

MATH VOCABULARY

OPERATIONS & ALGEBRAIC THINKING	NUMBERS & OPERATIONS - BASE TEN	NUMBERS & OPERATIONS - FRACTIONS	MEASUREMENT & DATA	GEOMETRY
ORDER OF OPERATION PEMDAS  FUNCTION TABLE  PARENTHESES The order of operations is changed in the order of operations. $12 + 4(3) - 6 = 22$	AREA MODEL  NUMBER NAMES TWENTY-THREE, TWENTY-FOUR, TWENTY-FIVE, TWENTY-SIX, TWENTY-SEVEN COMMUTATIVE PROPERTY $3+2=2+3$	FRACTION  DECIMAL FRACTION $.32 = \frac{32}{100}$ MIXED NUMBER $3\frac{1}{4}$ EQUIVALENT FRACTIONS $\frac{1}{2} = \frac{2}{4}$	DATA  CUSTOMARY SYSTEM LENGTH: INCHES, FEET, YARDS METER LENGTH: METERS, KILOMETERS LINE PLOT A graph showing frequency of data points on a line. AREA $A = l \times w$	RECTANGULAR PRISM  RIGHT TRIANGLE  FACE OF SOLID A flat surface of a solid.

102 COMMON CORE ALIGNED WORDS

PLACE VALUE In the base ten system, where a digit is located. THE PLACE OF THE 3 IN 375 IS TENS	DECIMAL FRACTION  A fractional number with a denominator of 10 or a power of 10.	ESTIMATE About how much or how many, close to the exact amount. 1,879 IS ABOUT 2,000
ROUND A NUMBER To find the nearest, ten, hundred, thousand, etc. 1,235 rounded to the nearest TEN would be 1,330	X COORDINATE In an ordered pair, the value that is always written first, below (below left or right). (3,5)	BASE OF AN EXPONENT  The number that is raised to a power.
ORDER OF OPERATION PEMDAS A set of rules that tells the order in which to compute.	AREA MODEL  $7 \times 3 = 21$	DECIMAL A number with one or more digits to the right of a decimal point. 1.83
ASSOCIATIVE PROPERTY $(ax \cdot b) \cdot c = a \cdot (b \cdot c)$ Changing the grouping of 3 or more factors does not change the product.	EQUATION A number sentence with equal amounts on either side of the equals sign. $4+2 = 6$	EVALUATE To find the value of a mathematical expression. $9 \times n = 36$ $n=4$
DISTRIBUTIVE PROPERTY $a(x+b+c) = (ax+b)+(ac+c)$ Multiplying a sum by a number is the same as multiplying each addend by the number and then adding the products.	REMAINDER What is left over after you divide. $53 \div 4 = 12 R 1$	INEQUALITY A mathematical sentence that compares two unequal expressions using the symbols $<$, $>$, or \neq . $(3 \times 2) > (4-3)$
IDENTITY PROPERTY $4 \times 1 = 4$ Any number multiplied by one is that number.	DIVIDEND The number you are dividing. $42 \div 6 = 7$	PRODUCT To get the product, we must multiply. $5 \times 6 = 30$

5th Grade Common Core Math Vocabulary Cards

Paul J. Riccomini, Bradley S. Witzel

5th Grade Common Core Math Vocabulary Cards:

The Everything Parent's Guide to Common Core Math Grades K-5 Jim Brennan,2015-05-08 Take the mystery out of Common Core math The Common Core a new set of national educational standards has been adopted by 45 states across the nation But you may be having a hard time understanding what your kids are bringing home from school If you want to help your children with their homework you need to learn these new methods which focus on critical thinking and conceptual understanding With the help of an experienced math teacher you ll learn What your child will be learning in grades K 5 The multiple new ways to look at math problems The rationale behind the Common Core math standards How to help your child with homework and studying With easy to understand examples problem solving tips and lots of practice exercises The Everything Parent s Guide to Common Core Math Grades K 5 will give you the confidence you need to help your kids meet the mathematical expectations for their grade level and excel at school

Response to Intervention in Math

Paul J. Riccomini,Bradley S. Witzel,2010 Provides educators with instructions on applying response to intervention RTI while teaching and planning curriculum for students with learning disabilities

