

# Vocabulary Cards and Word Walls

Revised: November 3, 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/>

# mass

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## mass



## mass



The amount of matter in an object. Usually measured by comparing with an object of known mass. While gravity influences weight, it does not affect mass.

# meter (m)

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## meter (m)



A baseball bat is *about* 1 meter long.

---

## meter (m)



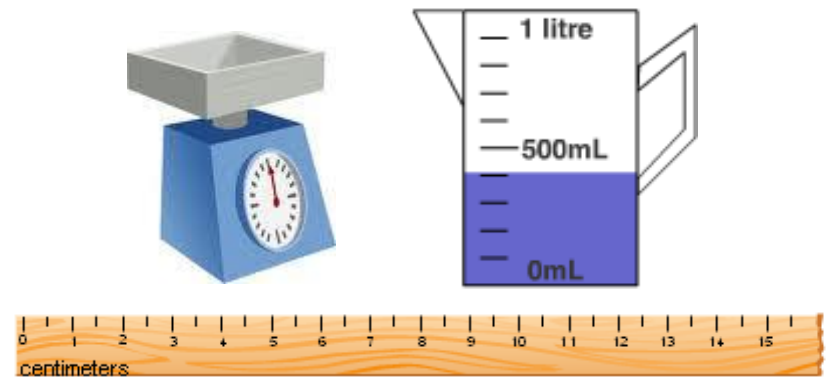
A standard unit of length in the metric system.

A baseball bat is *about* 1 meter long.

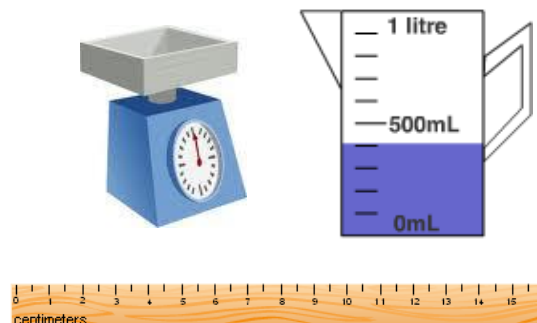
# metric system

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metric  
system



metric  
system



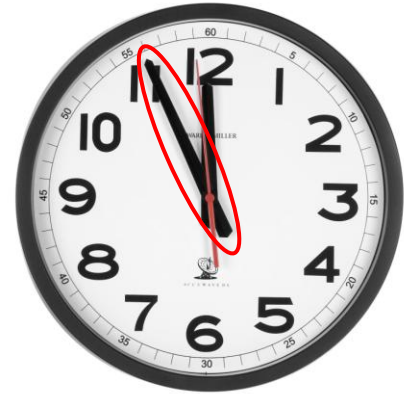
A system of measurement based on tens. The basic unit of capacity is the liter. The basic unit of length is the meter. The basic unit of mass is the gram.

# minute (min)

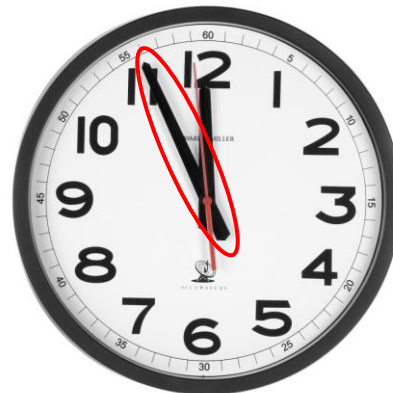
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## minute (min)

---



## minute (min)



One sixtieth of an hour or 60 seconds.

# multiple

---

## multiple

**12 is a multiple of 3  
(and of 4)  
because  $3 \times 4 = 12$**

---

## multiple

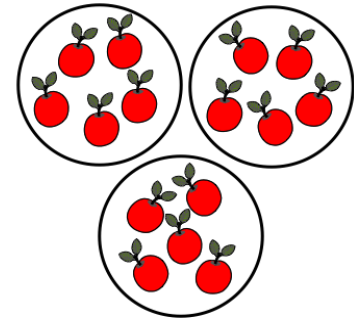
**12 is a multiple of 3  
(and of 4)  
because  $3 \times 4 = 12$**

A product of a given whole number and any other whole number.

# multiply

---

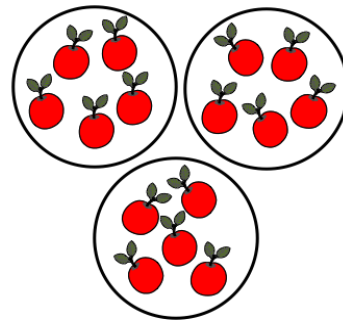
## multiply



$$3 \times 5 = 5 + 5 + 5$$

---

## multiply



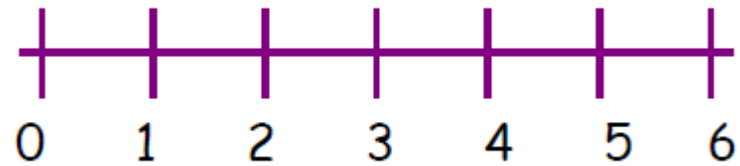
$$3 \times 5 = 5 + 5 + 5$$

The operation of repeated addition of the same number.

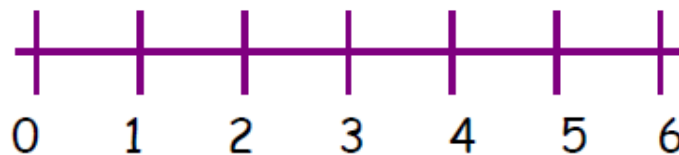
# number line

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number  
line



number  
line



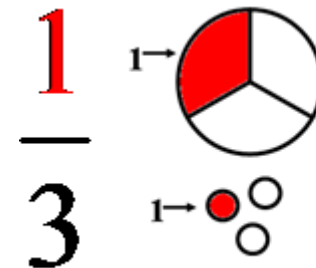
A diagram that  
represents numbers  
as points on a line.



