# Vocabulary

Important terms in Unit 1:

**array** An arrangement of objects in a regular pattern, usually rows and columns.

**elapsed time** The difference in two times. For example, between 12:45 P.M. and 1:30 P.M., 45 minutes have elapsed.

**equal groups** Sets with the same number of elements, such as cars with 5 passengers each, rows with 6 chairs each, and boxes containing 100 paper clips each.

**equal-grouping situation** A situation in which a quantity is divided into equal groups. The total and size of each group are known and the number of groups is unknown. For example: How many tables seating 4 people each are needed to seat 28 people?

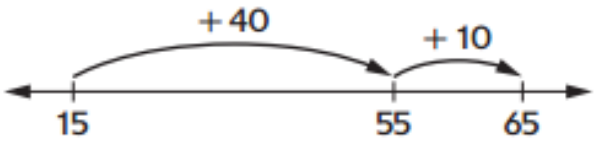
**equal-sharing situation** A situation in which a quantity is shared equally. The total quantity and the number of shares are known, and the size of each share is unknown. For example: There are 12 toys to share equally among 4 children. How many toys will each child get?

**estimate** An answer close to, or approximating, an exact answer.

**mass** A measure of the amount of matter in an object. Mass is not affected by gravity, so it is the same on Earth, the moon, or anywhere else in space. Mass is usually measured in grams, kilograms, and other metric units.

**number grid** A table in which numbers are arranged consecutively, usually in rows of ten. A move from one number to the next within a row is a change of 1; a move from one number to the next within a column is a change of 10.

**open number line** A line on which children can mark points or numbers that are useful for solving problems.




**round** To approximate a number to make it easier to work with or to make it better reflect the precision of the data. For example, to add 37 + 57, one might round 37 to 40 and 57 to 60, add 40 + 60 = 100, and then say that 37 + 57 is a little less than 100.