



# Show-Me

The "Official" Newsletter of Literacy in Missouri

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ISSUE No. 199

Literacy.....

## FREE RESOURCES FOR GED® TEACHERS

*This Teacher's issue features:*

**Essay Editing, Avoiding Common Errors with Standard Grids,  
Solving Word Problems Using a Graphic Organizer and more.**

This month, both the teacher and director issues of Show Me Literacy Newsletters offer free, reproducible worksheets for classroom use. These worksheets were reprinted from the New Readers Press website at: [New Readers Press GED Teacher Resource Center](#).

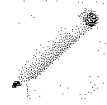
The links below each feature stimulating content and great overviews of the concepts that GED® instructors need to teach students.

[New Readers Press GED Teacher Resource Center](#) contains links to free classroom activities and other online resources for students and teachers.

[KET's PBS LiteracyLink](#) contains valuable insights on critical thinking skills, teaching graphic literacy, and an interactive overview of the Casio fx-260 calculator.

[McGraw-Hill Contemporary's Instructor Center](#) contains scoring guidelines, sample essays, PowerPoint slides breaking down each test, correlations, teaching tips, and each section has practice tests.

The mission of the "Show-Me Literacy Newsletter is to provide professional information-sharing, resources and news about adult education and literacy.



## GED® Essay Editing Activity

**GED Content Area:** Writing

**Focus:** Improvement of sentence structure, grammar, usage, and mechanics in student essays

**Activity Type:** Checklist

### Materials

- Essays that students have written
- Copies of the *GED Editing Checklist* handout
- Copies of the *Editing Checklist Reference Sheets* handout
- Enough highlighters for all of the students

### Directions

1. Pass out the materials listed above. Give the students their own essays.
2. Tell students that they will use the *GED Essay Editing Checklist* to improve their essays. Explain that the topics on this checklist are also skills that are tested on the multiple-choice section of the GED Tests, so working with it will help them with those questions as well.
3. **DO NOT DO ALL OF THE TOPICS IN ONE CLASS.** That would be overwhelming. In one session, focus on sentence structure; in another session, focus on grammar; and in a third session, focus on mechanics.
4. The first time, have the students go through their essays, using the one section of the checklist – for example, **Sentence Structure**.
  - Review the **Sentence Structure** examples on the *Editing Checklist Reference Sheets* to make sure that students understand the errors and corrections. (*Note: The examples on the reference sheets summarize major errors and their corrections; they are not an exhaustive listing of possible errors or corrections.*)
  - Have students use the **Sentence Structure** part of the checklist to highlight sentences that they believe to have errors.
  - Have students write corrected sentences on another sheet of paper.
  - Check students' work or have them present their problem sentences and corrections to the class for feedback.
5. Use another essay to repeat the process with the **Grammar and Usage** section of the checklist. Repeat the process with the **Mechanics** section.
6. Encourage students to use the checklist every time they write a draft of an essay and to incorporate corrections into their revisions.

### Alternative Approaches

*Since this activity requires an application of a variety of rules, students should already be familiar with them.*

**Option A** Use only a section of the checklist (such as **Sentence Structure**) after students complete studying instructional materials related to the content of the section.

**Option B** Use the entire checklist after students have studied all of the topics.

### Activity Correlations to New Readers Press Workbooks

GED Skill Workbook: Language Arts, Writing 2: *Edit*, pp. 48-49

GED Scoreboost: Writing: **Sentence Structure, Usage, and Mechanics: Strategies 1-15, "On Your Essay" tips on second page of each lesson** (This reinforces the relationship between Part I and Part II of the test.)

Pass the GED: *Editing Checklist*, bottom of p.45

## GED® Essay Editing Checklist

### Sentence Structure

- Sentences are complete – there are no sentence fragments.
- Sentences are correctly punctuated – there are no run-on sentences or comma splices.
- Compound and complex sentences are clear and formed correctly.
- Parallel structure is used with compound or series words or phrases.

