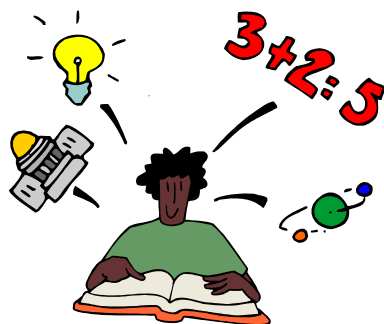


# Fifth Grade Mathematics Vocabulary

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## Composite Numbers

Number

4

6

8

9



Factors

1, 2, 4

1, 2, 3, 6

1, 2, 4, 8

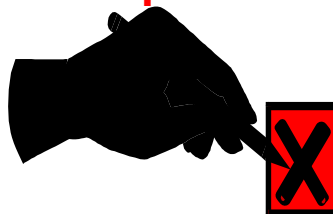
1, 3, 9

## Not Composite Numbers

Number

2

3



Factors

1, 2

1, 3

a whole number having  
more than two factors

# composite

What is the **G**reatest **C**ommon **F**actor  
of **18** and **30**?

**18**: 1, 2, 3, **6**, 9, 18

**30**: 1, 2, 3, 5, **6**, 10, 15, 30

**6** is the **GCF** of **18** and **30**

the **greatest factor** that two or more  
numbers have in common

**greatest  
common factor**

What is the **Least Common Multiple**  
of **6** and **9**?

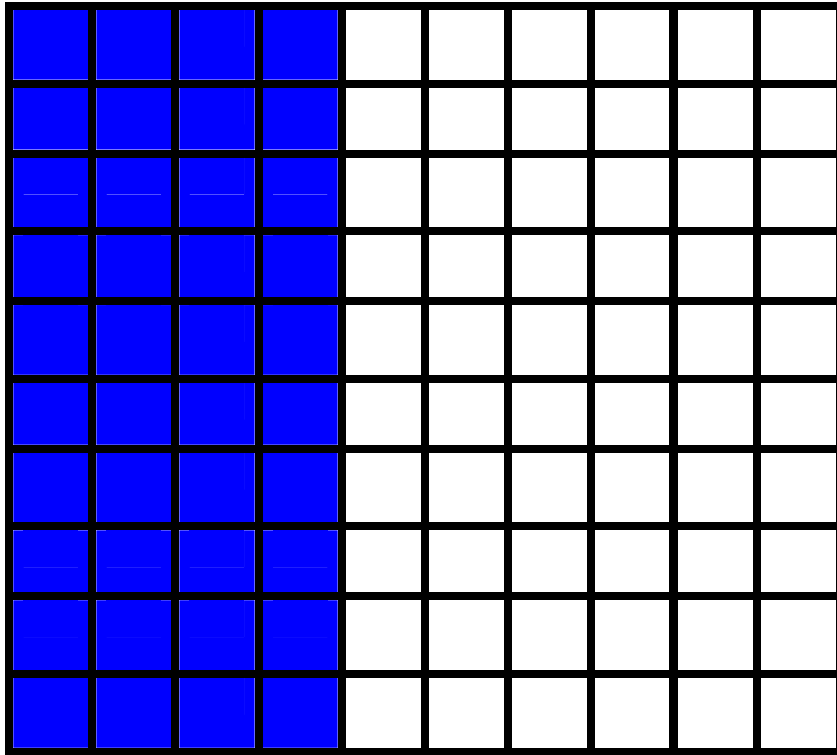
multiples of <b>6</b>	6	12	<b>18</b>	24	30	36
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multiples of <b>9</b>	<b>9</b>	<b>18</b>	27	36	45	54
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The **LCM** of **6** and **9** is **18**

the smallest number, other than zero, that  
is a **common multiple** of two or more  
numbers

**least common  
multiple**



$$\frac{40}{100} = 40\%$$

40 % of the  
boxes are  
shaded

the ratio of a number to 100

# percent

# Prime

Number

2

3

5



Factors

1, 2

1, 3,

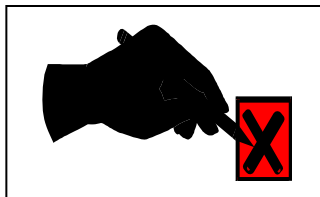
1, 5

# Not Prime

Number

4

6



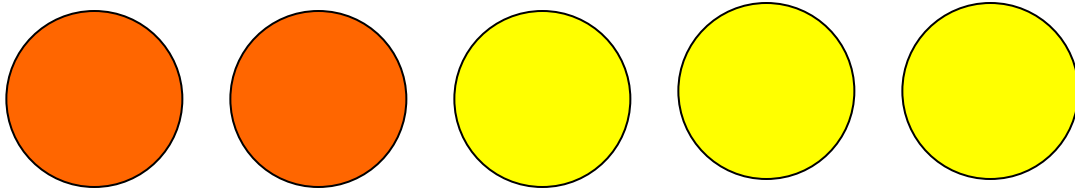
Factors

1, 2, 4

1, 2, 3, 6

a whole number greater than 1 that has exactly two factors, one and itself

# prime



Compare:	Ratio:	Type of Ratio:
red counters to all counters	2 to 5	part to whole
all counters to red counters	5 to 2	whole to part
red counters to yellow counters	2 to 3	part to part

