Grade 3 Mathematics
Vocabulary Word Wall Cards

Mathematics vocabulary word wall cards provide a display of mathematics content words and associated visual cues to assist in vocabulary development. The cards should be used as an instructional tool for teachers and then as a reference for all students. The cards are designed for print use only.

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Number Line

0 1 2 3 4 5 6 7 8
Round 1,234 to the nearest ten.
Less Than

$\frac{3}{8} < \frac{6}{10}$
Greater Than

> 8 > 4

\[
\frac{5}{8} > \frac{2}{5}
\]
Equal To

4 = 4

\[
\begin{array}{c}
\frac{6}{9} = \frac{2}{3}
\end{array}
\]
## Place Value Position

<table>
<thead>
<tr>
<th>Hundred Thousands</th>
<th>Ten Thousands</th>
<th>One Thousands</th>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>
Fraction:
Models for one-half and one-fourth

\[ \frac{1}{2} \quad \text{and} \quad \frac{1}{4} \]

[Diagram showing models for \( \frac{1}{2} \) and \( \frac{1}{4} \)]
Fraction:
Models for two-thirds

\[
\begin{array}{c}
\frac{2}{3} \\
\end{array}
\]
Fraction:
Models for five-sixths

\[
\frac{5}{6}
\]
Fraction: Models for three-eighths

\[
\frac{3}{8}
\]
Numerator/ Denominator

**numerator**  
(number of equal parts being considered)

**denominator**  
(number of equal parts in the whole)

The candy bar was divided into 4 equal parts. Three friends ate 3 pieces of the candy bar, so $\frac{3}{4}$ of the candy bar has been eaten.
Proper Fraction:
Fraction less than one
(numerator is less than the denominator)

\[
\frac{3}{8}
\]
Improper Fraction:
Fraction greater than or equal to one
(numerator is equal to or greater than the denominator)

\[
\frac{9}{8}
\]
Mixed Number

1 \frac{6}{10}

whole

fraction
Addition

465 + 124 = 589

sum

plus
Subtraction

465 – 124 = 341

difference

minus
Regroup/Rename

26 is 1 ten and 16 ones

1 ten 16 ones

\[
\begin{array}{c}
\text{26} \\
\text{9} \\
\hline
\text{17}
\end{array}
\]
Multiply

3 \times 4 = 12

\rightarrow

product

\times

times
Multiplication: Set Model

2 x 5
2 groups of 5 soccer balls in each group

5 x 2
5 groups of 2 soccer balls in each group
Multiplication: Array Model
(an arrangement of objects in rows and columns)

3 \times 5

5 \times 3

3 \text{ rows of } 5

5 \text{ rows of } 3
Multiplication: Area (array) Model

12 x 5

\[
\begin{align*}
5 \\
2 \\
10
\end{align*}
\]

\[
\begin{align*}
10 \times 5 &= 50 \\
+ 2 \times 5 &= 10 \\
60
\end{align*}
\]

12 x 5 = 50
Multiplication: Number Line Model

$4 \times 3$

$4 \times 3 = 12$
Divide

\[
\begin{array}{c}
4)12 \\
\hline
3
\end{array}
\]

\[12 \div 4 = 3\]

quotient

\[\div\]

divided by
Division: Array Model

15 candies – if each friend is given 3, there is enough to share with 5 friends.

15 candies to be shared among 3 friends means each friend will receive 5 candies.
Division:  
Number Line  

$15 \div 3 = 5$

The race is 15 miles long. If each team member will run 3 miles, 5 team members will be needed.
Related Facts:
Addition /Subtraction

\[5 + 1 = 6\]
\[1 + 5 = 6\]
\[6 - 1 = 5\]
\[6 - 5 = 1\]
Related Facts:
Multiplication/Division

2 x 3 = 6
3 x 2 = 6
6 ÷ 3 = 2
6 ÷ 2 = 3
Equation:
Number Sentence

\[ 8 = 3 + 5 \]
\[ 6 - 2 = 4 \]
\[ 17 + 13 + 9 = 39 \]
\[ 4 \times 3 = 14 - 2 \]
Fraction:
Addition

\[
\begin{array}{c}
\frac{3}{8} \\
+ \frac{4}{8} \\
\hline
\frac{7}{8}
\end{array}
\]
Fraction:
Subtraction

\[
\begin{array}{c}
4 \quad 3 \\
\hline
8 \quad 8
\end{array}
\]
Penny

1¢

one cent

$0.01
Nickel

5¢
five cents
$0.05
Dime

10¢

ten cents

$0.10
Quarter

25¢

twenty-five cents

$0.25
Dollar

$1.00

One hundred cents
Ruler: Centimeter and Inch

one centimeter

0 cm. 1 2 3

one inch

0 in. 1
Cup
Pint
Quart
Gallon
Liter

2 liters

1 liter
**Area:**

**Square Units**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

12 square units
Perimeter: Units

$3 + 4 + 3 + 4 = 14$ units
Clock:
Minutes, One-half Hour, One Hour

digital

30 minutes = one-half hour
60 minutes = 1 hour
24 hours = 1 day

analog
Elapsed Time
amount of time that has passed between two given times

The movie starts at 2:00 p.m. and ends at 5:00 p.m.

The movie is three hours long.
Calendar

24 hours = 1 day
7 days = 1 week
About 30 days = 1 month
$365\frac{1}{4}$ days = 1 year
12 months = 1 year
Thermometer

temperature

degrees °

Fahrenheit

Celsius
Plane Figures

- rectangle
- triangle
- circle
- square
Polygons:
Triangles
Polygons:
Quadrilaterals
Polygons:
Pentagon, Hexagon, Heptagon, and Octagon

Pentagon

Hexagon

Heptagon

Octagon
Polygons: Nonagon and Decagon
Subdivide
Combine
Rectangle: Right Angle

right angle
Square:
Right Angle

right angle
Triangle: Side and Vertex

side vertex
Congruent

same shape and size
Noncongruent
Line Segment
Point
Angle
Line

A             B
Ray
Bar Graph

Our Favorite Ice Cream

Kinds of Ice Cream

Chocolate | Vanilla | Strawberry | Chocolate Chip | Cookie Dough

Number of Students

0 2 4 6 8 10

Chocolate | Vanilla | Strawberry | Chocolate Chip | Cookie Dough
Pictograph

Our Favorite Pets

<table>
<thead>
<tr>
<th>Cat</th>
<th>Dog</th>
<th>Horse</th>
<th>Fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>☺️</td>
<td>☀️</td>
<td>☀️</td>
<td>☀️</td>
</tr>
</tbody>
</table>

☀️ = 2 students
Certain

is certain
Likely

is likely
Unlikely

is unlikely
Equally Likely

and □ are equally likely
Impossible

is impossible
Equal

\[
\begin{align*}
2 + 9 &= 9 + 2 \\
13 - 4 &= 12 - 3 \\
3 \times 4 &= 1 \times 12
\end{align*}
\]
Not Equal

5 + 6 ≠ 4 + 8
9 − 4 ≠ 3 × 3
5 × 7 ≠ 35 + 5
Pattern:
Growing patterns and Input/Output table

3, 5, 7, 9, _, 13, _

Input | Output
-----|-------
 4   |  8
 5   |  9
 8   |   _
 9   |   _

Rule: Add 4
Expression

a representation of a quantity

5
4 + 3
8 − 2
2 × 7
Calculator