### Grammar and Usage

- Subjects and verbs agree (even with an interrupting phrase).
- Verb form is correct.
- Verb tense is correct and maintained throughout the piece.
- Pronoun reference is clear.

### Mechanics

- Proper nouns and adjectives are capitalized; common nouns and pronouns are not.
- Words or phrases in a series have commas.
- Introductory or appositive phrases are set off by commas.
- Commas are used correctly with compound and complex sentences.
- A comma is only used if there is a rule that requires it.
- Possessives and contractions use apostrophes; their homonyms do not.

## Editing Checklist Reference Sheets

### Sentence Structure

- Sentences are complete – there are no sentence fragments.**

**Sentence fragment:** If I get there on time. I will go to the movie with Janice.

**Corrected:** If I get there on time, I will go to the movie with Janice.

- Sentences are correctly punctuated – there are no run-on sentences or comma splices.**

**Run-on:** There is only one more showing of the movie I don't want to miss it.

**Comma splice:** There is only one more showing of the movie, I don't want to miss it.

**Corrected:** There is only one more showing of the movie and I don't want to miss it.

- Compound and complex sentences are clear and joined correctly.**

**Incorrect compound sentence:** The movie stars my favorite actor and it is directed by my favorite director.

**Corrected:** The movie stars my favorite actor, and it is directed by my favorite director.

**Incorrect complex sentence:** Because I cannot leave work early I may not make it on time.

**Corrected:** Because I cannot leave work early, I may not make it on time.

**Corrected:** I may not make it on time because I cannot leave work early.

- Parallel structure is used with compound or series words or phrases.**

**Incorrect compound:** I love watching movies and to think about how I would direct them

**Corrected:** I love watching movies and thinking about how I would direct them.

**Incorrect series:** My favorite Sundays consist of a nap, a snack, and watching an old movie.

**Corrected:** My favorite Sundays consist of a nap, a snack, and an old movie.

### Grammar and Usage

- Subjects and verbs agree**

**Incorrect plural agreement:** The people in this company is hardworking.

**Corrected:** The people in this company are hardworking.

**Incorrect singular agreement:** Manuel, one of three supervisors, are the best at explaining safety procedures.

**Corrected:** Manuel, one of three supervisors, is the best at explaining safety procedures.

- Verb form is correct.**

**Incorrect verb form:** Many of the workers bringed their safety concerns to Manuel.

**Corrected verb form:** Many of the workers brought their safety concerns to Manuel.

- Verb tense is correct.**

**Incorrect verb tense:** In response, Manuel will have taken their issues to top management.

**Corrected:** In response, Manuel took their issues to top management.

- Pronoun reference is clear or it is replaced.**

**Unclear pronoun reference:** When management solved the safety problems, they were grateful.

**Corrected:** When management solved the safety problems, the workers were grateful.

### Mechanics

- Proper nouns and adjectives are capitalized; common nouns and adjectives are not.**

**Incorrect capitalization:** The only Doctor that I will go to is dr. Mary Hallan.

**Corrected:** The only doctor that I will go to is Dr. Mary Hallan.

- Words or phrases in a series have commas.**

**Incorrect comma use:** She has me exercising every day eating healthier food and taking vitamins.

**Corrected:** She has me exercising every day, eating healthier food, and taking vitamins.

- Introductory or appositive statements are set off by commas.**

**Incorrect comma use:** One day this week either Monday or Wednesday I need to see her nurse for a blood pressure check.