the comparison of two numbers by division

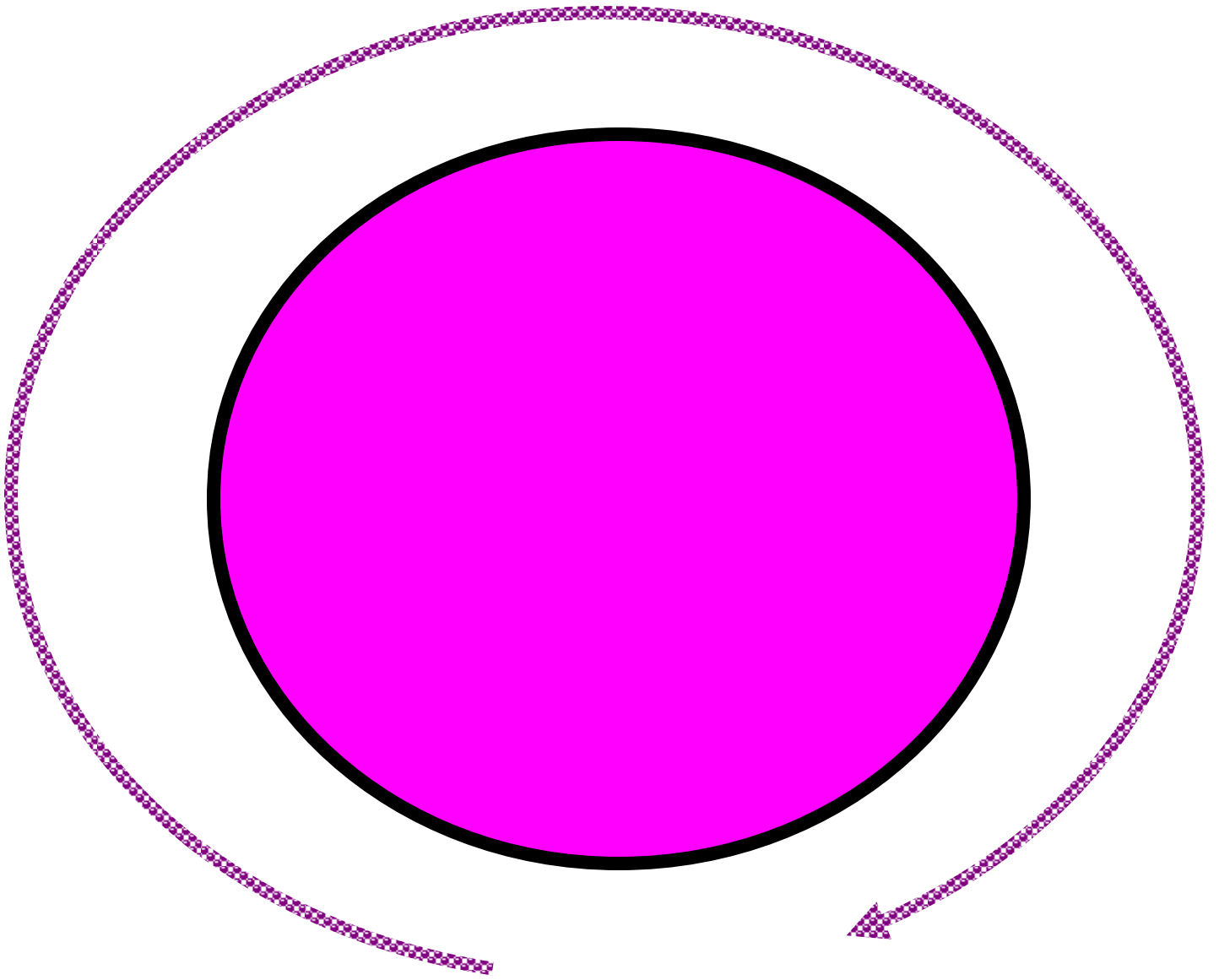
# ratio

$$10 \overline{) 2,450}$$

A number is  
divisible by 10 if  
it ends in a 0

special tests to determine if a  
particular integer (positive and  
negative whole numbers and 0) is  
a factor of a given number

