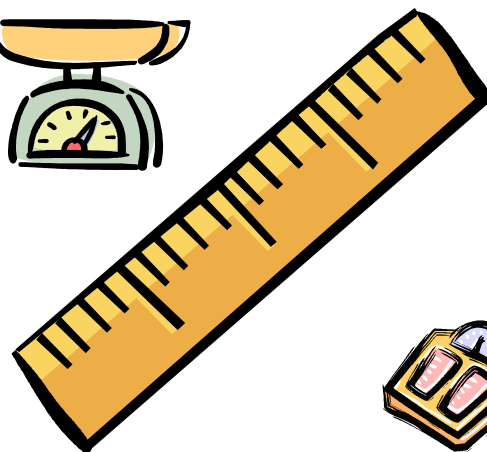
# customary system

---

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

data collecting

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

A collection of information.

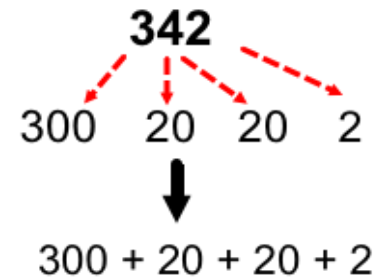
data

# decompose

---

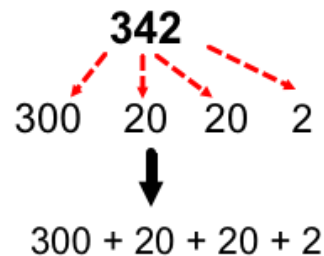
## decompose

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.

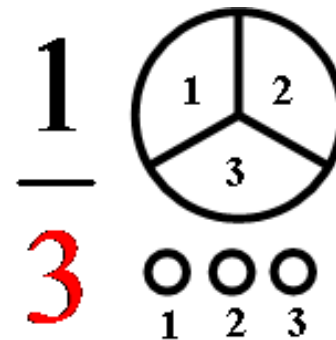


To separate into components or basic elements.

# denominator

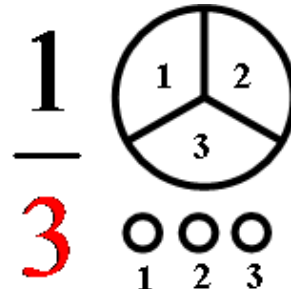
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denominator



- Parts in all
- Whole
- Set
- Total

denominator



- Parts in all
- Whole
- Set
- Total

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

$$289 - 146 = 143$$

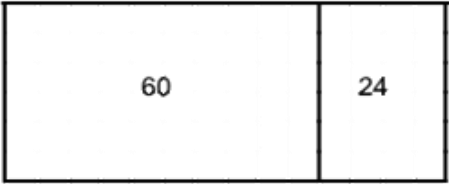
difference



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

# Distributive Property

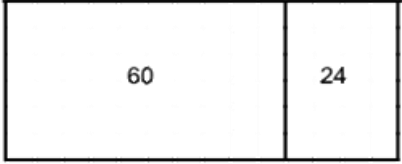
## Distributive Property



A rectangular area model representing the multiplication of 6 by 14. The rectangle is divided into two vertical sections. The left section has a width of 10 and a height of 6, containing the number 60. The right section has a width of 4 and a height of 6, containing the number 24. To the right of the rectangle is a vertical addition problem: 60, followed by + 24, and a horizontal line above 84.

$$6 \times 14 = 6 \times (10 + 4) \text{ *Break up the 14 into 10 + 4}$$
$$6 \times (10 + 4)$$
$$(6 \times 10) + (6 \times 4)$$
$$60 + 24 = 84$$

## Distributive Property



A rectangular area model representing the multiplication of 6 by 14. The rectangle is divided into two vertical sections. The left section has a width of 10 and a height of 6, containing the number 60. The right section has a width of 4 and a height of 6, containing the number 24. To the right of the rectangle is a vertical addition problem: 60, followed by + 24, and a horizontal line above 84.