**Corrected:** One day this week, either Monday or Wednesday, I need to see her nurse for a blood pressure check.

- Commas are used correctly with compound and complex sentences.**

**Incorrect comma use in compound sentences:** I will see the nurse next week and I will follow up with Doctor Hallan.

**Incorrect comma use with a compound predicate:** I will see the nurse next week, and follow up with Doctor Hallan.

**Corrected:** I will see the nurse next week, and I will follow up with Doctor Hallan.

**Incorrect comma use with a complex sentence:** When I see Doctor Hallan I will ask her if I need to see a specialist.

**Corrected:** When I see Doctor Hallan, I will ask her if I need to see a specialist.

- A comma is used only if there is a rule that requires it.**

**Unnecessary comma:** I am very comfortable talking to both the doctor, and the nurse.

**Corrected:** I am very comfortable talking to both the doctor and the nurse.

- Possessives and contractions use apostrophes; their homonyms do not.**

**Incorrect lack of necessary apostrophe:** Its been a long time since I have had such good medical care.

**Corrected:** It's been a long time since I have had such good medical care.

**Incorrect use of apostrophe:** Their's a new clinic opening closer to my house, but I will stick with Dr. Hallan.

**Corrected:** There's a new clinic opening closer to my house, but I will stick with Dr. Hallan.

## Organizing Essays with Frames



GED® Content Area: Writing  
Skill Focus: Essay Organization  
Activity Type: Graphic Organizer

<b>Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use a sample essay topic to generate a topic for a GED essay</li> <li>• Produce 3 main ideas and supporting details for body paragraphs</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Sample GED topics</li> <li>• GED “Essay Frame” on next page</li> </ul>
<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Make copies of the photocopy master on the next page for this activity; more copies of the graphic can be made for additional essay practice.</li> <li>2. Collect additional GED topics, including ones in New Readers Press materials below.</li> </ol>
<b>Directions</b>	<ol style="list-style-type: none"> <li>1. Pass out the handout: <i>Using a GED Essay Organizer</i>.</li> <li>2. Have students read the essay topic carefully, more than once.</li> <li>3. Ask them to fill in the top two boxes in the organizer based on the topic. Explain that GED essays have two parts to the question: the topic and how they are supposed to write about the topic. In order to have a good score on their essay, students need to address both parts of a GED question (prompt). For example, if they only wrote about the time that they were successful, <b>they would not be addressing the topic – which is about a person who helped them with the success</b>. The boxes should be filled in similar to this:             <ul style="list-style-type: none"> <li>• What will I write about? <i>A time in my life that I was successful was x.</i></li> <li>• How am I asked to explain it? <i>I will discuss y – the person whose help was important to my success.</i></li> </ul> </li> <li>4. Ask student volunteers to read how they filled in their first two boxes. Give positive reinforcement and explanation to those who did so correctly; give guidance on reading the prompt carefully and completely to those who did not.</li> <li>5. Explain that another important way that students’ essays are judged is by how well they have adequate development and details supporting their topic. After writing an introductory paragraph about their topic, they need three body paragraphs that expand on each idea so the essay scorer can evaluate how well they explained their ideas. Then, they will need a concluding paragraph.             <ul style="list-style-type: none"> <li>• Have each person come up with three distinct ideas to support their main idea. They must have an example or details to support each idea. They should fill in notes in Key Idea #1, #2, and #3 boxes.</li> <li>• Ask student volunteers to read how they filled in the boxes. Give both positive feedback and constructive criticism as needed. Make sure that the ideas are different enough to support separate body paragraphs with specific examples or details for each.</li> </ul> </li> </ol>
<b>New Readers Press Related Resources</b>	<ul style="list-style-type: none"> <li>• <b>GED® Skill Workbook: Language Arts, Writing 2:</b> <i>Respond to the Topic</i>, pp.32-33; <i>Develop a Thesis Statement</i>, pp. 34-35; <i>Supporting Sentences</i>, pp.38-39</li> <li>• <b>GED® Scoreboost: Writing : Essay Writing and Organization Skills:</b> <i>Strategy 3: Focus Your Response and Generate Ideas</i>, pp. 6-7; <i>Strategy 4: Select and Organize Key Supporting Ideas</i>, pp. 8-9</li> <li>• <b>Pass the GED® : Writing Respond to the Topic</b>, pp.12-13, <i>Plan Before You Write</i>, pp.14-15</li> </ul>

### Using a GED® Essay Organizer

#### Sample Essay Topic

We all are proud of our personal accomplishments. However, we do recognize that these achievements often come with the support of other individuals in our lives.

