

GED® Math Study Guide 2.15

Math Terminology

Number 8, Type 8.01:

Natural all _____ also called positive integers or counting numbers, they are the numbers 1, 2, 3, 4, 5, ...

Whole Number _____ 0 or any positive number without a fractional or decimal part; all natural numbers are whole (the integer) _____ 0 or any positive or negative number without a fractional or decimal part; all whole numbers are integers.

Rational Number _____ a number that can be written as a ratio; means $\frac{a}{b}$ can be written as a fraction in which both the numerator (the top number) and the denominator (the bottom number) are whole numbers, $\frac{1}{2}$ note: The denominator cannot be 0, but the numerator can be. Example: The number 0 is a rational number because it can be written as the fraction $\frac{0}{1}$.

All integers are rational numbers.

Irrational Number _____ a number that cannot be expressed as a ratio between two integers. It neither is decimal notation, an irrational number would have an infinite number of digits to the right of the decimal point, without repeating. The value of π (3.14159...) and the square root of 2 ($\sqrt{2}$) are examples of irrational numbers.

Real Number _____ (also called measuring numbers); any rational or irrational number; each of the infinite number of points on the real number line represents a real number. This includes all numbers that can be written as a decimal and fractions is also in decimal form.

Positive Number _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Negative Number _____ -1, -2, -3, -4, -5, -6, -7, -8, -9, -10, -11, -12

Prime Number _____ a whole number > 1 whose only factors are 1 and itself; note that 0 and 1 are not prime numbers.

Composite Number _____ a whole number that can be divided evenly by numbers other than 1 and itself.

Absolute Value _____ shown by two parallel vertical lines, absolute value is the magnitude of a real number without regard to its sign. If a number's distance from 0 on the number line. Examples: $|-5| = 5$

Place Value _____ in a whole number, it's the position a certain digit occupies. In the GED® Math test ask you, "what is the place value of the 5 in this number 5,500?" the 5 occupies the hundred place, so that's its place value.

Value of a digit _____ defined from place value, the position of a digit in a number determines its value; for example, in the number 7,500 the value of 7 is 7 times its place value, or $7 \times 1,000 = 7,000$.

Other test test:

Operations _____ add, subtract, multiply, divide

Inverse _____ opposite operations; addition is the opposite of subtraction; division the opposite of multiplication, and so on. Inverse operations are used to solve single algebraic equations.

Sum, Total, Combined all mean to add $2 + 3 =$

Addends numbers to be added in $2+3$, 2 & 3 are addends

Sum _____ the result of adding a series of addends

Difference _____ subtract $7 - 3$

Minuend _____ the top number in subtraction

Subtrahend _____ the bottom number in subtraction

Product _____ the result when multiplying two or more #s. $7 \times 5 = 35$; find the product $4 \times 2 = 8$; 340×12

Multiplied _____ the top number in multiplying two #s

Multiplier _____ the bottom number in multiplying two #s

Quotient _____ answer in division $6 \div 2 = 3$ $\frac{1}{\sqrt{2}}$ $\frac{4}{5}$

Divisor _____ the number outside the house 2 here $\frac{1}{2}$

Dividend _____ the number inside the house 4 here $\frac{4}{2}$

Solve _____ calculate the problem, get answer

Percent _____ PART of a whole number %

Rounding _____ when setting whole numbers

Fractions _____ PART of a WHOLE number $\frac{1}{2}$

Numerator _____ top number - the part

Denominator _____ bottom number - the whole

Proper _____ less than 1 whole = num < denom

Improper _____ more than 1 whole = num > denom

Mixed _____ an integer and a proper fraction

Compare _____ < > = less than, equal, greater than

LCM _____ Lowest Common Denominator

Reduce _____ lower the numbers $\frac{45}{100} = \frac{9}{20}$

Simplify _____ same as reducing fractions

Perimeter _____ distance around a flat figure 

Area _____ surface inside a flat figure 

Volume _____ area inside a 3D object 

Diameter _____ distance across a circle 

Radius _____ distance from center to edge in any circle 

Circumference _____ distance around a circle

π is _____ value is 3.14; it's the ratio of a circle's circumference to its diameter. The value is constant; it never changes, despite the size of the circle. On the GED® Math test, if the instructions say to use π as the value for π instead of 3.14, do so because one of the other numbers on the comparison will be a fraction.