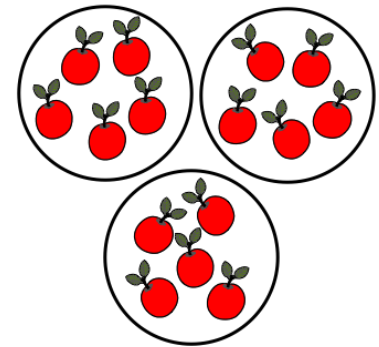
$$6 \times 14 = 6 \times (10 + 4) \text{ *Break up the 14 into 10 + 4}$$
$$6 \times (10 + 4)$$
$$(6 \times 10) + (6 \times 4)$$
$$60 + 24 = 84$$

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

# divide

---

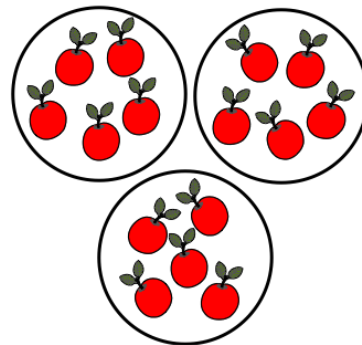
## divide



$$15 \div 3 = 5$$

---

## 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

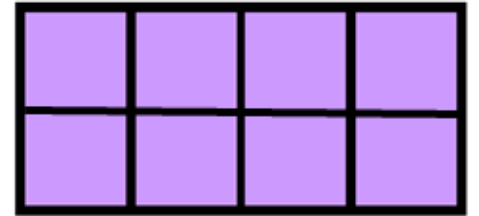
$$\textcircled{7} \overline{) 56}$$

The number by which another number is divided.

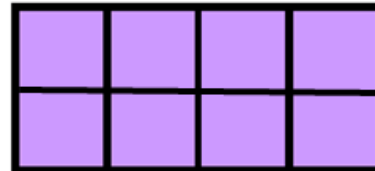
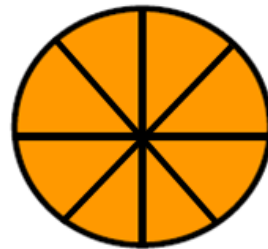
# eighths

---

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



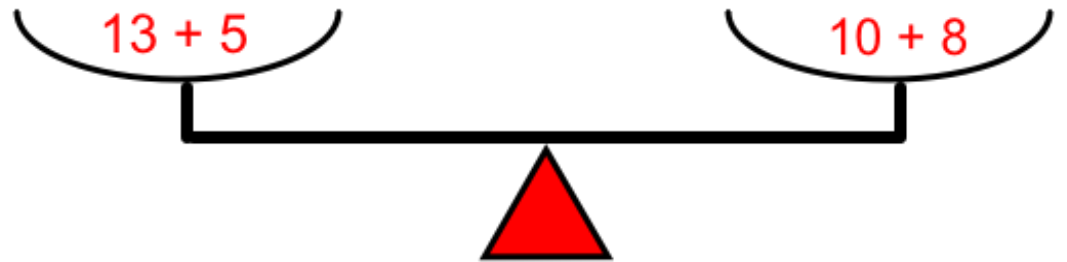
A point at either end of a line segment, or a point at one end of a ray.



# equal

# equal

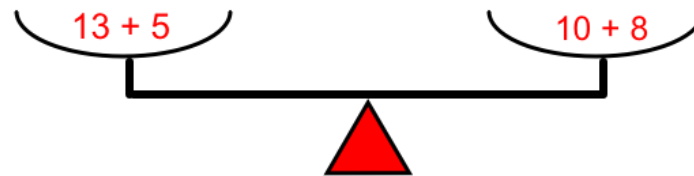
$$13 + 5 = 10 + 8$$



These expressions balance the scale because they are equal.

# equal

$$13 + 5 = 10 + 8$$



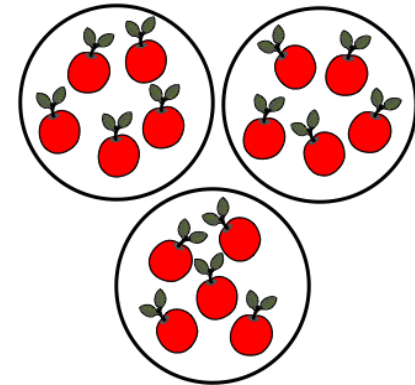
These expressions balance the scale because they are equal.

Having the same value.