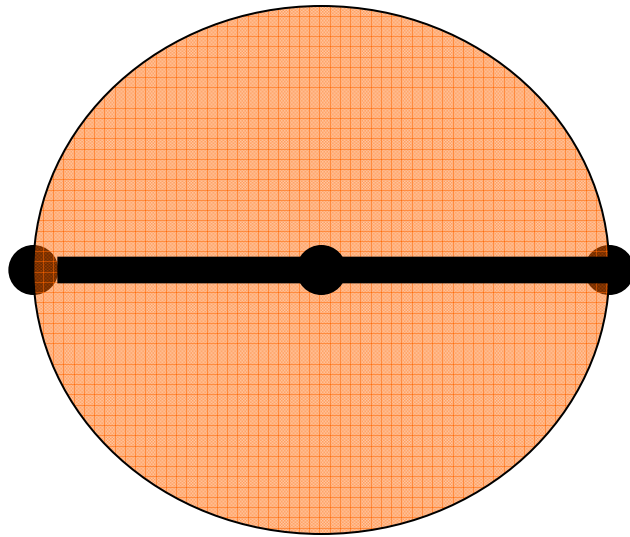
# rules of divisibility



the distance around a circle

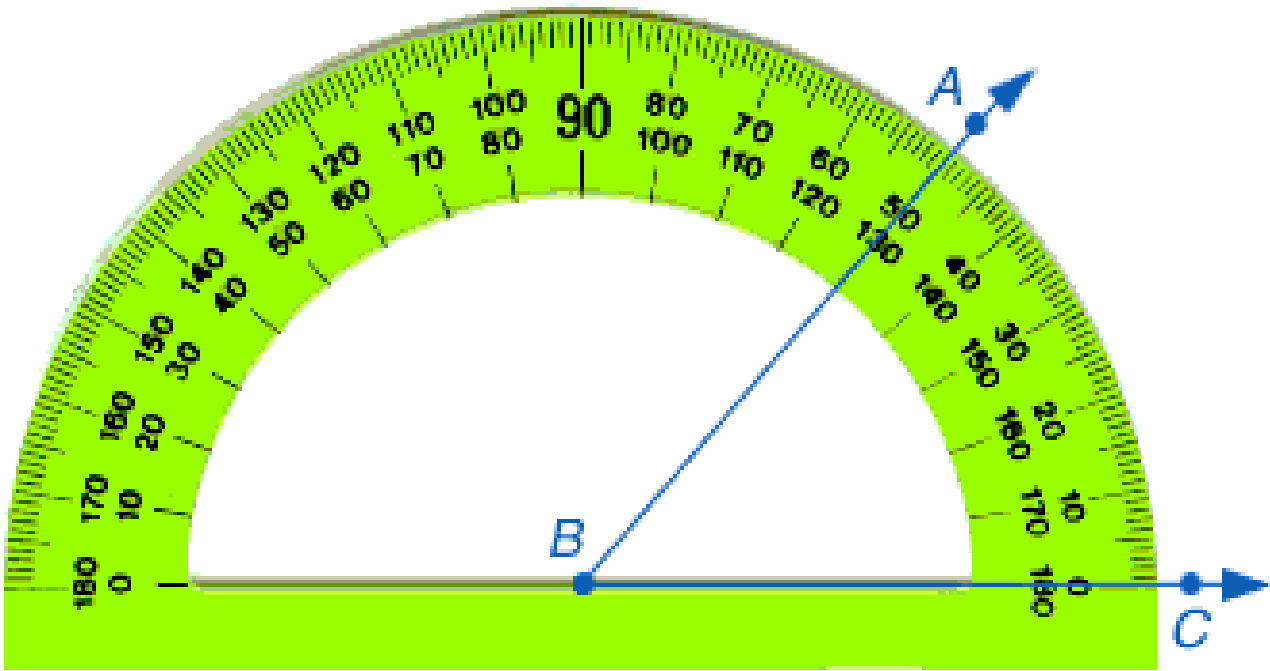
circumference

construct



a line segments that  
passes through a circle  
and has its endpoints on  
the circle

# diameter



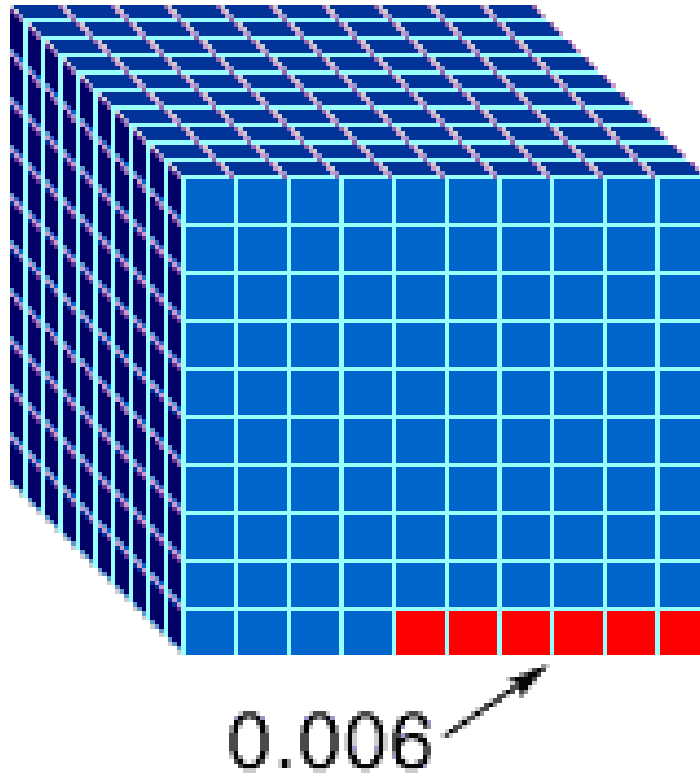
a tool used for measuring  
or drawing angles

protractor

$(5,1)$     $(10,2)$   
 $(15,3)$     $(20,4)$   
 $(25,5)$

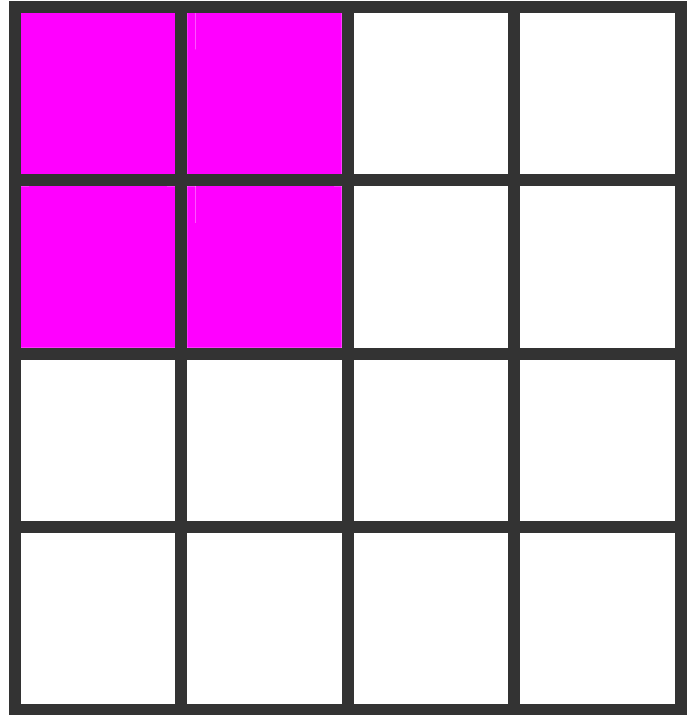
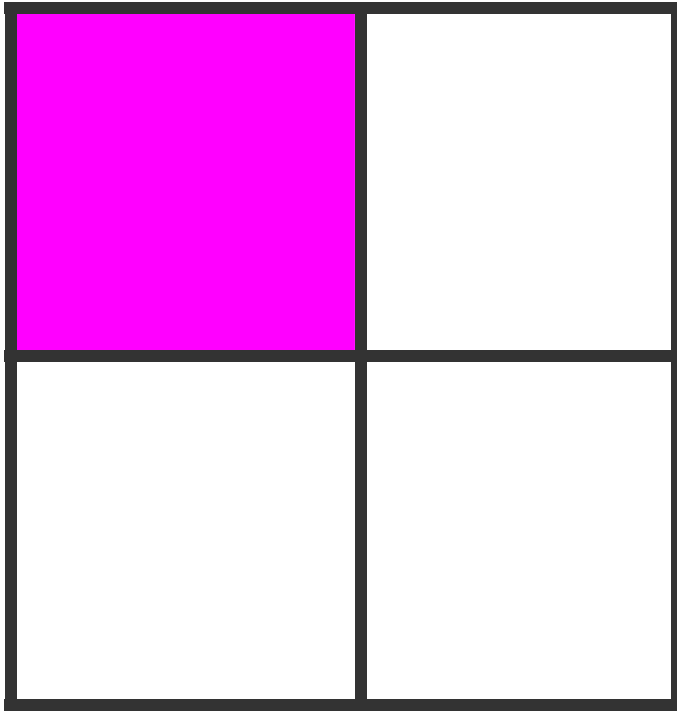
a set of ordered pairs

