# Vocabulary for Module 3:
Place Value, Counting, and Comparison of Numbers to 1,000

- =, <, > (equal, less than, greater than)

- Altogether (e.g., 59 centimeters and 17 centimeters; altogether there are 76 centimeters)

- Base ten numerals (e.g., a thousand is 10 tens, a hundred is 10 ones, starting in Grade 3 a one is 10 tenths, etc.)

- Grouping (putting smaller units together to make a larger one, e.g., putting 10 ones together to make a ten or 10 tens together to make a hundred)

- Expanded form (e.g., 500 + 70 + 6 is 576)

- How many more/less (the difference between quantities)

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- Number bonds (shown below is this pictorial representation of part-whole relationships where smaller numbers, the parts, make up larger numbers, the whole)
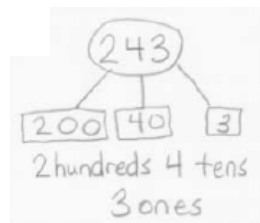
- Number sentence (an equation written with numbers and symbols)

- Place value (the unitary values of the digits in numbers)

  - Ones place (e.g., the 6 in 576; tells how many ones are in a number)

  - Tens place (e.g., the 7 in 576; tells how many tens are in a number)

  - Hundreds place (e.g., the 5 in 576; tells how many hundreds are in a number)

- Standard form (e.g., 576)

- Ten Frames (pictured below is this graphic tool that uses the concept of benchmark numbers, 5 and 10, to develop visual images for each number and understanding of place value)
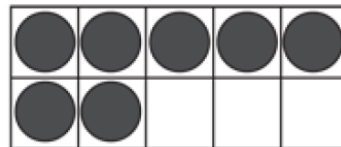
- Unit form counting (unit form counting states the amount of hundreds, tens, and ones in each number, e.g., 11 is stated as 1 ten one)

- Units of ones, tens, hundreds, one thousand (a single one and groups of 10s, 100s, and 1,000)

- Word form (e.g., five hundred seventy-six)