# equal groups

---

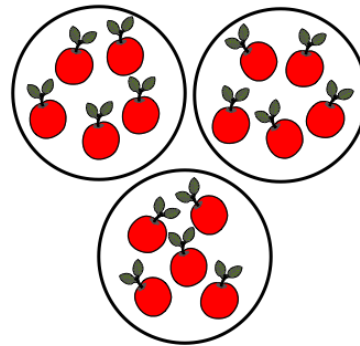
## equal groups



There are 3 equal groups of 5.

---

## equal groups

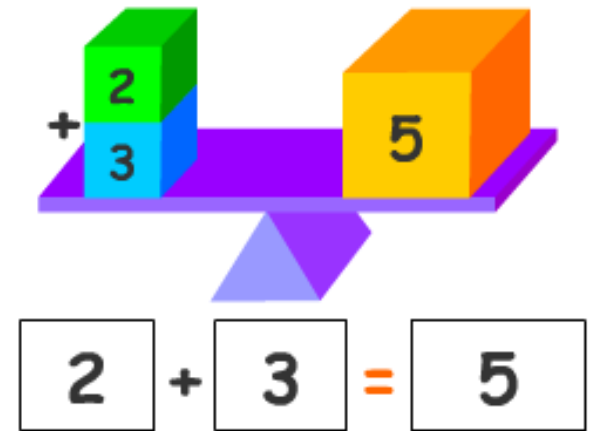


There are 3 equal groups of 5.

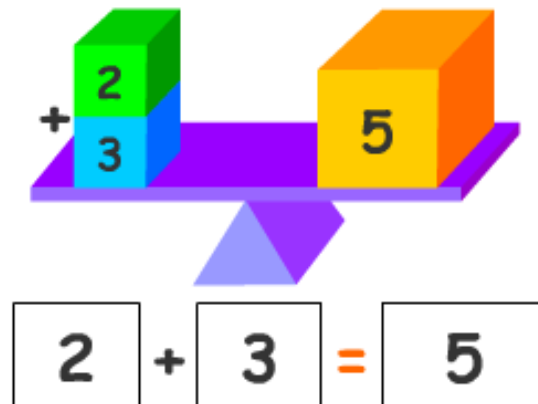
Groups that contain the same number of objects. Whenever you divide, you separate items into equal groups.

# equation

equation



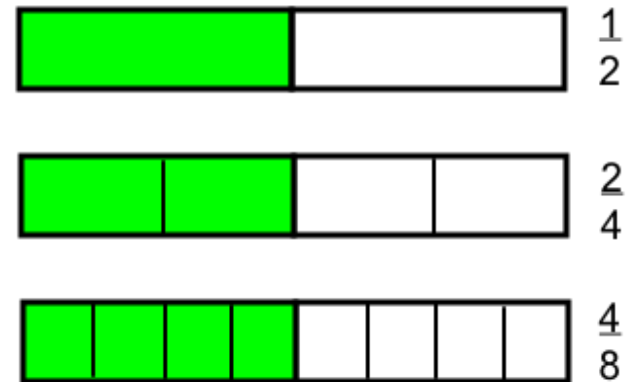
equation



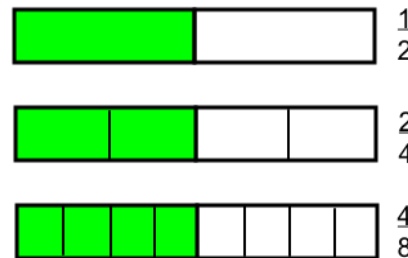
A mathematical sentence with an equals sign. The amount on one side of the equals sign has the same value as the amount on the other side.

# 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

fact family

$3 \times 5 = 15$

$15 \div 5 = 3$

$5 \times 3 = 15$

$15 \div 3 = 5$

## Fact Family for 3, 5, 15

fact family

$3 \times 5 = 15$

$15 \div 5 = 3$

$5 \times 3 = 15$

$15 \div 3 = 5$

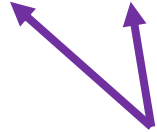
A group of related facts that use the same numbers.

Also called *related facts*.