# numerator

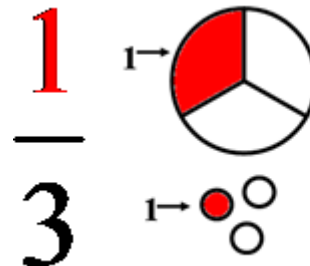
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numerator



- Parts shaded
- Parts we are using

numerator



- Parts shaded
- Parts we are using

The number written above the line in a fraction. It tells how many equal parts are described in the fraction.

# Order of Operations

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## Order of Operations

### Order of Operations

1. Do operations in parentheses.
2. Multiply and divide in order from left to right.
3. Add and subtract in order from left to right.

## Order of Operations

### Order of Operations

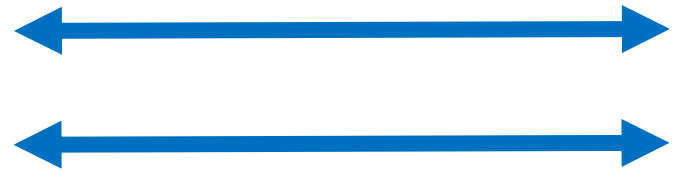
1. Do operations in parentheses.
2. Multiply and divide in order from left to right.
3. Add and subtract in order from left to right.

A set of rules that tells the order in which to compute.

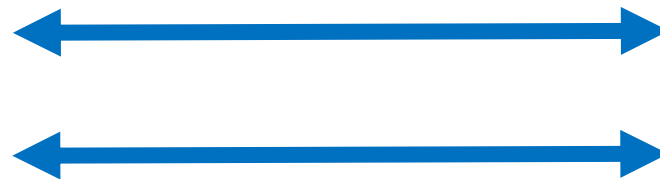
# parallel lines

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parallel  
lines



parallel  
lines

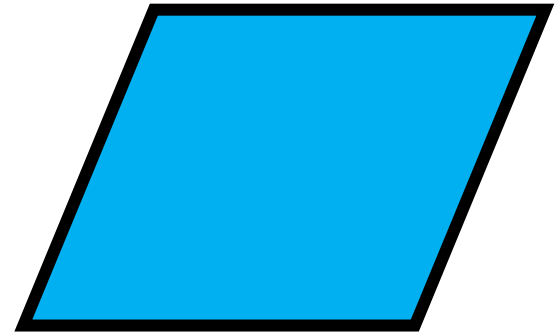


Lines that are  
always the same  
distance apart.

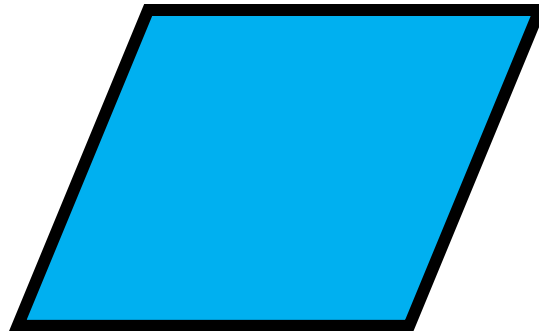
# parallelogram

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parallelogram



parallelogram



A quadrilateral  
with two pairs of  
parallel and  
congruent sides.

# parentheses

---

parentheses

( )

$$\begin{aligned}(2 + 3) \times 4 \\ 5 \times 4 \\ 20\end{aligned}$$

---

parentheses

( )

$$\begin{aligned}(2 + 3) \times 4 \\ 5 \times 4 \\ 20\end{aligned}$$

Used in mathematics as grouping symbols for operations. When simplifying an expression, the operations within the parentheses are performed first.

# pattern

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## pattern



## pattern

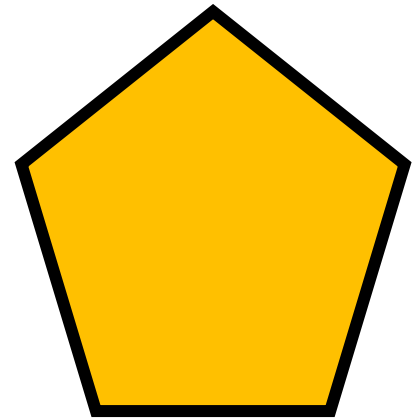


A repeating or growing sequence or design. An ordered set of numbers or shapes arranged according to a rule.

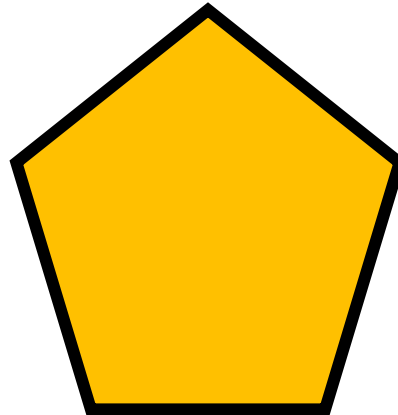
# pentagon

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pentagon



pentagon

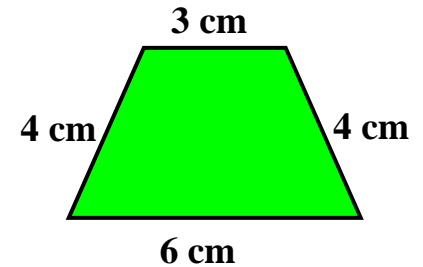


A polygon that has  
five sides.

