

- even** A number that has 2 as a factor. It will end with 0, 2, 4, 6, or 8.
- odd** A number other than 0 that does not have 2 as a factor. It will end in 1, 3, 5, 7 or 9.  
*Say, "That's an even number because even numbers end with a 0, 2, 4, 6, or 8." or "That's an odd number because odd numbers end with 1, 2, 5, 7, or 9." Point out even or odd ages ("You are ten now - that's an even number.") Count things in pairs, such as shoes or socks, and help your child notice that they will always be even numbers. Look for groups of items and comment on whether they are even or odd. For example, when setting the table, say "Put these three bowls on the table. Three is an odd number."*
- ascending** Going up in position or value.
- descending** Going down in position or value.  
*Stairways, escalators and elevators are all good for using ascending and descending. Use the term ascending instead of going up and descending instead of going down. These terms are also used in music, describing whether the music is going up or down.*
- pattern** In math, a repeated sequence, such as *red, blue, red, blue....* In general conversation, it is anything that is repeated.  
*Use the term pattern when teaching chores, such as "This is the pattern to use when you set the table. Put the plate in the middle, the fork on the left..." You can often substitute the word pattern for the words routine or schedule (if you have a consistent schedule)*
- symmetrical** Something is symmetrical if you can draw a line in it anywhere (a *line of symmetry*) that divides the item into two exact mirror images of each other.  
*Look for symmetrical items in gardens (symmetrical trees, bushes, etc.) or around the house (furniture often is symmetrical, as are plates, forks and spoons).*
- order** To arrange objects or numbers in a specific way.  
*When cleaning, use the phrase "put things in order." Use the word order instead of the word arrange.*
- parenthesis** The marks ( and ).  
*Point out parenthesis in books, magazines, letters, etc. so that your child knows what they look like and what they are called.*
- expand** To spread something out and make it bigger.  
*Things that expand include balloons, rubber bands, and spills.*
- standard** Usual or normal, or what is expected.  
*Talk about the standards that you have for your child.*

**solve** To figure out the answer.

*Say, "How can we solve this problem?" when referring to school topics or to situations that arise (such as arguments).*

**average (mean)** To even out the amounts in different groups so that each group contains the same, or to find one number that best describes a group of numbers. There are three kinds of average, *mean*, *median*, and *mode*. In general conversation, *mean* is the kind of average usually intended when the word *average* is used.

*Talk about average amounts in relation to school work (average grade, or average number of tasks completed per day), weather (average rainfall or average temperature) or sports (batting averages, scoring averages).*

**median** In a group of numbers, the median is the center point, halfway between the number with the highest value and the number with the lowest value.

*Teach your child that the median is the center strip in a road.*

**mode** The most common number in a group of numbers.

*The word mode can describe what people are most often doing (or wearing). Use the word mode instead of the word fashion or style, as in, "It used to be the common mode for men to wear top hats."*

**range** A large expanse or area, or to travel over a large expanse or area. In math, it's the amount between the highest value and the lowest value in a set of numbers.

*Sing the song, "Home on the Range." Talk about mountain ranges, driving ranges, or ranges where animals graze.*

**compare** To notice the similarities of two or more objects or numbers.

**contrast** To notice the differences between two or more objects or numbers.

*Use the questions, "How could you compare.....?" or "How could you contrast...?" often.*

**estimate** To guess or figure an approximate amount. In math it's often calculated, but in conversation it often means a guess.

*Use the phrase "I estimate..." instead of "I think..." or "It's about..."*

**data** Information. In math, it's numerical information.

*Use the word data instead of the word information, such as, "What new data did you find?"*

**digit** One numeral - for example, the 1 in 153 is a single digit.

*When doing math problems, talk about using 3-digit numbers, 4-digit numbers, etc.*