# factor

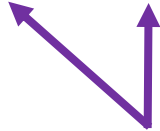
---

## factor

$$2 \times 6 = 12$$


factors

## factor

$$2 \times 6 = 12$$


factors

The whole numbers that are multiplied to get a product.

# foot (ft)

---

## foot (ft)

12 inches = 1 foot



## foot (ft)

12 inches = 1 foot

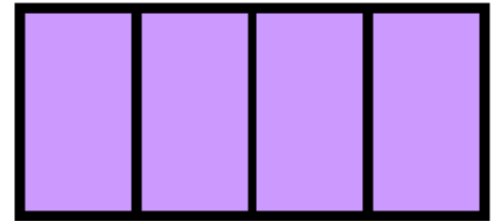
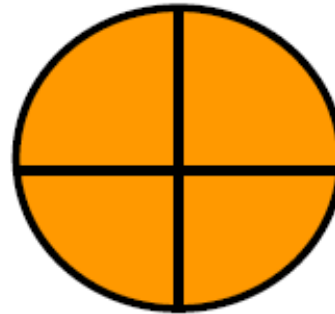


A customary unit of length.  
1 foot = 12 inches.

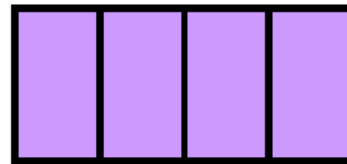
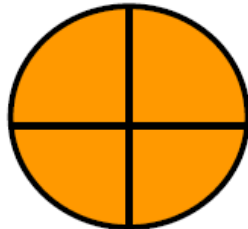
# fourths

---

## fourths



## fourths

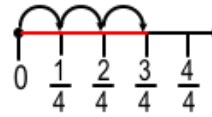


The parts you get when you divide something into 4 equal parts.

# fraction

# fraction

Measurement Model



Bar Diagram  
(thickened number line)

Set Model

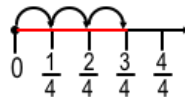


Regional/Array Model



# 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.

# 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

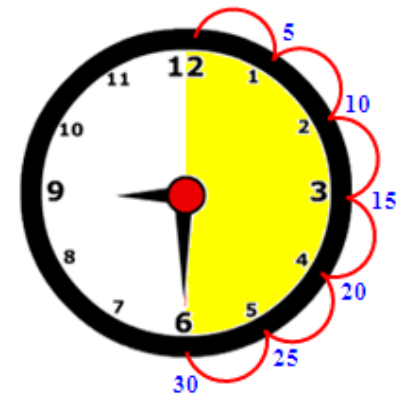


$$5 > 3$$

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

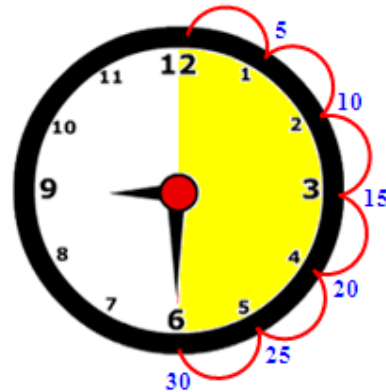
# half hour

half  
hour



30 minutes = one half-hour

half  
hour



30 minutes = one half-hour

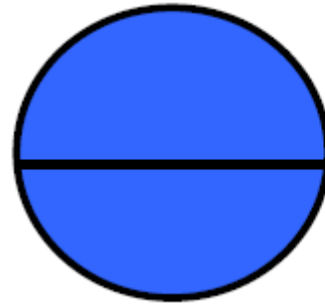
A unit of time equal to  
30 minutes.



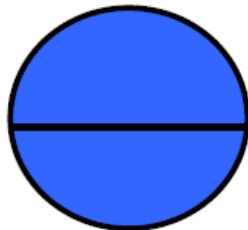
# halves

---

## halves



## halves

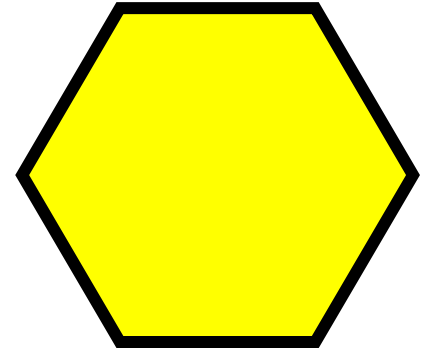


The parts you get  
when you divide  
something into  
2 equal parts.