In your essay, identify a time when someone else has important to your success. Describe that situation and the role that another person played in supporting you. Use your personal observation, experience, and knowledge to support your essay.

#### Essay Writing Frame

What Will I Write About?



How Am I Asked to Explain It?



Key Idea # 1: Example  
with Details



Key Idea # 2: Example  
with Details



Key Idea # 3: Example  
with Details

## Solve GED Word Problems Using a Graphic Organizer



**GED Content Areas:** Mathematics  
**Focus:** Solving GED Word Problems  
**Activity Type:** Graphic Organizer

**Objectives**

**Students will:**

- Learn a 5-step problem-solving process for solving GED word problems
- Apply the process with a graphic organizer

**Materials**

- *GED Word Problem-Solving Organizer* handout

**Directions**

1. Copy the handout and distribute it to students.
2. Explain to students that on the GED Mathematics Test, many of the questions are word problems and that they need to practice word problem-solving techniques.
3. Ask the students to read the question, silently, to themselves. Then ask for a volunteer to read it out loud. Take the students through each step.
  - **Question:** Ask them to underline the question in the problem and then to write it in the **question box**: *How much will she pay them each month?* Discuss what that means (*How much will Monica pay her parents each month for 8 months?*)
  - **Information:** Have students circle the information needed to answer the question. Emphasize that information includes attached words, symbols (\$), or abbreviations (oz.). Then ask them to reread the question and to cross out any information in the problem (circled or not) not needed to answer the question.

Explain that on the GED, as in life, they will need to sort through information to see what specific information they need to solve a problem. (*Circled: \$1,040, 8 equal monthly payments; Crossed out: \$1,600.*) Discuss why the \$1,600 cost of the computer is not needed to answer the question. Have them write in the **information box**: *\$1,040; 8 equal monthly payments*

- **Operation:** Ask students whether they will add, subtract, multiply, or divide. Have them justify their answers. (*Monica will make 8 equal monthly payments, so she will divide the \$1,040 that she borrowed into 8 payments.*) Have them write in the **operation box** something like: *Divide – because she has to split the money she owes into 8 equal payments.*
- **Solution:** Have them write in the **solution box**: *\$1,040 ÷ 8 equal monthly payments = \$130 per month.* Make sure that they write the numbers and labels. **CALCULATOR TIP:** If they use their calculators, make sure that they enter the number being divided first.
- **Answer check:** First ask, *Does the answer (2) \$130 per month answer the question: How much will she pay them each month? How do you know?* (Multiply \$130 per month x 8 months = \$1,040.) Have them write: *Yes, I answered the question, "How much will she pay each month?"*

*Then ask, Given the other answer choices, does your answer make sense?* Have them quickly look over the other answer choices: choice (1) \$70 x 8 months = \$560 is too low. Have them multiply choice (3) and once they see that is too high and that the other choices are even higher, they can write something like: *Yes, my answer makes sense because the other choices would mean that Monica would either not pay enough money, or she will pay more than she borrowed.*

<b>Activity</b>	• <b>Pre-GED Skill Workbooks: <i>Mathematics 1: Word Problems</i></b> , pp. 30 - 31
<b>Correlated to</b>	• <b>GED Skill Workbooks: <i>Mathematics 1: Word Problems</i></b> , pp. 64 - 67
<b>New Readers</b>	• <b>GED Scoreboost: <i>Mathematics: Numbers, Decimals, Fractions, &amp; Percent: Strategy 1: Use a Problem-Solving Plan</i></b> , pp. 2-3
<b>Press</b>	
<b>Workbooks</b>	• <b>Pass the GED Mathematics Test, <i>Solve Word Problems</i></b> , pp. 4 - 5

### GED Word Problem-Solving Organizer

**Practice Question:** Monica borrowed \$1,040 from her parents to buy a \$1,600 computer. She has agreed to pay them back in eight equal monthly payments. How much will she pay them each month?

