

**Definitions & Examples of Extended Concepts for Beginning Numbers \* Page 1**  
**( Using existing textbook and teams of students work together to accomplish these tasks! )**  
**( A literacy approach to Math Concepts encourages students to Read, Write, and Talk Math! )**

1. Name the parts for **Addition** then give an **example** with Numbers.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. Name the parts for **Subtraction** then give an **example** with Numbers.

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

3. Name the parts for **Multiplication** then give an **example** with Numbers.

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

4. Name the parts for **Division** then give an **example** with Numbers.

\_\_\_\_\_ / \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ / \_\_\_\_\_ = \_\_\_\_\_

5. Use provided example to illustrate **Addition** as concepts then in words **Define Addition**.

2 + 3 = 5      \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. Use provided example to illustrate **Subtraction** as concepts then in words **Define Subtraction**.

5 - 3 = 2      \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

7. Use provided example to illustrate **Multiplication** as concepts then in words **Define Multiplication**.

5 x 4 = 20      **I want...** \_\_\_\_\_ **Hint: X = OF**

8. Use provided example to illustrate **Division** as concepts then in words **Define Division**.

6 / 3 = 2      **How many...** \_\_\_\_\_ **Hint: Groups**

9. What is the **most widely used** Number System? Why is it the most used? Provide Example?

The most widely used Number System is the \_\_\_\_\_ because \_\_\_\_\_ **Example:** \_\_\_\_\_

10. **Define** the concept of **Place Value** with words! **Illustrate** Place Value **using** this Number = 4372

**Place Value gives ...** **Example:** 4,372 \_\_\_\_\_

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11. **Read** the provided Number then **Provide Words!**

Number: 527,381 \_\_\_\_\_

12. **Write** the provided Number then **Provide Numerals!**

Sixty-two Thousand, Three Hundred Fifty-eight \_\_\_\_\_

13. **Define Expanded Notation** in a simple statement **then** provide an example.

Expanded Notation is...

14. **Define Exponential Notation** in a simple statement **then** provide an example.

Exponential Notation is...

15. **Define Rounding** in a simple statement **then** provide an example.

Rounding is...

16. **Define Estimating** in a simple statement **then** provide an example.

Estimating is...

17. **Define Scientific Notation** in a simple statement **then** provide an example.

Scientific Notation is...

18. **Compare** the provided numbers using  $< = >$ .

302 \_\_\_\_ 189                       $5/8$  \_\_\_\_  $2/3$                        $.3$  \_\_\_\_  $.07$

19. **Compare** the provided numbers using  $< = >$ .

$3/4$  \_\_\_\_  $6/8$                        $.09$  \_\_\_\_  $.85$                       198 \_\_\_\_ 205

20. **Compare** the provided numbers using  $< = >$ .

702 \_\_\_\_ 905                       $.30$  \_\_\_\_  $.35$                        $1/2$  \_\_\_\_  $4/8$

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21. **Rank** the provided examples in **Increasing** Order then Define Increasing Order.

3, 5, 1, 6, 8, 9

22. **Rank** the provided examples in **Decreasing** Order then Define Decreasing Order.

3, 5, 1, 6, 8, 9

22 **Define** a Factor with words **then** provide a simple example from provided number.

24

23 **Define** a Multiple with words **then** provide a simple example from provided number..

48

24 **Define** a Fraction then the parts of a Fraction **and** provide an example to illustrate.

$\frac{2}{3}$

26. **Define** the two types of Fractions **and** provide examples of each type with name.

27. **Define** the concepts of Even **and** Odd Numbers **and** provide a few examples of each.

28. **Define** the concepts of Prime **and** Composite Numbers **and** provide a few examples of each.

29. **Define** the concepts of Finite **and** Infinite numbers **and** provide simple examples of each.

30. **Define Integers** in a simple statement **then** provided examples on a **Number Line**.