# perimeter

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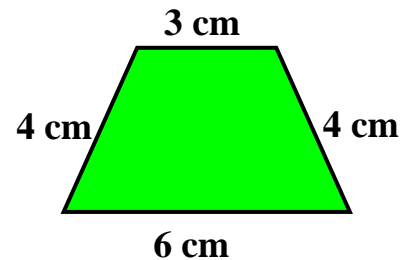
# perimeter



$$\begin{aligned}\text{Perimeter} &= 4\text{cm} + 6\text{cm} + 4\text{cm} + 3\text{cm} \\ &= 17\text{cm}\end{aligned}$$

---

# perimeter



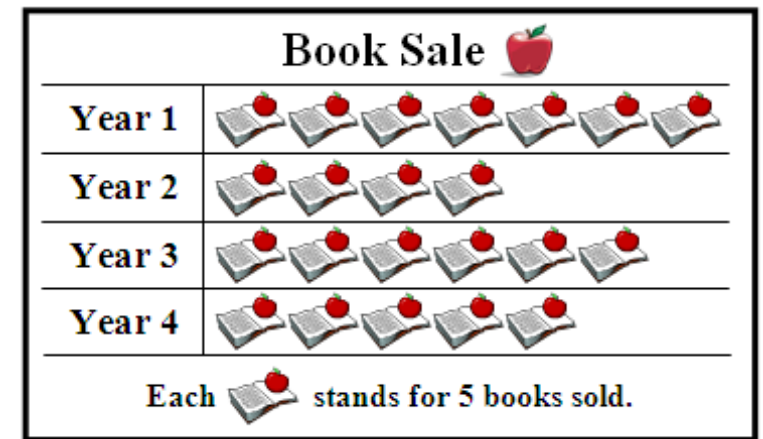
$$\begin{aligned}\text{Perimeter} &= 4\text{cm} + 6\text{cm} + 4\text{cm} + 3\text{cm} \\ &= 17\text{cm}\end{aligned}$$

The distance around a figure.

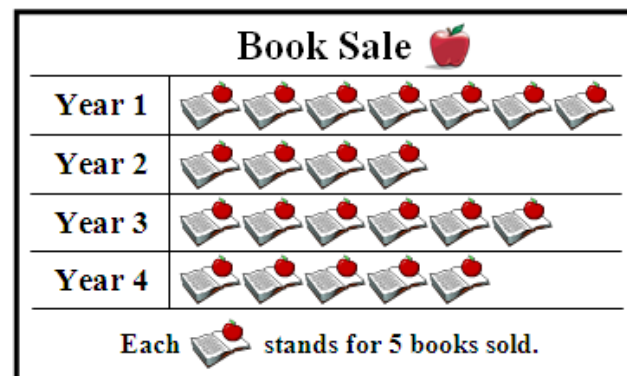


# picture graph

## picture graph



## picture graph



A graph that uses pictures or symbols to show data.

# place value

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## place value

| MILLIONS         |              |          | THOUSANDS         |               |           | ONES     |      |      |
|------------------|--------------|----------|-------------------|---------------|-----------|----------|------|------|
| hundred millions | ten millions | millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
| 7                | 4            | 5        | 3                 | 0             | 9         | 2        | 8    | 1    |

## place value

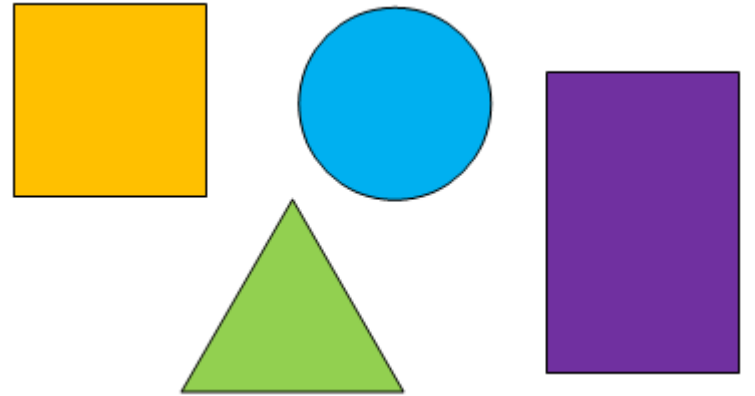
| MILLIONS         |              |          | THOUSANDS         |               |           | ONES     |      |      |
|------------------|--------------|----------|-------------------|---------------|-----------|----------|------|------|
| hundred millions | ten millions | millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones |
| 7                | 4            | 5        | 3                 | 0             | 9         | 2        | 8    | 1    |

The value of the place of a digit in a number.

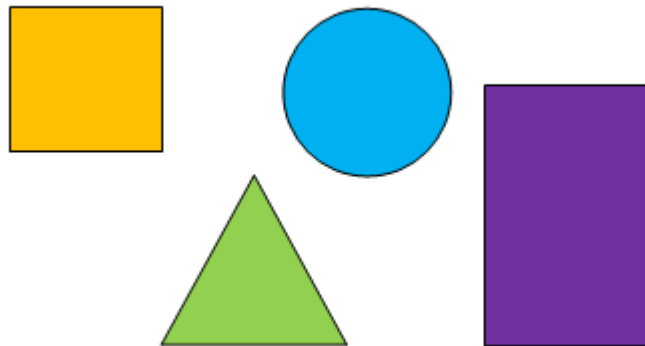
# plane figure

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plane figure







plane  
figure



A two-dimensional figure.