Congruent _____ figures with the same shape 

Fractioning _____ using a number as a product of two numbers

GCF _____ Greatest Common Factor; biggest number that evenly divides into two numbers. found by showing the factors of each number and finding the biggest # common to both. Example: find the GCF of 14 and 35. Factors of 14 are: 1 x 14, 2 x 7 and that's it. Factors of 35 are 1 x 35,

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Leigh Sugar



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with the serious flaws associated with this reform agenda are passionately and logically articulated They comprehensively explain their personal and professional motivations for organizing and fomenting a rethinking in school reform implementation procedures and they advocate their smarter approach to school reforms in our country The book includes key references that elucidate the need to seriously re think the directions and strategies of contemporary schooling in order to maintain enlightened creative instruction based on exciting student centered curriculum experiences and professional educational judgments

The Complete Book of Colleges, 2017 Edition Princeton Review,2016-07 The MEGA GUIDE to 1 355 COLLEGES AND UNIVERSITIES No one knows colleges better than The Princeton Review Inside The Complete Book of Colleges 2017 Edition you ll find meticulously researched information that will help you narrow the search for the best college for you Each of the 1 355 user friendly profiles answers your questions including How much are tuition and other student fees and costs What types of financial aid are available and when are the applications due What do admissions officers most look for in test scores and recommendations Which majors are the most popular and have the highest enrollment What is the housing like and how accessible is technology on campus What are the key campus organizations athletics and student activities How selective is the school Plus Indexes based on cost selectivity and size that will help you narrow your search Get a leg up on your college search with this easy to use comprehensive and savvy guidebook from the experts at The Princeton Review

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Monthly Catalog of United States Government Publications United States. Superintendent of Documents,1991

Approaches to Substance Abuse and Addiction in Education Communities Jeffrey Roth,Andrew J. Finch,2013-10-18 This book is designed to increase the awareness among mental health professionals and educators about the potential sources of support for students struggling with substance abuse addiction and compulsive behaviors The book includes a description of the scope of the problem of substance abuse in high schools and colleges followed by sections describing recovery high schools and collegiate recovery communities A further unique component of this book is the inclusion of material from the adolescents and young adults whose lives have been changed by these programs This book was published as a special issue in the Journal of Groups in Addiction and Recovery

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[That's a Pretty Thing to Call It](#) Leigh Sugar,2023-10-03 Frank eye opening writing by arts in corrections educators Poetry and prose by artists writers and activists who ve taught workshops in U S criminal legal institutions including acclaimed writers Ellen Bass Joshua Bennett Jill McDounough E Ethelbert Miller Idra Novey Joy Priest Paisley Rekdal Christopher Soto and Michael Torres the late arts in corrections pioneers Buzz Alexander and Judith Tannenbaum and Guggenheim Award winning choreographer Pat Graney These educators demonstrate a diverse

range of experiences Among the questions they ask Does our work support the continuation or deconstruction of a mass incarcerating society What led me to teach in prison How do I resist the savior or helper narrative A book for anyone seeking to understand the prison industrial complex from a human perspective All author royalties from this book will be donated to Dances for Solidarity a project that brings arts opportunities to people incarcerated in solitary confinement **Underserved Patrons in University Libraries** Julia C. Skinner,Melissa Gross,2021-01-12 This practical and research based volume focuses on how libraries can meet the needs of underserved patrons in college and university libraries with an emphasis on those facing trauma abuse and discrimination While university libraries strive to meet the needs of all students some groups have traditionally been overlooked This volume engages with those underserved populations on college campuses with an emphasis on those facing trauma abuse and discrimination It brings a variety of authorial voices to discuss different aspects of that service and to share current research related to underserved populations in libraries This combination supports research in LIS and beyond while offering concrete ways for service providers to make a difference in the lives of their patrons Editors Skinner and Gross have both conducted extensive research in ethically meeting patron needs They and their contributors are keenly aware of the complex and interwoven considerations that inform such service such as patron desire for confidentiality accompanied by an urgent need for assistance This volume is committed to sharing diverse voices in the field and to exploring the interrelationship between theoretical findings and practical applications all in the service of underserved patrons Monthly Catalogue, United States Public Documents ,1990 Mothering by Degrees Jillian M. Duquaine-Watson,2017-05-31 In Mothering by Degrees I show how single mothers who pursue college degrees in early 21st century America must navigate a difficult course as they attempt to reconcile their identities as single mothers college students and in many cases employees As they combine these multiple and often competing roles and responsibilities they must also negotiate a balance between cultural ideals of motherhood and their own definitions of what it means to be a good mother particularly as those ideals and definitions are shaped within context of post welfare reform America and the post secondary institutions they attend By comparing the experiences of nearly 100 single mother college students attending three postsecondary education institutions in the United States I illustrate how these women navigate the various obstacles they encounter especially obstacles related to financial concerns child care time constraints and the chilly climate of higher education In addition I demonstrate that the women regard postsecondary education not only as a means of escaping poverty but also as an extension of their mothering work something they do to help ensure the long term health and well being of their children Thus this project provides a situated comparative account of the experiences of single mothers who are college students in order to foster a better understanding of the complex ideologies and social structures that influence the life choices and education experiences of members of this important but understudied student population Finally the project discusses policies and programs that can help provide better support to single mother and may diminish the challenges they

face as they endeavor to complete their education **The Complete Book of Colleges, 2020 Edition** Princeton
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