Math-aids worksheets are free to reproduce for classroom use. They can be customized, and a new sheet with *new problems on it* on it is generated every time you visit the page (which is useful if someone needs a lot of practice on one subject). It creates an answer key at the same time. Once you have created the PDF, you can print as many copies of that PDF as you need.

This file contains a link to specific pages on their website, with descriptions of which handouts I think are useful for material that will be on the GED test. I have ordered them loosely from easier to harder.

To make a PDF, visit the page, then scroll down and click the big blue “CREATE IT” button.

THE FIRST THIRD OF THE MATERIAL

MISC I -- INTRODUCTION

* [ESTIMATION](http://www.math-aids.com/Estimation/) is a skill they will tested on, even if the method is awkward.
* [GREATER THAN, LESS THAN](http://www.math-aids.com/Greater_Than_Less_Than/) – Just the meaning of the symbols. No equations.
* Reading comprehension for [CHARTS, TABLES, AND GRAPHS](http://www.math-aids.com/Graph/). Note that some things are color coded, and you may need to apply a highlighter to the page to re-color them after printing.
* [Measurements, converting units, adding and subtracting units](http://www.math-aids.com/Measurement/).
* [PLACE VALUE](http://www.math-aids.com/Place_Value/), and how to write big numbers in English. Includes useful charts.
* ROUNDING: [By comparison](http://www.math-aids.com/Rounding/Rounding_Comparing_Integers.html), or [the normal way](http://www.math-aids.com/Rounding/Rounding_Integers.html).
* [Number Lines](http://www.math-aids.com/Number_Lines/):
* [**Order of Operations**](http://www.math-aids.com/Order_of_Operations/)**. This is huge. A quarter of students who think they have problems with later subjects actually are having computation problems from messing up this. This is “I added wrong” or “I did the steps in the wrong order”.**
  + ***Packet 1.*** Go to [this link](http://www.math-aids.com/Order_of_Operations/Order_of_Operations_No_Division.html). Make one that is ***Easy + Basic***. Next, make one that is ***Hard + Parentheses***. Next, ***Hard + Nested Parentheses.*** Print out these three worksheets (six pages with answer keys), and staple them all together for a student who wants some serious practice. Skip the exponents if the student isn’t comfortable with them.
  + ***Packet 2.***  Go to [this link](http://www.math-aids.com/Order_of_Operations/Order_of_Operations.html). Print out Hard+Basic, Hard+Parentheses, and Hard+Nested Parentheses. Same story.
  + ***Packet 3.*** [This link](http://www.math-aids.com/Order_of_Operations/Advanced_Order_of_Operations.html) is the same idea, but includes ***positive and negative*** numbers. You can set it to use positive only, negative only, or both.
* [WORD PROBLEMS.](http://www.math-aids.com/Word_Problems/) So many word problems. This pairs nicely with the order of operations.
  + [This one’s pretty good for this level](http://www.math-aids.com/Word_Problems/Multi_Step_Addition_Subtraction.html). There are easier ones in the link.
  + [Here’s some word problems](http://www.math-aids.com/Word_Problems/Mixed_Word_Problems.html) involving all of the operations.
  + [Here’s some about travel times.](http://www.math-aids.com/Word_Problems/Travel_Time.html)
* [MEAN, MEDIAN, MODE, AND RANGE](http://www.math-aids.com/Mean_Mode_Median/) – Averages. Includes definitions worksheets!