- (1) \$70
- (2) \$130
- (3) \$200
- (4) \$560
- (5) \$1,600

What is the <b>question</b> I have to answer?	
What <b>information</b> do I need to solve the problem?  <ul style="list-style-type: none"> <li>• <i>Include labels – words, symbols, or abbreviations attached to the numbers.</i></li> </ul> Is there any information in the problem that I don't need to answer the question? Why?	
What <b>operation</b> do I use?  Do I add, subtract, multiply, or divide?  How do I decide?	
What is my <b>solution</b> ?  <ul style="list-style-type: none"> <li>• <i>Keep the labels in the solution and answer.</i></li> </ul>	
Did I <b>answer</b> the question?   Does my answer <b>make sense</b> ?	



### Use the GED Calculator to Solve Measurement Problems

**GED Content Area: Mathematics: Measurement and Geometry**  
**Focus: Working Measurement Units**  
**Activity: Calculator Practice**

**Objectives**

**Students will be able to:**

- Find **data from a table** to solve problems (*GED Data Analysis*)
- Use the **GED calculator** to solve measurement problems and to make conversions

**Materials**

- *Measuring Up* handout (next page); index cards, and Casio fx-260 calculators

**Directions**

1. Copy the handout on the next page and distribute copies, 3 index cards, and a calculator to each student.
2. Explain that students will use the data from the handout to write 3 measurement word problems that will require 3 of the following:
  - **Compare** measurements by subtraction: *How much longer is the sofa table than the coffee table?*
  - **Find several of the same type** of object by multiplication: *How many cups of fuel would Jon need to fill three tanks of Model B300 fuel?*
  - **Find one when several are given** by division: *What was the original price of the end tables if Tomika had bought 3 for \$269.85?*
  - Express in another form (**convert**): See example below.
3. Tell students that they will write a problem on one side and steps to solving the problem on the other side.
4. Model an example.

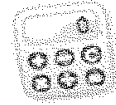
How many inches long is the solid oak sofa table?

1. Find the length of the sofa table in *Solid Oak Tables*: 4 ft., 4 in.
2. The question asked for the length in inches, convert the measurement into inches.
3. Use the number of inches in a foot = 12
4. Use the calculator:  
 4 ft. x 12 in. = 48 inches  
 48 inches + 4 inches = 52 inches

5. Give students 15 minutes to write 3 problems and the solutions. Give help where needed.
6. Have students present 1 problem to the class. Students solve each problem with their calculators and share alternative ways of solving the problems.
7. Collect the rest of the problems for use in a "problem bank" for additional practice. (Check the accuracy of the solutions before putting them in the bank.)

**Activity**  
**Correlated to**  
**New Readers**  
**Press**  
**Workbooks**

- **GED Scoreboost: Mathematics, Use the Calculator with Measurement Problems, pp. 6-7**
- **Pass the GED Mathematics Test, Make Smart Use of Your Calculator, pp. 8-9**
- **Math Sense: Comprehensive Review: Calculators and Measurement, pp. 168-169; Common Units of Measurement, p. 299**
- **Math Sense: Comprehensive Review Teacher Resource Guide, Calculator and Measurement p. 36 (the source of this activity) and Catalog Specials (photocopy master), p. 73**



## Catalog Sales

### Oak Tables

Table	Length	Width	Height	Weight	Price
Sofa table	4 ft. 4 in.	2 ft.	28 in.	43 lb.	\$99.75
End table	26 in.	23 in.	20 in.	27 lb.	\$79.95
Coffee table	3 ft.	2 ft.	1 ft. 5 in.	43 lb.	\$84.95