# p.m.

## p.m.

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| 12:00 P.M.<br>noon  | 3:30 P.M.<br>half past 3  | 7:45 P.M.<br>a quarter to 8   | 12:00 A.M.<br>12 midnight   |

## p.m.

|   |  |   |   |
|---|--|---|---|
|  |  |  |  |
| 12:00 P.M.<br>noon  | 3:30 P.M.<br>half past 3   | 7:45 P.M.<br>a quarter to 8   | 12:00 A.M.<br>12 midnight   |

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

# point

---

# point



# point

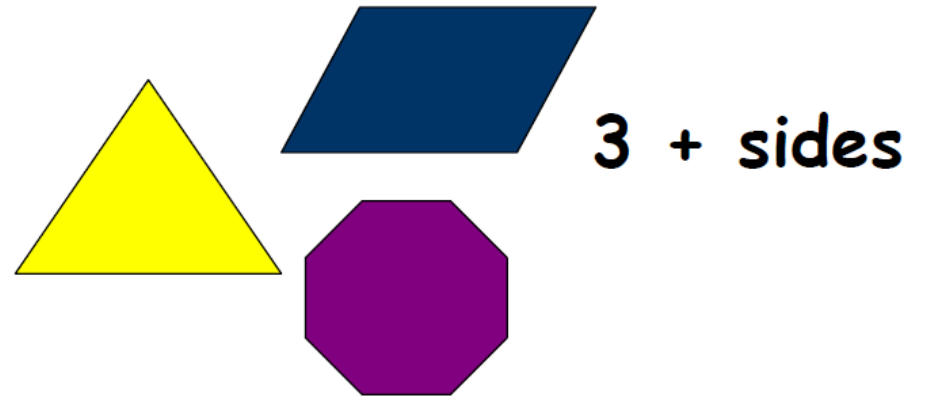


The exact location in space  
represented by a dot.

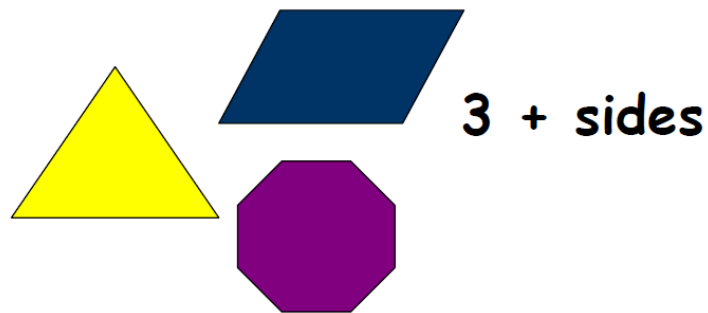
# polygon

---

polygon



polygon




A closed plane figure  
made by line segments.


# product

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## product

$$5 \times 3 = 15$$


## product

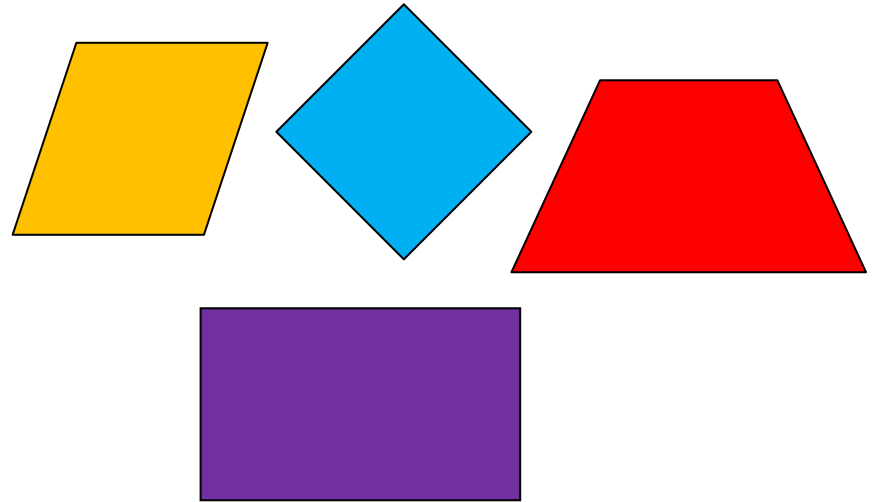
$$5 \times 3 = 15$$


The answer to a  
multiplication problem.

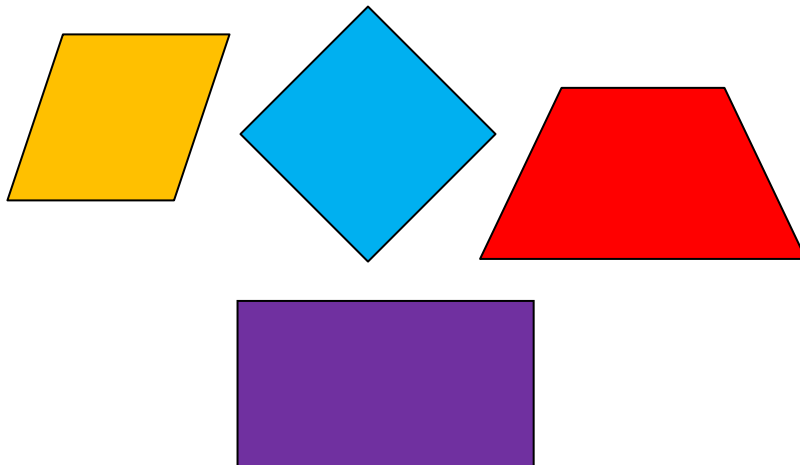
# quadrilateral

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quadrilateral



quadrilateral



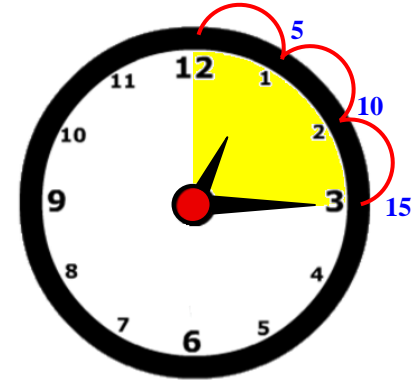
A four sided  
polygon.