relationship



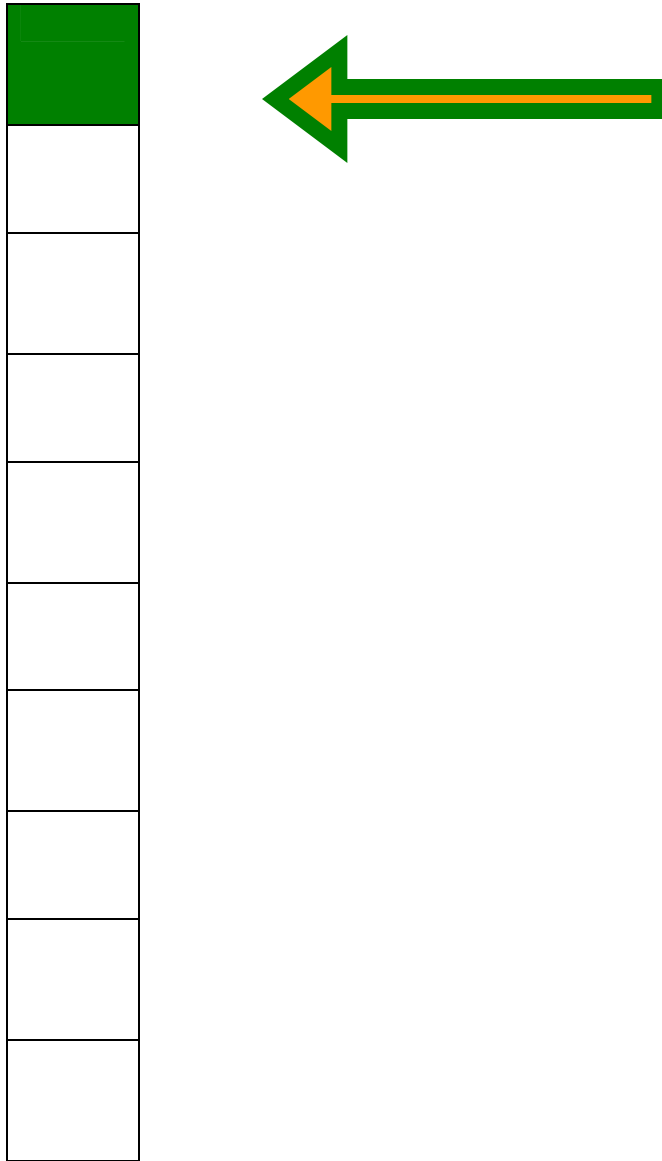
a decimal or fraction that names 1 part  
of 1,000 equal parts

**thousandths**



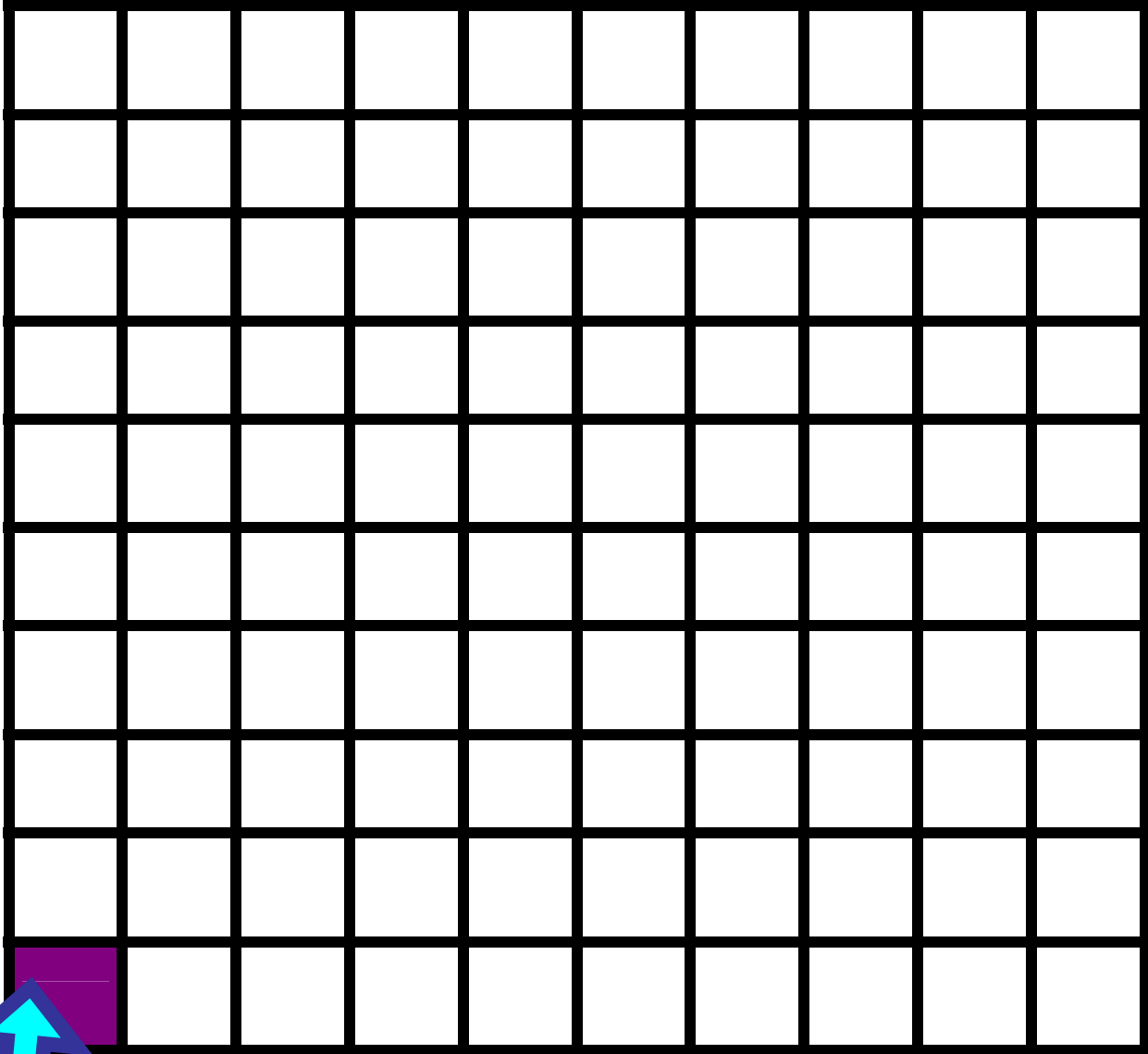
two or more fractions that name  
the same amount