### Lawn Mowers

Model Number	Cutting Width	Cutting Heights	Fuel Tank Capacity	Weight	Price
A 400	20 in.	1 $\frac{1}{2}$ to 3 $\frac{3}{4}$ in.	1 qt.	72 lb.	\$349.95
B 300	22 in.	1 $\frac{1}{4}$ to 3 $\frac{3}{4}$ in.	5 c.	80 lb.	\$320.95
C 200	22 in.	2 to 3 $\frac{1}{2}$ in.	3 pt.	77 lb.	\$252.95
D 100	18 in.	1 $\frac{1}{2}$ to 3 $\frac{1}{2}$ in.	4 c.	65 lb.	\$319.95

### Draperies (sold by the pair)

Catalog Number	Panel Length	Panel Width	Weight (per pair)	Price (per pair)
3H001	160 cm	1.4 m	0.46 kg	\$98
4H002	184 cm	2.8 m	0.63 kg	\$128
5H003	215 cm	4.7 m	1.36 kg	\$150
6H004	228 cm	6.1 m	1.53 kg	\$226

Source: Math Sense: Comprehensive Review Teacher Resource Guide, *Calculator and Measurement* p. 36 and *Catalog Specials* (photocopy master), p. 73

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### Avoiding Common Errors with Standard Grids

**GED Content Areas: Mathematics**  
**Focus: Correctly Filling in the Standard Grid**  
**Activity Type: Error Analysis and Correction**

**Objectives**

**Students will:**

- Understand the format of the standard grids on the GED Mathematics Test
- Learn to avoid common errors filling in the grids

**Materials**

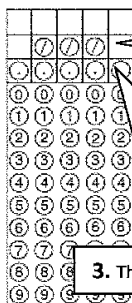
- *Grid It!* Handout (next page)

**Directions**

1. Copy the handout “Grid It” on the next page and distribute it to students.
2. Explain that on the GED Mathematics Test, 10 of the 50 questions are not multiple-choice; they will require students to fill in a type of grid. One type of grid is called the “standard grid.” Point out the grids on the handout.
  - These grids are “mixed in” with the multiple-choice questions on the test.
  - If the “bubbles” in the grid are not filled in correctly, the machine that “reads” the answer sheet will not count the answer as correct.
3. First, go through the grid and explain the format.

1. Use the top row to **“plan”** how you will write your answer – using numbers and symbols. You can start anywhere, but if you go left to right, you won’t run out of space.

If you **only** fill in the top row, your answer won’t count. The machine **can only read filled in bubbles**.



2. These lines stand for fraction bars. So “one-half” is written as 1/2.

A peculiar aspect of the scoring of the grid is that you can’t use mixed numbers, so an answer of 2 1/2 would need to be changed to the improper fraction 5/2.

3. The point inside a circle is a decimal point.

**Handout Answers**

4. Have students answer the questions on the handout and discuss their responses.
  1. *Yes the grid is filled in correctly because the mixed number 3 1/4 needs to be changed to 13/4 on the standard grid.*
  2. *No, the grid is not filled in correctly because the decimal point is not in the correct place.*
  3. *C is correct. A is not correct because the decimal point is not filled in. B is not correct because there are two numbers filled in the last column – erase carefully if you change an answer. D is not correct because the number is written in on the top, but no bubbles are filled in – so the machine will not score the question.*

**Activity Correlated to New Readers Press Workbooks**

- Pre-GED Skill Workbooks: *Mathematics 2: Standard Grid*, pp. 44-45
- GED Skill Workbooks: *Mathematics 1: The Standard Grid*, pp. 76-79
- GED Scoreboost: *Mathematics: Numbers, Decimals, Fractions, & Percent: Whole Numbers and Decimals*, pp. 16-17; *Fractions and Ratios*, pp. 28-29
- Pass the GED Mathematics Test, *Fill in the Standard Grid Carefully*, pp. 10-11



### Avoiding Common Errors with Standard Grids

**GED Content Areas: Mathematics**  
**Focus: Correctly Filling in the Standard Grid**  
**Activity Type: Error Analysis and Correction**

**Objectives**

**Students will:**

- Understand the format of the standard grids on the GED Mathematics Test
- Learn to avoid common errors filling in the grids

**Materials**

- *Grid It!* Handout (next page)

**Directions**

1. Copy the handout “Grid It” on the next page and distribute it to students.
2. Explain that on the GED Mathematics Test, 10 of the 50 questions are not multiple-choice; they will require students to fill in a type of grid. One type of grid is called the “standard grid.” Point out the grids on the handout.
  - These grids are “mixed in” with the multiple-choice questions on the test.
  - If the “bubbles” in the grid are not filled in correctly, the machine that “reads” the answer sheet will not count the answer as correct.
3. First, go through the grid and explain the format.