DECIMALS

* [Decimals and Place Values](http://www.math-aids.com/Place_Value/Expanded_Notation_Decimals.html). More [decimals and place values](http://www.math-aids.com/Place_Value/Place_and_Value_Decimal.html).
* [Decimals on Number Lines](http://www.math-aids.com/Number_Lines/Decimals_Number_Lines.html)
* [Decimal numbers, and](http://www.math-aids.com/Place_Value/Decimal_Numbers_and_Word_Match.html) how to say them out loud
* [These](http://www.math-aids.com/Decimals/) are all valuable skills. Every one of these worksheets.
* [Rounding decimals](http://www.math-aids.com/Rounding/Rounding_Decimals.html).
* [Check here for word problems.](http://www.math-aids.com/Word_Problems/)

FRACTIONS

* [Fractions on number lines](http://www.math-aids.com/Number_Lines/Fractions_Number_Lines.html), and [Mixed Numbers on number lines](http://www.math-aids.com/Number_Lines/Mixed_Number_Lines.html)
* [Most of these are useful](http://www.math-aids.com/Fractions/), but especially the ones near the beginning.
* “Same denominator only” is significantly easier than letting there be different denominators. Always start with the same denominator only option. Treat the version with different denominators as an entirely different worksheet with a different difficulty level.
* Remember to ask it for a black and white version, not a color one, for the sake of printer ink.
* Numerators and denominators 1-9 or 1-12 are probably fine.
* [Word Problems](http://www.math-aids.com/Word_Problems/Dividing_Fractions.html). [Check here for more](http://www.math-aids.com/Word_Problems/).

THE MIDDLE THIRD

RATIOS AND RATES AND PERCENTAGES AND PROBABILITY, OH MY

* RATIOS / RATES: [These all look good and important, particularly the word problems.](http://www.math-aids.com/Ratios/)
* PERCENTAGES: [These all look pretty good too](http://www.math-aids.com/Percent/). And these word problems about [percentages](http://www.math-aids.com/Word_Problems/Percentage_Word_Problems.html).
* [PROBABILITY](http://www.math-aids.com/Probability/) is a thing that will be lightly tested.

MISC II – INTERMEDIATE

* [EXPONENTS.](http://www.math-aids.com/Radicals/) Ignore everything on this page that mentions the word “Radicals”, or has more than one variable per question. That is college math, not highschool math. Things that talk about **EXPONENTS, ROOTS, or SQUARES AND CUBES** are fair game and will be on the test.
* **SCIENTIFIC NOTATION :**  Make a handout packet. First, make one of [THESE](http://www.math-aids.com/Radicals/Scientific_Notation.html), using “Only positive exponents”. Next make another of [THOSE](http://www.math-aids.com/Radicals/Scientific_Notation.html), using “both positive and negative exponents”, and possibly adding “zero as an exponent”. Next, make one or more of [THESE](http://www.math-aids.com/Radicals/Operations_with_Scientific_Notation.html), customized based on the student’s skill and interest level. Staple your packet of 3+ worksheets (with answer keys) together, and hand them to the student for self-study purposes.
* **Revisit the** [**Order of Operations**](http://www.math-aids.com/Order_of_Operations/)**.** Print out worksheets with exponents. [Here’s a link](http://www.math-aids.com/Order_of_Operations/Algebraic_Order_of_Operations.html) to the one with ***variables*** and exponents. Test if the student can handle positive and negative numbers. [Here’s some word problems](http://www.math-aids.com/Word_Problems/Multi_Step_All_Operations.html). Here’s [some more word problems](http://www.math-aids.com/Word_Problems/Mixed_Word_Problems_Key_Phrases.html).
* Here’s some word problems about [ratios](http://www.math-aids.com/Word_Problems/Ratios_Word_Problems.html) and [percentages](http://www.math-aids.com/Word_Problems/Percentage_Word_Problems.html).