**equivalent  
fraction**



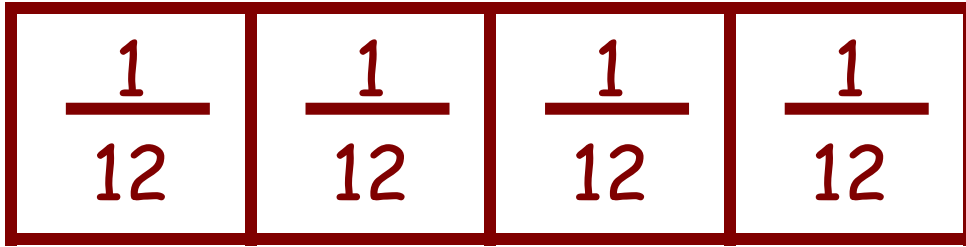
one of ten equal parts

**tenths**

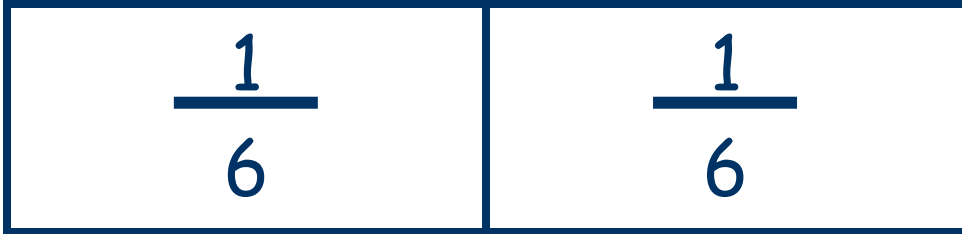


one of one hundred equal parts

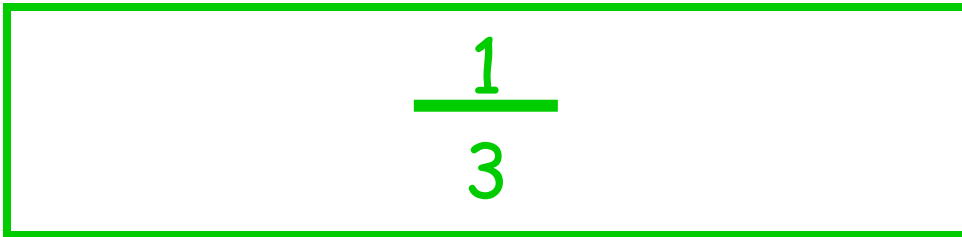
**hundredths**



$$\frac{4}{12}$$



$$\frac{2}{6}$$



$$\frac{1}{3}$$

largest  
fraction  
bar

$\frac{4}{12}$  in simplest form is  $\frac{1}{3}$

when a fraction is modeled with the largest fraction bar or bars possible

# simplest form

$$\frac{6}{8} \xrightarrow{\text{reduces to}} \frac{3}{4}$$

with fractions, to factor out all factors of one so as to make both numerator and denominator "smaller" numbers in absolute value.

# reduce

$$5 \times \{ (42 + 3) + 2 \} =$$

$$5 \times \{ (7) + 2 \} =$$

$$5 \times \{ 49 + 2 \} =$$

$$5 \times \{ 51 \} =$$

to make less complex; to write in fewer terms; to combine like terms; to perform the indicated operation(s); to make easier looking.

# simplify

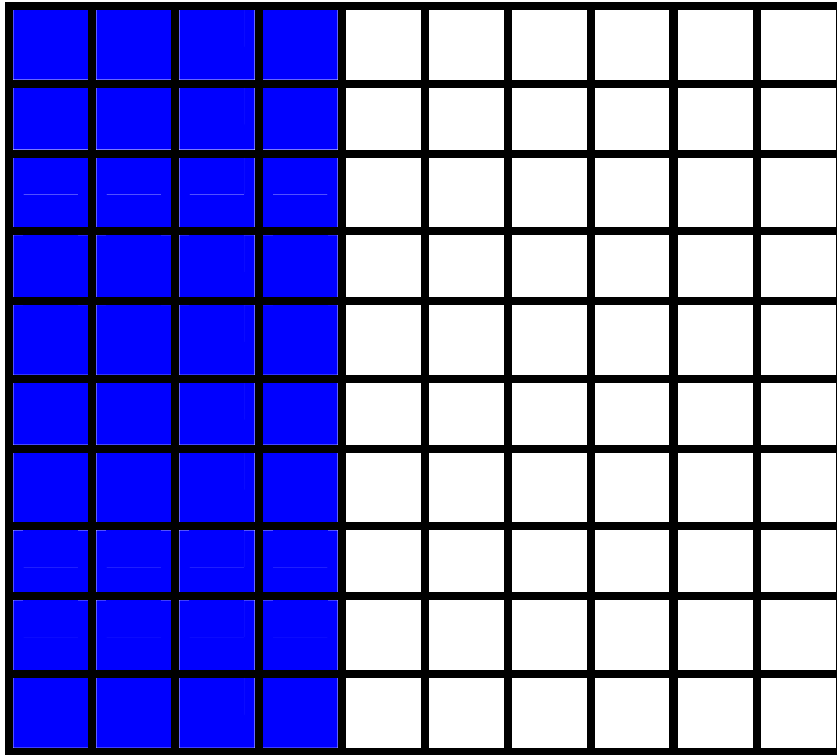
8

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10

a fraction whose **numerator** is  
less than its denominator

**proper  
fraction**



$$\frac{40}{100} = 40\%$$

40 % of the  
boxes are  
shaded

the ratio of a number to 100

# percent

$$5 \times 6$$

a part of a number sentence that combines **numbers** and **operation signs**, but doesn't have an equal sign