1. Use the top row to “**plan**” how you will write your answer – using numbers and symbols. You can start anywhere, but if you go left to right, you won’t run out of space.

If you **only** fill in the top row, your answer won’t count. The machine **can only read filled in bubbles**.



2. These lines stand for fraction bars. So “one-half” is written as 1/2.

A peculiar aspect of the scoring of the grid is that you can’t use mixed numbers, so an answer of 2 ½ would need to be changed to the improper fraction 5/2.

3. The point inside a circle is a decimal point.

**Handout Answers**

4. Have students answer the questions on the handout and discuss their responses.
  1. *Yes the grid is filled in correctly because the mixed number 3 ¼ needs to be changed to 13/4 on the standard grid.*
  2. *No, the grid is not filled in correctly because the decimal point is not in the correct place.*
  3. *C is correct. A is not correct because the decimal point is not filled in. B is not correct because there are two numbers filled in the last column – erase carefully if you change an answer. D is not correct because the number is written in on the top, but no bubbles are filled in – so the machine will not score the question.*

**Activity Correlated to New Readers Press Workbooks**

- **Pre-GED Skill Workbooks: *Mathematics 2: Standard Grid***, pp. 44-45
- **GED Skill Workbooks: *Mathematics 1: The Standard Grid***, pp. 76-79
- **GED Scoreboost: *Mathematics: Numbers, Decimals, Fractions, & Percent: Whole Numbers and Decimals***, pp. 16-17; *Fractions and Ratios*, pp. 28-29
- **Pass the GED Mathematics Test, *Fill in the Standard Grid Carefully***, pp. 10-11

### Grid It!

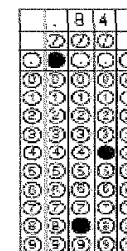
1. The answer to a question is  $3\frac{1}{4}$ . Is this grid filled in correctly? Why or why not?

Yes/No (circle one) because \_\_\_\_\_  
 \_\_\_\_\_

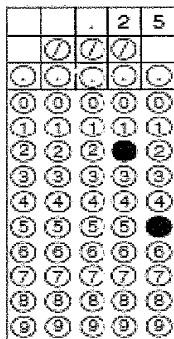


2. If the answer to a question is 8.4, is this grid filled in correctly? Why or why not?

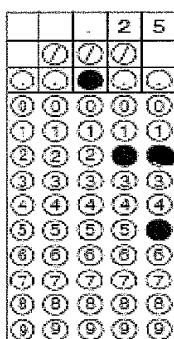
Yes/No (circle one) because \_\_\_\_\_  
 \_\_\_\_\_



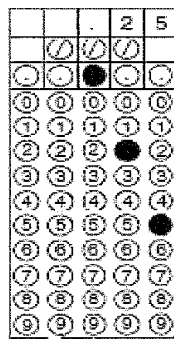
3. The answer to a question is .25. Which of these grids is filled in correctly? Why are the others incorrect?



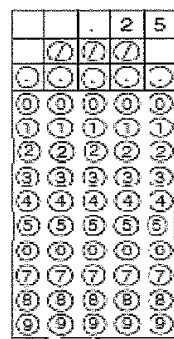
A.



B.



C.



D.

\_\_\_\_\_ is correct.  
 \_\_\_\_\_ is incorrect because \_\_\_\_\_  
 \_\_\_\_\_ is incorrect because \_\_\_\_\_  
 \_\_\_\_\_ is incorrect because \_\_\_\_\_

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