Explicit Instruction

Anita L. Archer,Charles A. Hughes,2011-02-22 Explicit instruction is systematic direct engaging and success oriented and has been shown to promote achievement for all students This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area The authors are leading experts who provide clear guidelines for identifying key concepts skills and routines to teach designing and delivering effective lessons and giving students opportunities to practice and master new material Sample lesson plans lively examples and reproducible checklists and teacher worksheets enhance the utility of the volume Purchasers can also download and print the reproducible materials for repeated use Video clips demonstrating the approach in real classrooms are available at the authors website www.explicitinstruction.org See also related DVDs from Anita Archer Golden Principles of Explicit Instruction Active Participation Getting Them All Engaged Elementary Level and Active Participation Getting Them All Engaged Secondary Level

Common Core Vocabulary Cards Velerion Damarke,2014-07-28 Common Core Vocabulary Cards is a stand alone set of over 3000 Vocabulary Cards that can also be used in conjunction with other Common Core programs including Common Core Assessment Templates They are arranged by grade level K 8 and by subject area Math ELA These 18 sets of cards feature key vocabulary terms and skills that are expected of students across the nation at their particular grade level as per the Common Core State Standards Brought to you by www.commoncoreassessments.com

Strategies for Developing Higher-Order Thinking Skills Levels 3-5 Wendy Conklin,2012-02-01 Help your students become 21st century thinkers This resource provides teachers with strategies to build every student s mastery of high level thinking skills promote active learning and encourage students to analyze evaluate and create

The Software Encyclopedia 2000

Bowker Editorial Staff,2000-05 *Strategies for Developing Higher-Order Thinking Skills* Wendy Conklin,2012-02 Help your students become

21st century thinkers This resource provides teachers with strategies to build every student's mastery of high level thinking skills promote active learning and encourage students to analyze evaluate and create In It Together Debbie Zacarian, Michael Silverstone, 2015-02-17 Harness the power of teacher student school family and community partnerships to promote student success Teaching effectively in diverse classrooms has become more complex than ever The authors of this practical compelling and inspiring book propose that understanding the spheres of influence that connect students with teachers peers family members and the broader community significantly increases the odds that every student will succeed in school In clear practitioner friendly language with examples from an inspiring range of K 12 educators the authors explore how tapping into the rich resources of teachers students families the school community and the community at large can make the work of learning more successful for all involved Richly detailed vignettes and concrete evidence based strategies help you systematically Build coalitions of support around learning and engagement Develop positive relationships with students their families and their communities Foster positive reciprocal partnerships Promote peer to peer relationship building Support students and families from marginalized populations Learn to draw from the rich resources found within your learning community to build bridges to academic success for all learners This comprehensive book shows you how Building meaningful relationships in education can be difficult particularly when the parties involved are different from one another in identity experience and other ways As a result although in principle collaborations and partnerships in education are universally lauded in practice they are often ignored What we need are examples of partnerships that work In it Together by Debbie Zacarian and Michael Silverstone suggests productive ways to work with learn from and form authentic relationships with diverse communities Combining their abundant experience in classrooms and schools and using examples from caring teachers in diverse classrooms the authors demonstrate what it means to really be in it together Teachers administrators and everyone who cares about the future of education in a diverse society will benefit from the strategies they suggest Sonia Nieto Professor Emerita University of Massachusetts **Instructor**, 1980 *El-Hi Textbooks and Serials in Print*, 2006

Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities Diane M. Browder, Fred Spooner, 2006 Going beyond functional and access skills this groundbreaking text shows educators how to make the general curriculum accessible and help students progress in academic content areas *Subject Guide to Books in Print*, 1984

Index to Media and Materials for the Mentally Retarded, Specific Learning Disabled, Emotionally Disturbed
National Information Center for Special Education Materials, 1978 *Multimedia and Videodisc Compendium*, 1995
SRA Spelling Nancy Roser, 1999 **Math Advantage, Grade 2** Harcourt Brace Publishing, 1998 **Resources in Education**, 1997 State Mathematics Standards Ralph A. Raimi, Lawrence S. Braden, 1998 **A+**, 1987 **Teacher**, 1978

Unveiling the Magic of Words: A Review of "**5th Grade Common Core Math Vocabulary Cards**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**5th Grade Common Core Math Vocabulary Cards**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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