# expression

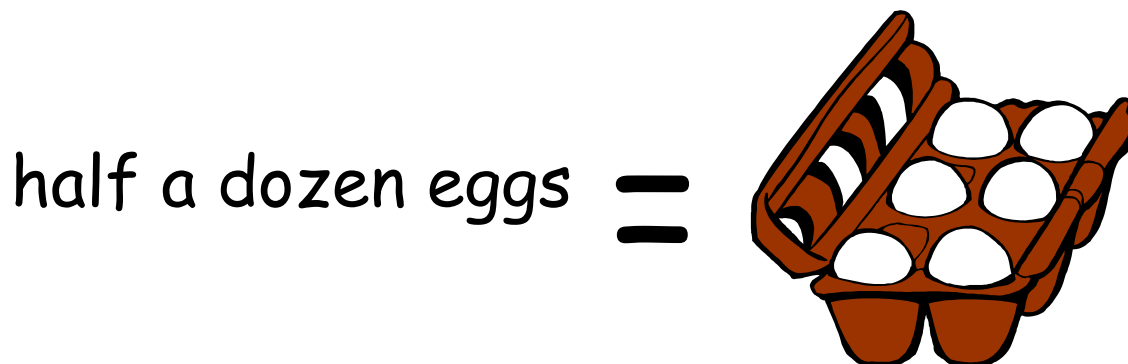
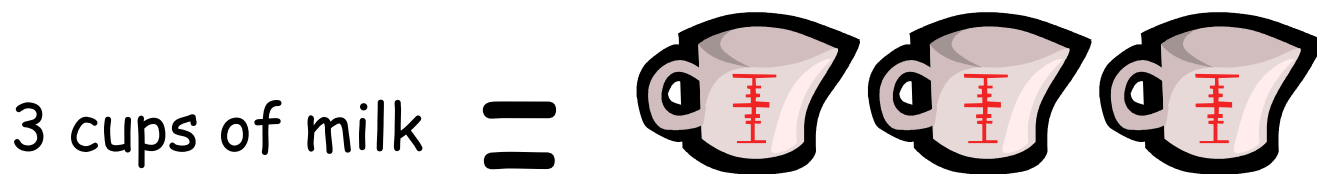
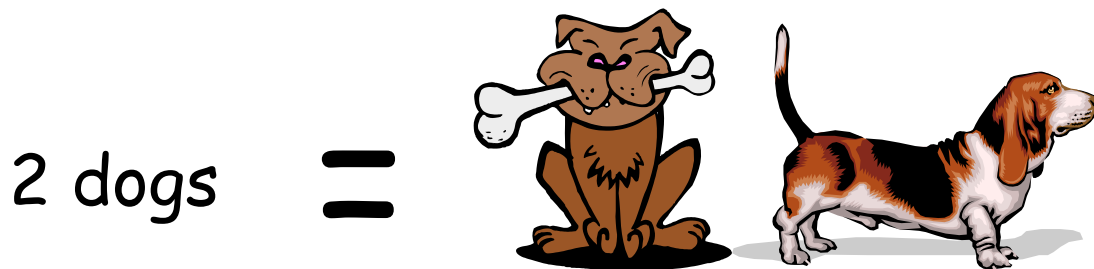
$$3 + 4 = 7$$

$$4 - 3 = 1$$

$$12 + n = 21$$

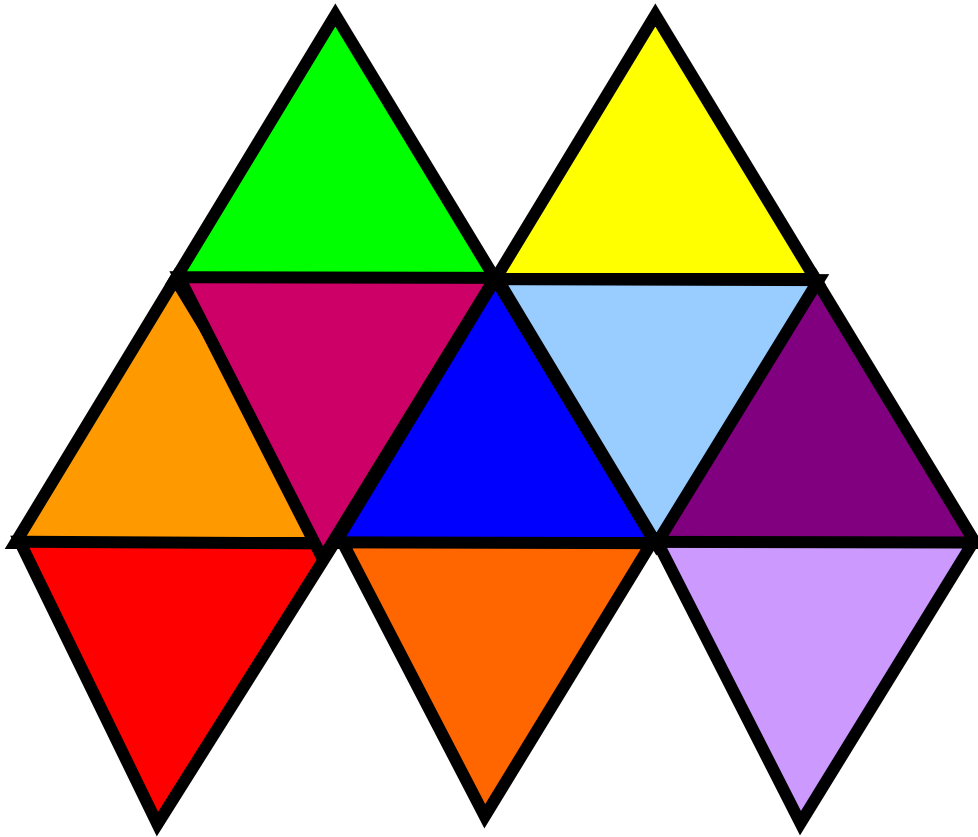
an algebraic or numerical sentence that shows that two quantities are equal