# quarter hour

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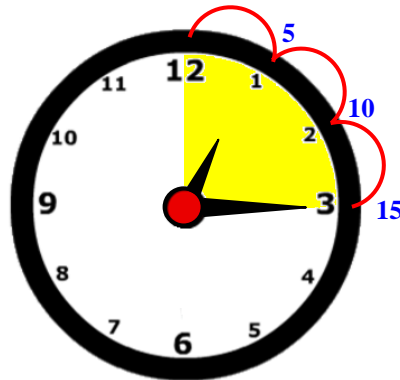
quarter  
hour



15 minutes = 1 quarter hour

---

quarter  
hour



15 minutes = 1 quarter hour

A unit of time  
worth 15 minutes.

# quotient

---

## quotient

$$7 \overline{) 56} \quad \text{8}$$

## quotient

$$7 \overline{) 56} \quad \text{8}$$

The answer to a  
division problem.

# reasonableness

reasonableness

What is the product of  $5 \times 8$ ?

- A. 12      C. 40  
B. 13      D. 58



I know that 5 times any number has a 0 or 5 digit in the ones place.

So, C is the only answer that makes sense.

reasonableness

What is the product of  $5 \times 8$ ?

- A. 12      C. 40  
B. 13      D. 58



I know that 5 times any number has a 0 or 5 digit in the ones place.

So, C is the only answer that makes sense.

An answer that is based on good number sense.

# rectangle

---

## rectangle



## rectangle

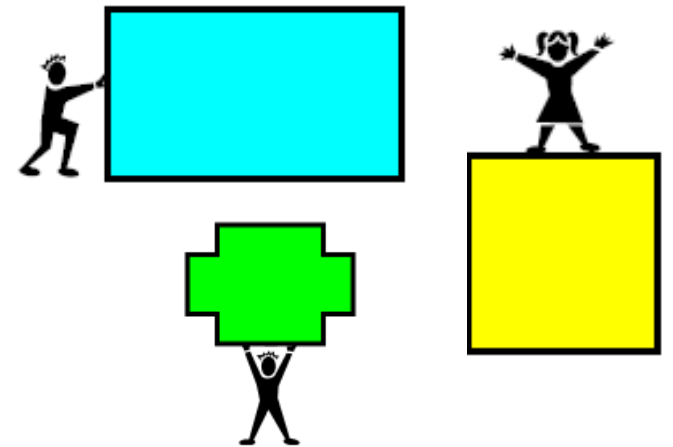


A quadrilateral with two pairs of congruent, parallel sides and four equal angles.

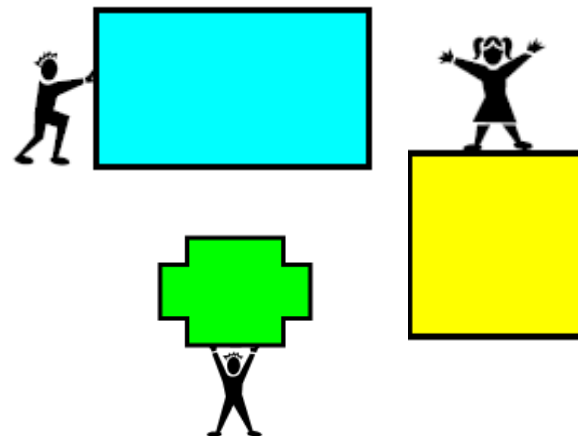
# rectilinear figure

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rectilinear  
figure



rectilinear  
figure



A polygon where  
all angles are right  
angles.

# related facts

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related facts

Related Facts for 3, 5, 8

$3 + 5 = 8 \quad 8 - 5 = 3$

$5 + 3 = 8 \quad 8 - 3 = 5$

related facts

Related Facts for 3, 5, 8

$3 + 5 = 8 \quad 8 - 5 = 3$

$5 + 3 = 8 \quad 8 - 3 = 5$

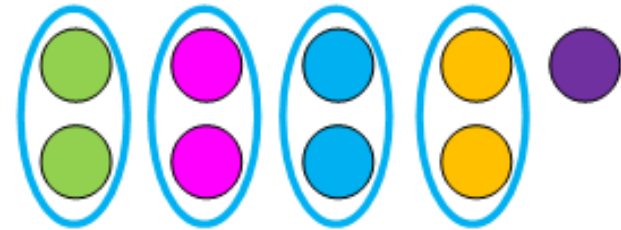
Related addition and subtraction facts or related multiplication and division facts.

Also called *fact family*.

# remainder

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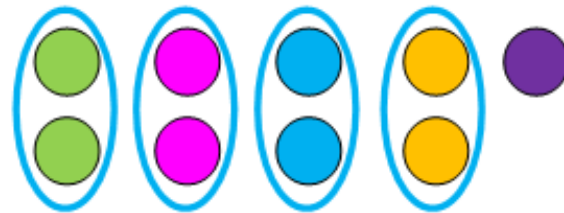
remainder



$$9 \div 4 = 2 \text{ R}1$$

---

remainder



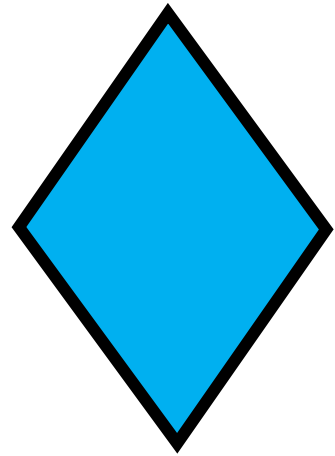
$$9 \div 4 = 2 \text{ R}1$$

In whole number division, when you have divided as far as you can without using decimals, what has not been divided yet is called the remainder.