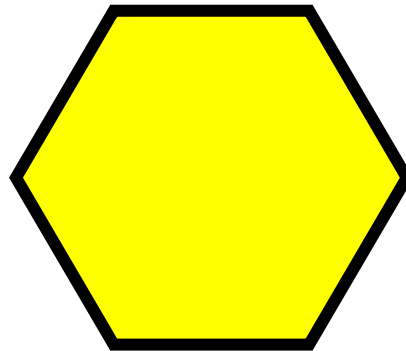
# hexagon

---

hexagon



hexagon

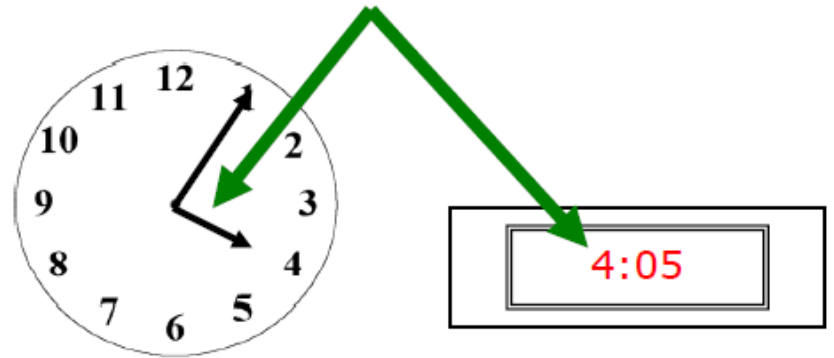


A polygon with six sides.

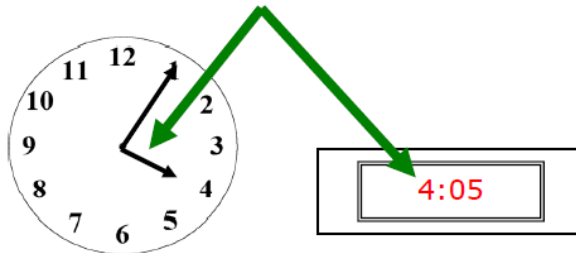
# hour (hr)

---

## 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



$$1 \text{ group of } 3 = 3$$
$$1 \times 3 = 3$$

---

## Identity Property of Multiplication



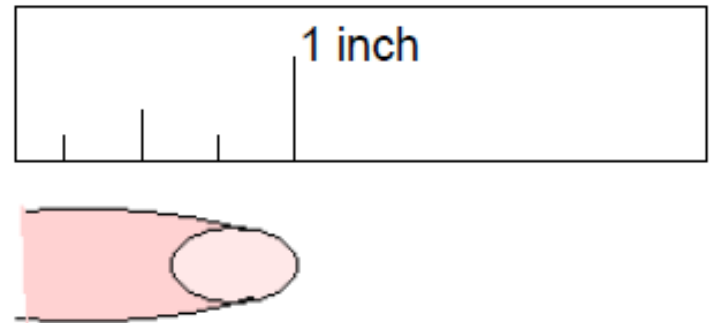
$$1 \text{ group of } 3 = 3$$
$$1 \times 3 = 3$$

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

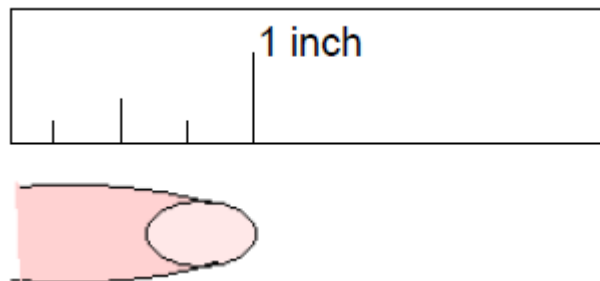
# inch (in)