# equation



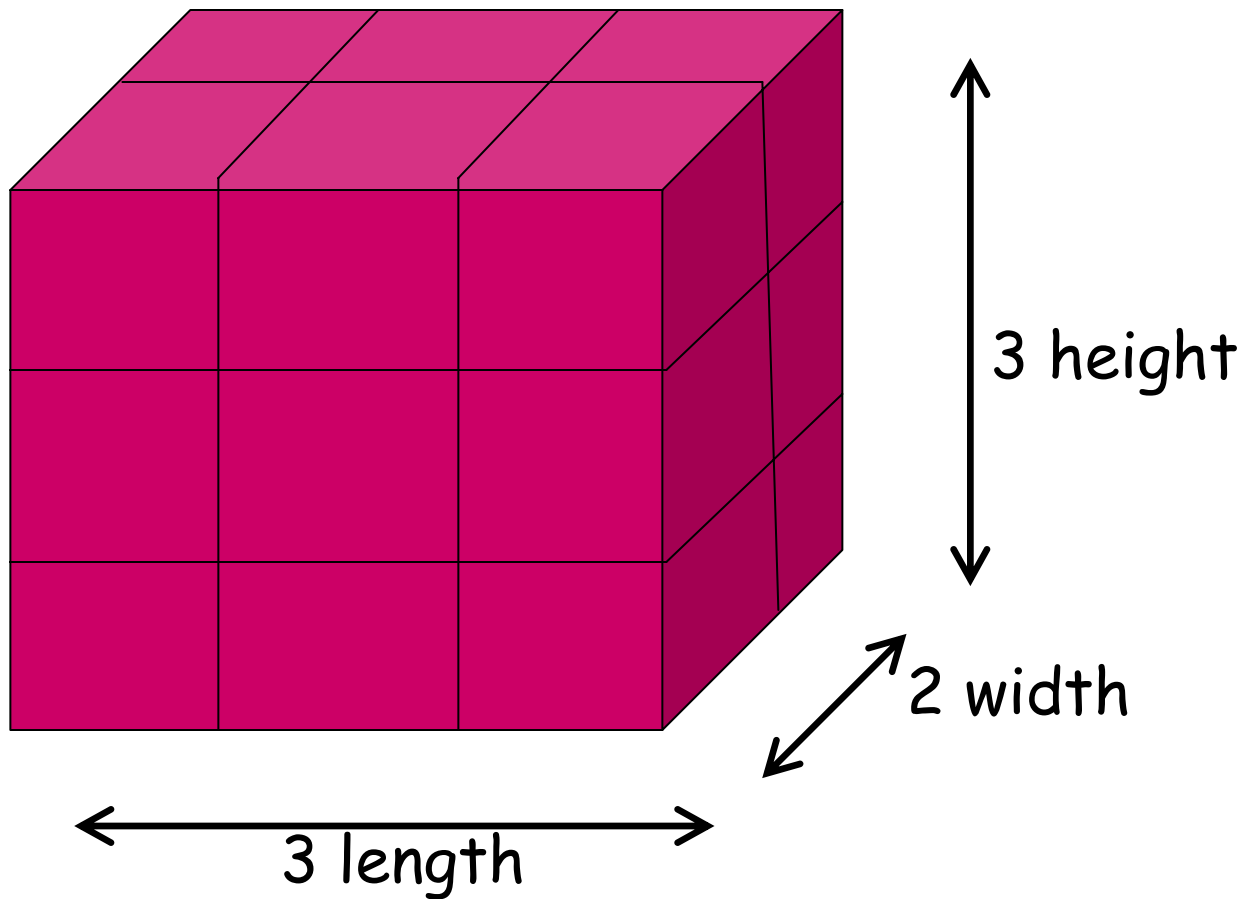
amount or number of something

# quantity



a repeating pattern of closed figures that covers a surface with no gaps and no overlaps

tessellation



the measure of the amount of space a solid figure occupies

# volume



the measure of the amount of space a solid figure occupies

**volume**

Use addition facts to do subtraction.