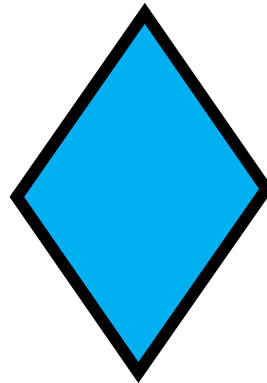
# rhombus

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rhombus



rhombus



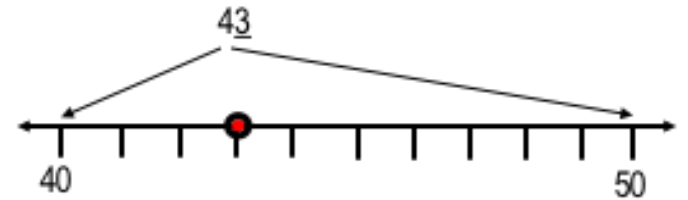
A quadrilateral with all  
four sides equal in  
length.



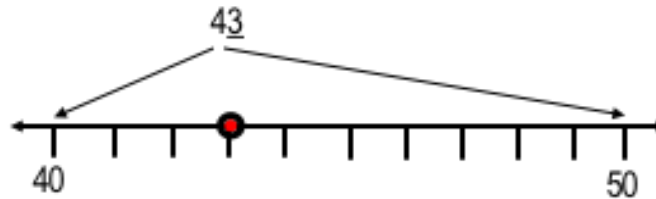
# round a whole number

---

## round a whole number



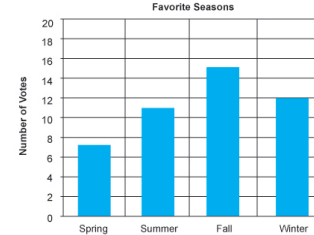
## round a whole number



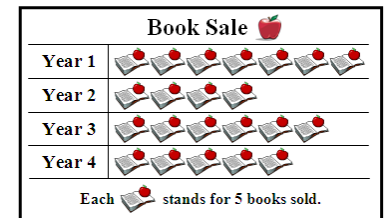
To find the nearest ten, hundred, thousand, (and so on).

# scale (on a graph)

## scale (on a graph)

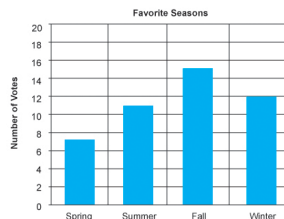


Each square represents 2 votes.

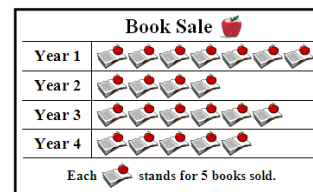


Each picture represents 5 books.

## scale (on a graph)



Each square represents 2 votes.



Each picture represents 5 books.

The numbers that show the units used on a graph.

# sequence

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## sequence

**2, 5, 8, 11, 14, 17...**

## sequence

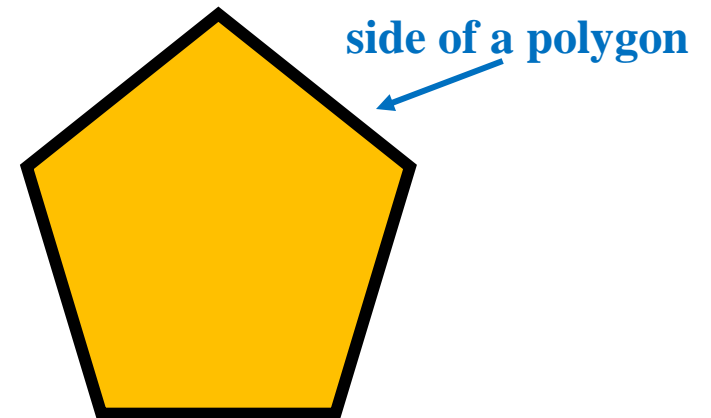
**2, 5, 8, 11, 14, 17...**

A set of numbers  
arranged in a special  
order or pattern.

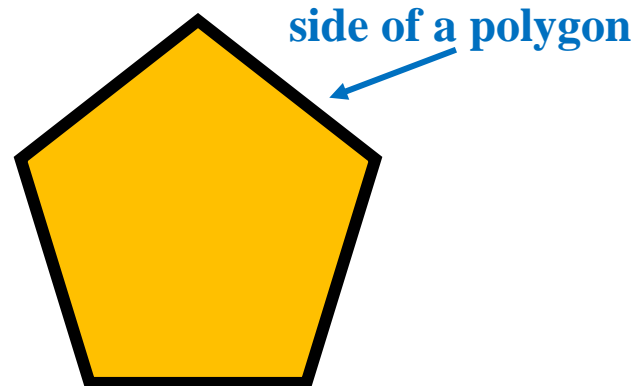
# side of a polygon

---

side of a  
polygon



side of a  
polygon

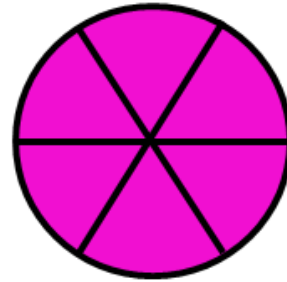


Any of the line  
segments that form a  
polygon.

