

Terminology

New or Recently Introduced Terms

- Exponent (how many times a number is to be used in a multiplication sentence)
- Millimeter (a metric unit of length equal to one-thousandth of a meter)
- Thousandths (related to place value)

Familiar Terms and Symbols³

- $>$, $<$, $=$ (greater than, less than, equal to)
- Base ten units (place value units)
- Bundling, making, renaming, changing, regrouping, trading
- Centimeter (cm, a unit of measure equal to one-hundredth of a meter)
- Digit (any of the numbers 0 to 9; e.g., what is the value of the digit in the tens place?)
- Expanded form (e.g., $135 = 1 \times 100 + 3 \times 10 + 5 \times 1$)
- Hundredths (as related to place value)
- Number line (a line marked with numbers at evenly spaced intervals)
- Number sentence (e.g., $4 + 3 = 7$)
- Place value (the numerical value that a digit has by virtue of its position in a number)
- Standard form (a number written in the format: 135)
- Tenths (as related to place value)
- Unbundling, breaking, renaming, changing, regrouping, trading
- Unit form (e.g., $3.21 = 3 \text{ ones } 2 \text{ tenths } 1 \text{ hundredth}$)
- Word form (e.g., one hundred thirty-five)

Suggested Tools and Representations

- Number lines (a variety of templates, including a large one for the back wall of the classroom)
- Place value charts (at least one per student for an insert in their personal board)
- Place value disks



NOTES ON EXPRESSION, EQUATION, AND NUMBER SENTENCE:

Please note the descriptions for the following terms, which are frequently misused.

- **Expression:** A number, or any combination of sums, differences, products, or divisions of numbers that evaluates to a number (e.g., $3 + 4$, 8×3 , $15 \div 3$ as distinct from an equation or number sentence).
- **Equation:** A statement that two expressions are equal (e.g., $3 \times \underline{\quad} = 12$, $5 \times b = 20$, $3 + 2 = 5$).
- **Number sentence** (also addition, subtraction, multiplication, or division sentence): An equation or inequality for which both expressions are numerical and can be evaluated to a single number (e.g., $4 + 3 = 6 + 1$, $2 = 2$, $21 > 7 \times 2$, $5 \div 5 = 1$). Number sentences are either true or false (e.g., $4 + 4 < 6 \times 2$ and $21 \div 7 = 4$) and contain no unknowns.

³These are terms and symbols students have used or seen previously.