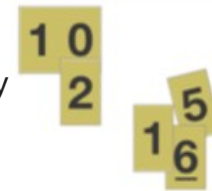


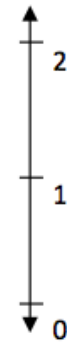
Third Grade Vocabulary for Module 2: Place Value and Problem Solving with Units of Measure

- About (with reference to rounding and estimation, an answer that is not precise)
- Addend (the numbers that are added together in an addition equation, e.g., in $4 + 5$, the numbers 4 and 5 are the addends)
- Analog clock (a clock that is not digital)
- Capacity (the amount of liquid that a particular container can hold)
- Centimeter (cm, unit of measurement)
- Compose (change 10 smaller units for 1 of the next larger unit on the place value chart)
- Continuous (with reference to time as a continuous measurement)
- Divide (e.g., $4 \div 2 = 2$)
- Endpoint (used with rounding on the number line; the numbers that mark the beginning and end of a given interval)
- Estimate (approximation of the value of a quantity or number)
- Gram (g, unit of measure for weight)
- Halfway (with reference to a number line, the midpoint between two numbers, e.g., 5 is halfway between 0 and 10)
- Hide Zero cards (pictured at right)
- Horizontal (with reference to how an equation is written, e.g., $3 + 4 = 7$ is written horizontally)

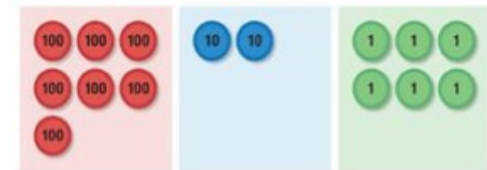


Hide Zero cards

- Interval (time passed or a segment on the number line)
- Kilogram (kg, unit of measure for mass)
- Liquid volume (the space a liquid takes up)
- Liter (L, unit of measure for liquid volume)
- Measure (a quantity representing a weight or liquid volume, or the act of finding the size or amount of something)
- Mental math (calculations performed in one's head, without paper and pencil)
- Meter (m, unit of measurement)
- Meter strip (e.g., meter stick)
- Milliliter (mL, unit of measure for liquid volume)
- Minute (a unit of time)
- Multiply (e.g., $2 \times 2 = 4$)
- Number line (may be vertical or horizontal, vertical number line shown at right)
- Number disks (pictured at right)
- Pan balance
- Place value chart and disks (pictured at right)
- Plot (locate and label a point on a number line)



Vertical number line



Sample place value chart without headings.
Number disks are shown in each column.

- Point (a specific location on the number line)
- Reasonable (with reference to how plausible an answer is, e.g., “Is your answer reasonable?”)
- Rename (regroup units as shown to the right, e.g., when solving with the standard algorithm)
- Round (estimate a number to the nearest 10 or 100 using place value)
- Second (a unit of time)
- Simplifying strategy (transitional strategies that move students toward mental math, e.g., “make ten” to add 7 and 6, $(7 + 3) + 3 = 13$)
- Standard algorithm (traditional methods for solving math problems, as pictured in the examples to the right)
- Tape Diagram (a drawing that looks like a segment of tape, used to illustrate number relationships; see vocabulary from Module 1 for more)
- Ten-frame (pictured at right)
- Unbundle (regroup units, e.g., in the standard algorithm)
- Vertical (with reference to how an equation is written; equations solved using the standard algorithm are typically written vertically)
- (Symbol used to show than an answer is approximate)

$$\begin{array}{r} 56 \text{ mL} \\ + 27 \text{ mL} \\ \hline 83 \text{ mL} \end{array}$$

Vertical standard algorithm with renaming



Ten-frame

$$\begin{array}{r} 7 \text{ } 12 \text{ } 10 \\ 880 \\ - 452 \\ \hline 378 \end{array}$$

Standard algorithm with unbundling