# sixths

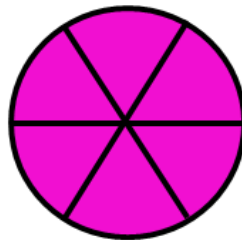
---

## sixths



---

## sixths



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

# square

---

## square



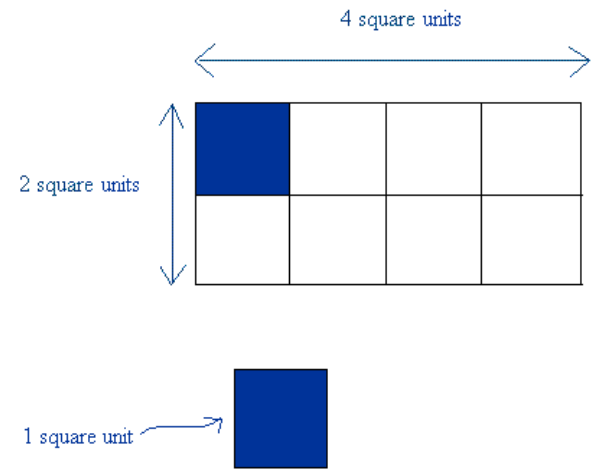
## square



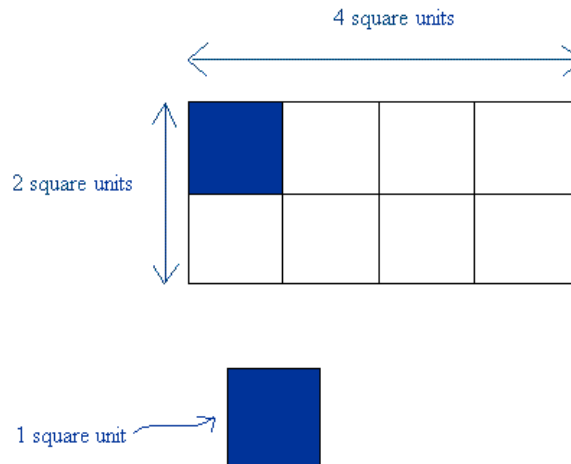
A parallelogram with  
four equal angles AND  
four equal sides.

# square unit

square  
unit



square  
unit



A unit, such as square centimeter or square inch, used to measure area.

# standard form

---

standard  
form

12,345

standard  
form

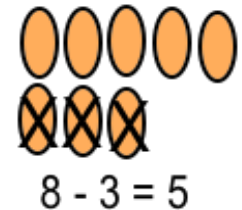
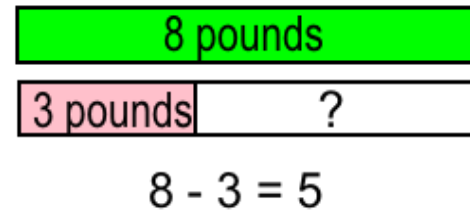
12,345

The common or usual way of writing a number using digits. Also called *base-ten numeral form*.

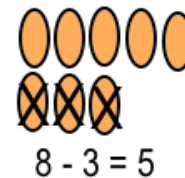
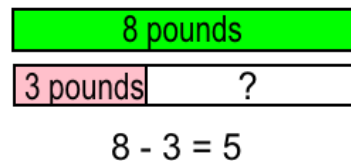


# subtract

subtract



subtract



An operation that gives the difference between two numbers. Subtraction can be used to compare two numbers, or to find out how much is left after some is taken away.

# sum

---

## sum

$$453 + 929 = 1,382$$

sum

---

## sum

$$453 + 929 = 1,382$$

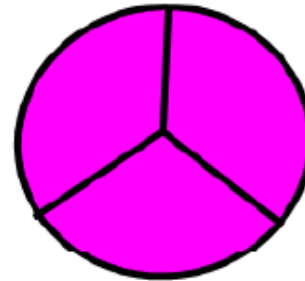
sum

The answer to an  
addition problem.

# thirds

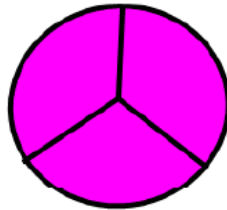
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## thirds



---

## thirds



The parts you get when you divide something into 3 equal parts.

# tiling

tiling



tiling



A pattern of shapes repeated to fill a plane. The shapes do not overlap and there are no gaps.

# time interval

---

**time  
interval**



**time  
interval**

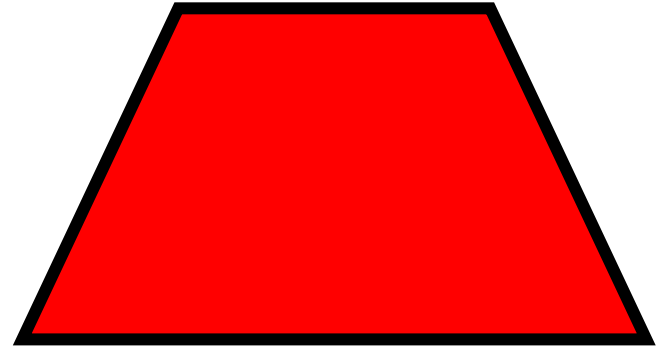


A duration of a  
segment of time.  
(elapsed time)

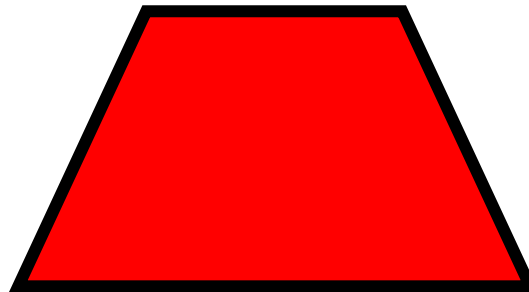
# trapezoid

---

## trapezoid



## trapezoid

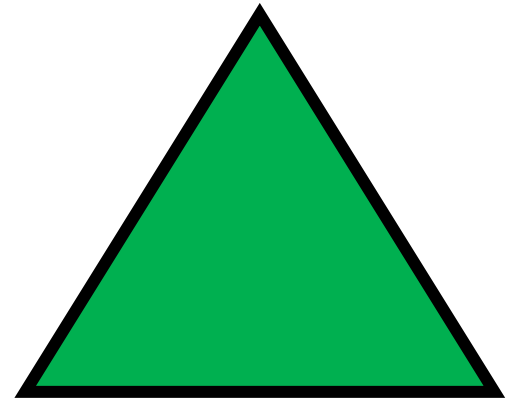


A quadrilateral with one pair of parallel sides and one pair of sides that are not parallel.