---

## inch (in)



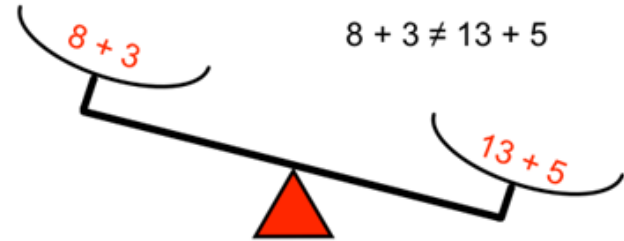
## inch (in)



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

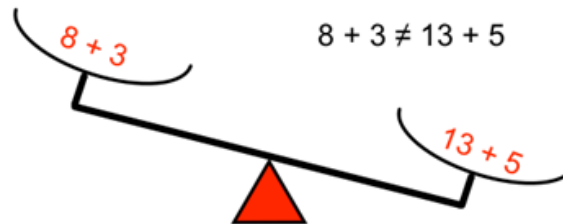
# is not equal to

## is not equal to



These expressions **do not** balance the scale because they are **not** equal.

## is not equal to

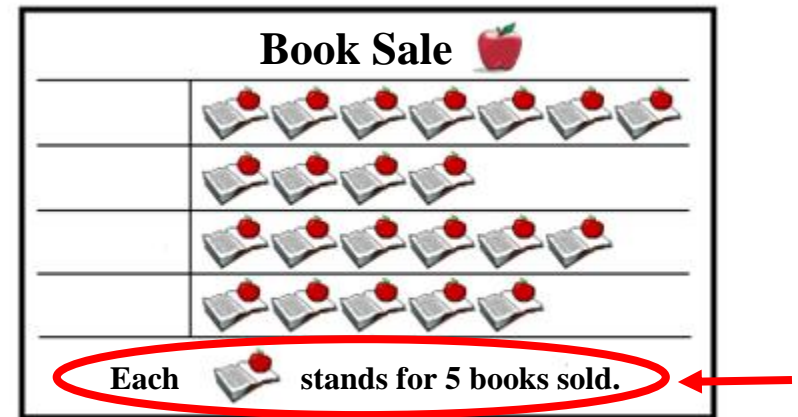


These expressions **do not** balance the scale because they are **not** equal.

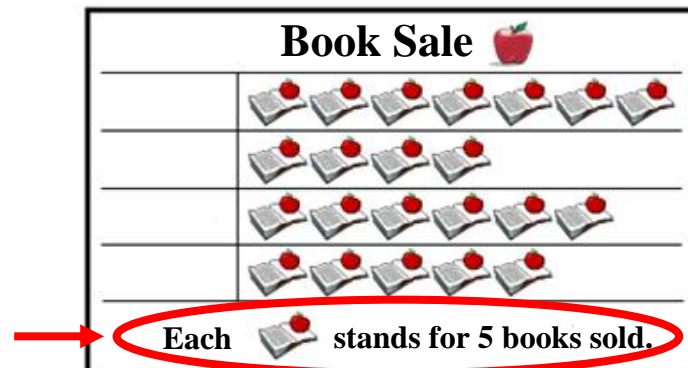
Is not the same as.

# 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

**About 2 ½ pounds**

A metric unit of  
mass equal to 1000  
grams.

# 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

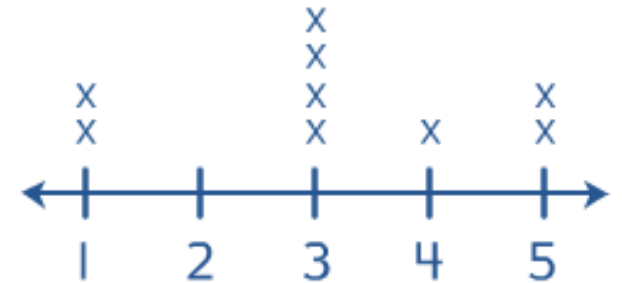


A set of connected  
points continuing  
without end in both  
directions.

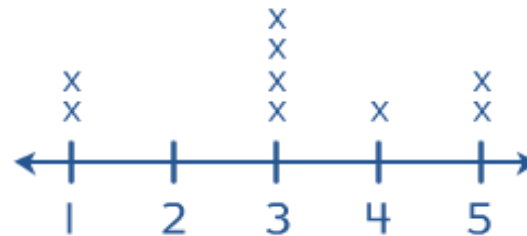
# line plot

---

## 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.