GEOMETRY

* [PYTHAGOREAN THEOREM](http://www.math-aids.com/Geometry/Pythagorean_Theorem/) – . “The triangle thing, with the hypotenuse”
* [TRIANGLE / QUADRILATERAL / POLYGON AREA AND PERIMETER](http://www.math-aids.com/Geometry/Perimeter/) – definitely on the test.
* [CIRCLE RADIUS, DIAMETER, AREA, CIRCUMFERENCE](http://www.math-aids.com/Geometry/Circles/) – Definitely on the test.
* [VOLUME AND SURFACE AREA](http://www.math-aids.com/Geometry/Volume/) – pyramids, spheres, prisms, and cylinders are probably enough.
* [PARALLEL AND PERPENDICULAR LINES](http://www.math-aids.com/Geometry/Parallel_Lines/) – may or may not be on the test.
* [Quadrilateral and Polygon Interior Angles](http://www.math-aids.com/Geometry/Polygons/) – May or may not be tested.
* [ANGLES](http://www.math-aids.com/Geometry/Angles/) – may or may not be tested.

THE LAST THIRD

GRAPHING

* [SINGLE QUADRANT ORDERED PAIRS](http://www.math-aids.com/Geometry/Coordinate/Single_Quadrant_Ordered_Pairs.html) – excellent introduction. Positive numbers only.
* [FOUR QUADRANT ORDERED PAIRS](http://www.math-aids.com/Graphing/Four_Quadrant_Ordered_Pairs.html) – excellent continuation. Negative numbers too.
* [EQUATION OF A LINE ON A PLANE](http://www.math-aids.com/Geometry/Coordinate/Equation_Lines.html)
* [MIDPOINT FORMULA](http://www.math-aids.com/Geometry/Coordinate/Midpoint_Formula.html) – “first quadrant” means “no negative numbers”
* [PYTHAGOREAN THEOREM DISTANCE PROBLEMS](http://www.math-aids.com/Geometry/Coordinate/Pythagoras_Distance.html)
* [Graphing paper for NUMBER LINES, COORDINATE GRIDS, and MISC](http://www.math-aids.com/Graph_Paper/)

FUNCTIONS AND ALGEBRA

* [EQUATIONS, INEQUALITIES, and other good things](http://www.math-aids.com/Algebra/Pre-Algebra/)
* [FUNCTION TABLES](http://www.math-aids.com/Function_Table/) give a function, and a set of values to plug into it. Introductory material.
* [Basic Algebra.](http://www.math-aids.com/Algebra/Algebra_1/) Skip everything that references “Radical Expressions”. Skip Trigonometry unless they specifically ask.
* [Variables, the distributive property, combining like terms, percent change](http://www.math-aids.com/Algebra/Algebra_2/Basics/)
* [Absolute value, multiple step equations, inequalities, and all those things put together](http://www.math-aids.com/Algebra/Algebra_2/Equations_Inequalities/)
* [Evaluating functions at a particular point](http://www.math-aids.com/Algebra/Algebra_2/Functions/Evaluating_Functions.html). Be sure to click “Evaluate numbers only”.
* [Graphing Linear Functions](http://www.math-aids.com/Algebra/Algebra_2/Linear_Functions/)
* [Quadratics](http://www.math-aids.com/Algebra/Algebra_2/Quadratic_Functions/). This is important and big, and these are all good things to know.

MISC III – Advanced Stuff I Haven’t Had The Time To Explain Yet

* Sequences with [just adding](http://www.math-aids.com/Algebra/Algebra_2/Sequences_Series/Arithmetic_Sequences.html)/subtracting, [just multiplying/dividing](http://www.math-aids.com/Algebra/Algebra_2/Sequences_Series/Geometric_Sequences.html). [Comparing the two](http://www.math-aids.com/Algebra/Algebra_2/Sequences_Series/Comparing_Arithmetic_Geometric_Sequences.html).
* [POLYNOMIALS.](http://www.math-aids.com/Algebra/Algebra_2/Polynomial_Functions/) Half of these are upper highschool, and half are basic college. Let students look into them if they want, or if they have specific problems with this material, but don’t introduce it to those who aren’t looking for it. There is currently no handout explaining any of this.
* [Systems of equations.](http://www.math-aids.com/Algebra/Algebra_2/Systems_Equations/) Most of these are important and good, but again I have no handouts about how to explain them. Ignore the Matrices / Cramer’s Rule parts, those are college.