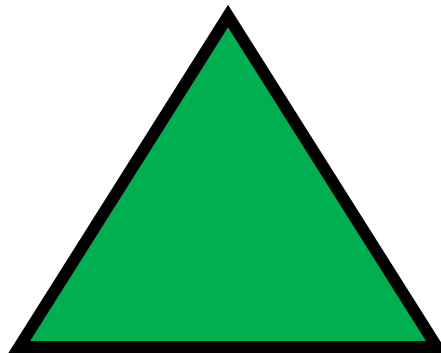
# triangle

---

## triangle



## triangle

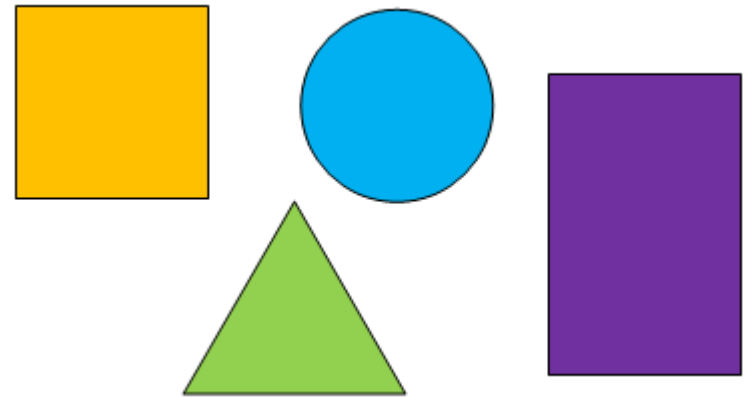


A polygon with  
three sides and three  
angles.

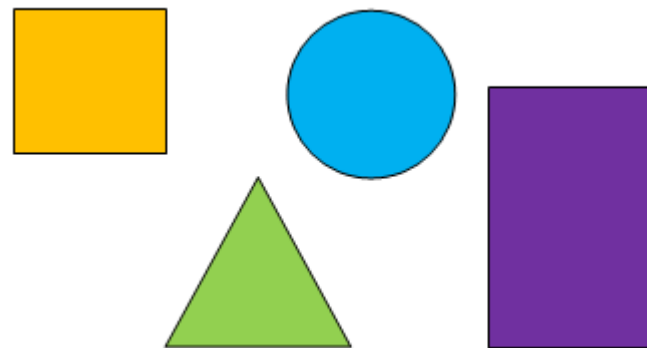
# two-dimensional

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**two-dimensional**



**two-dimensional**



Having length and width. Having area, but not volume. Also called a plane figure.



# unit fraction

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unit fraction

$$\frac{1}{2}$$

unit  
fraction

$$\frac{1}{2}$$

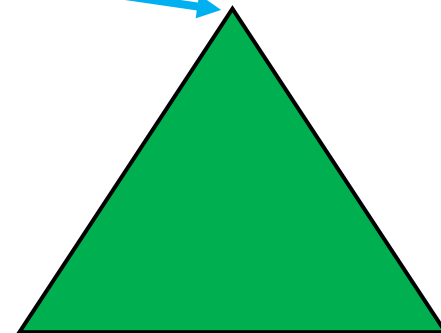
A fraction that has  
1 as its numerator.

# vertex

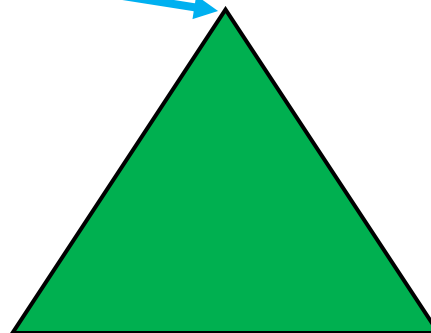
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## vertex

vertex of a polygon



vertex of a polygon



## vertex

A point at which two or more sides of a geometric figure meet.

Vertices is plural of vertex.

# volume

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# volume



liquid volume

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# volume



liquid volume

The number of cubic units  
it takes to fill a figure.

# whole numbers

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whole  
numbers



whole  
numbers



Whole numbers are zero and the counting numbers 1, 2, 3, 4, 5, 6, and so on. If a number has a negative sign, a decimal point, or a part that's a fraction, it is not a whole number.

# word form

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**word form**

**The word form of  
12,345 is  
twelve thousand,  
three hundred forty-five.**

---

**word form**

**The word form of  
12,345 is  
twelve thousand,  
three hundred forty-five.**

A way of using words to write a number. Also called *number names*.

# yard (yd)

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## yard (yd)



***A door is about 1 yard wide.***

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## yard (yd)



***A door is about 1 yard wide.***

A customary unit of  
length.  
1 yard = 3 feet  
or 36 inches.

# Zero Property of Multiplication

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Zero Property of Multiplication

$$8 \times 0 = 0$$

Zero Property of Multiplication

$$8 \times 0 = 0$$

The product of any number and zero is zero.