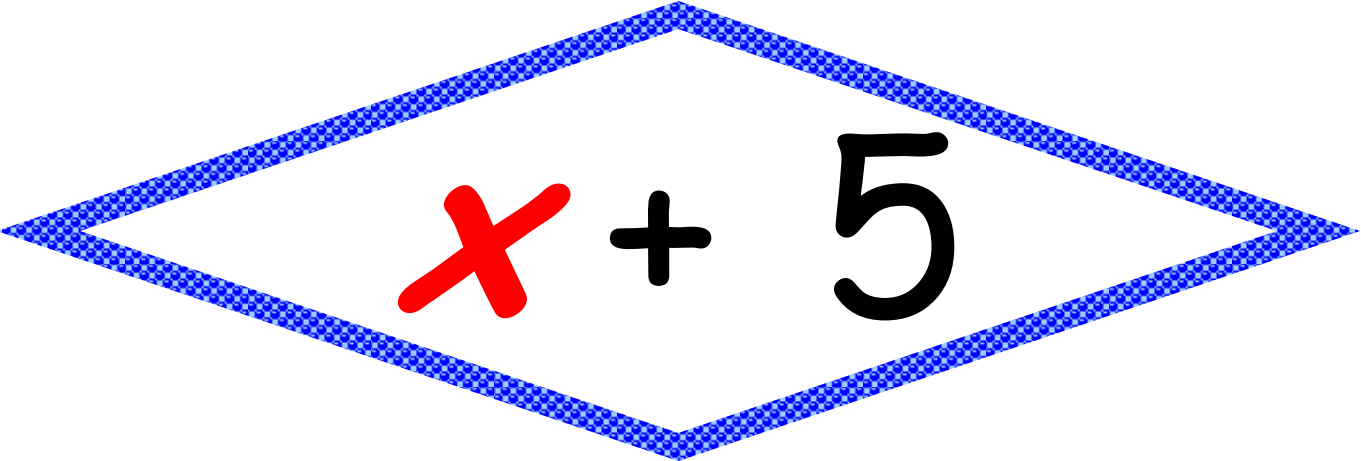
$$6 + 11 = 17$$

so

$$17 - 6 = 11$$

the opposite operation of addition is  
subtraction

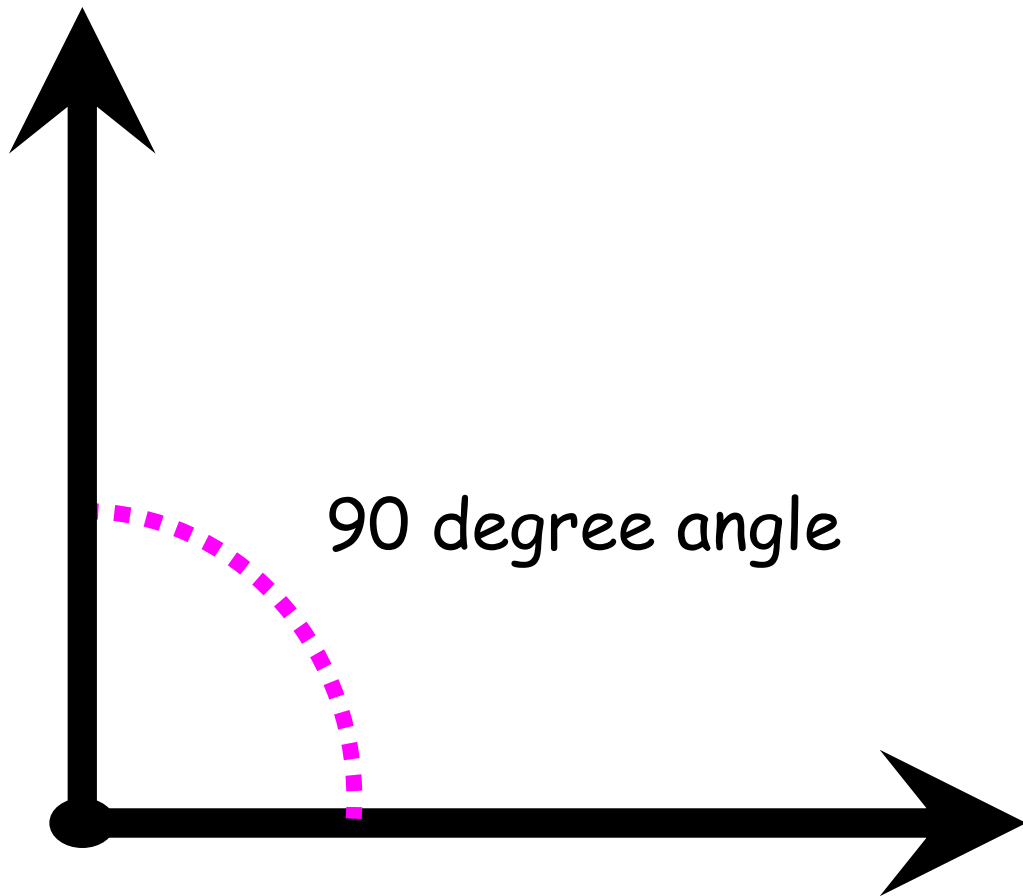
**additive  
inverse**


$$x + 5$$


$$4n \div 6$$

an expression that includes at least  
one **variable**

**algebraic  
expression**



a unit for measuring the size of  
angles

**angle**  
**degrees**

A term used in algebra. To evaluate an expression means to find a numerical value for it or to "work it out".

**evaluate**

$$2x = y$$

a mathematical relationship between  
two values

**function**

$$12 + 0 = 12$$

$$x + 0 = x$$

$$6x + 0 = 6x$$

## FOR ADDITION OR ZERO

adding zero won't change a number  
and when zero is added to a number,  
the result is the number itself

**identity  
property**

$$12 \times 1 = 12$$

$$x \times 1 = x$$

$$6x + 0 = 6x$$

**FOR MULTIPLICATION OR ONE**  
multiplying by one won't change a number  
and when a number is multiplied by 1 the  
result is the number itself

**zero  
property**

0

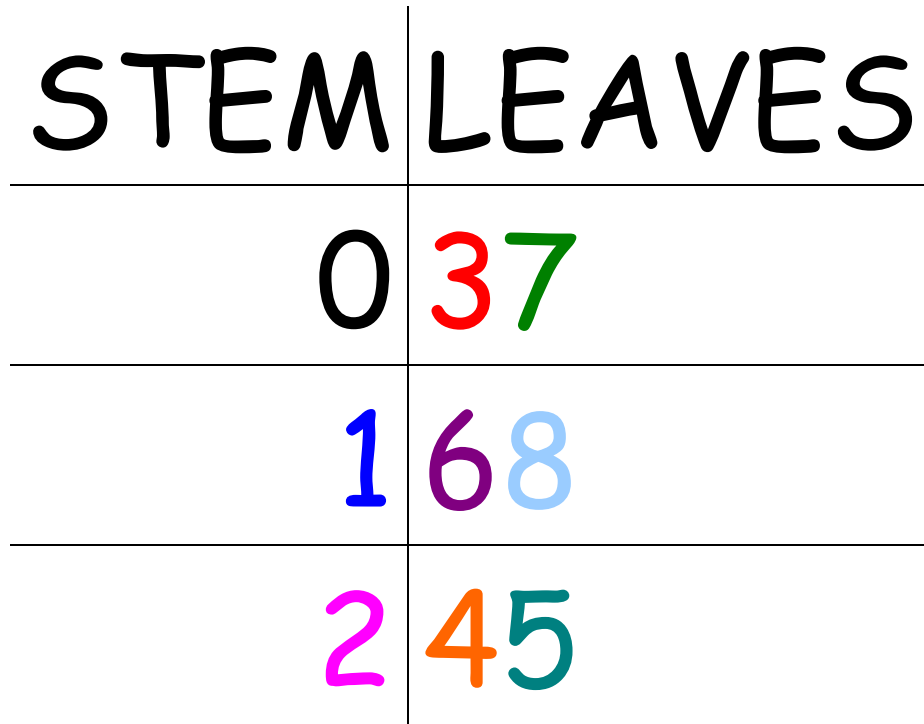
3

-8

Any whole number including positive numbers, negative numbers, and zero

**integers**

Set of data: 3, 7, 16, 18, 24, 25



a data display that shows groups of data arranged by place value

**stem and  
leaf plot**

Use multiplication facts to do division.

$$2 \times 2 = 4$$

so

$$4 \div 2 = 2$$

the opposite operation of  
multiplication is division

**multiplicative  
inverse**