

Name _____

Math Hour: _____

Date I Started This Packet: ____ / ____ / ____

Date I Finished This Packet: ____ / ____ / ____

6th Grade Math Chapter Portfolio

Chapter 5: Integers and the Coordinate Plane

DIRECTIONS: Keep this packet safe from now until we finish Chapter 5 (likely several weeks). You will be completing assignments out of this packet on a daily basis, sometimes in class, sometimes as homework. You will also log this chapter's learning targets and self-assess how you are doing. Please make sure to complete everything in PENCIL. At the END of the chapter, you will need to take this packet home to be signed by a parent.

Lesson	Date	Learning Target	Reteach Grade %	HW Practice Grade %	How well do I "get this"?
5.1					0 1 2 3 4
5.1					0 1 2 3 4
5.2					0 1 2 3 4
5.3					0 1 2 3 4
5.4					0 1 2 3 4
5.5					0 1 2 3 4
5.6					0 1 2 3 4
5.7					0 1 2 3 4
5.7					0 1 2 3 4
Vocab		I can use integer/coordinate plane vocabulary.			0 1 2 3 4
Review		See all above learning targets.			0 1 2 3 4

Teacher Comments: _____

Parent Signature (wait until portfolio is completed): _____

Lesson 1 Reteach

Integers and Graphing

An **integer** is a number from the set $\{\dots, -4, -3, -2, -1, 0, 1, 2, 3, 4, \dots\}$. Integers greater than 0 are **positive integers**. Integers less than 0 are **negative integers**. Always use the negative sign ($-$) to indicate a negative number.

Example 1

Write an integer for each situation.

a. 16 feet under the ground

Because it is *under* the ground, the integer is -16 .

b. a gain of 5 hours

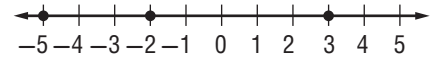
Because it is a *gain*, the integer is 5 .

To graph an integer on a number line, draw a point on the number line at its location. A set of integers is written using braces, such as $\{-5, -2, 3\}$.

Example 2

Graph the set of integers $\{-5, -2, 3\}$ on a number line.

Draw a number line. Draw a dot at the location of -5 , of -2 , and of 3 .

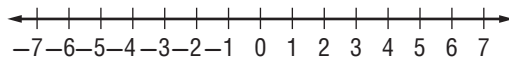


Exercises

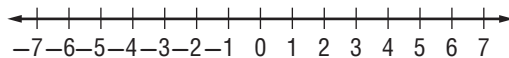
Write an integer for each situation.

- | | |
|----------------------|-----------------------------|
| 1. a profit of \$60 | 2. a decrease of 10° |
| 3. a loss of 3 yards | 4. a gain of 12 ounces |

5. Graph the set $\{-6, 5, -4\}$ on a number line.



6. Graph the set $\{-5, 1, -3\}$ on a number line.



Lesson 1 Homework Practice

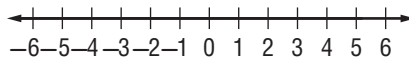
Integers and Graphing

Write an integer for each situation. Explain the meaning of zero in each situation.

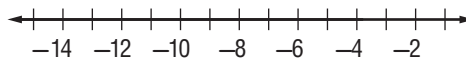
- | | |
|-----------------------|-----------------------------------|
| 1. a drop of 200 feet | 2. an expansion of 3 cubic meters |
| 3. earn 10 points | 4. reduce by 8 inches |
| 5. gain 2 pounds | 6. a drop of 7 degrees |

Graph each set of integers on a number line.

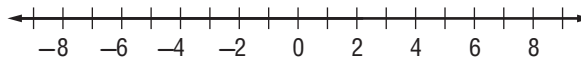
7. $\{-4, -3, 1, 5\}$



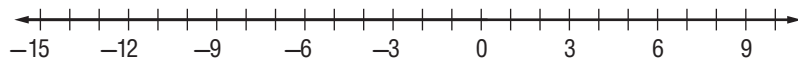
8. $\{-15, -12, -9, -2\}$



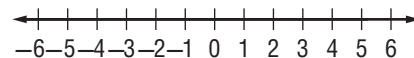
9. $\{8, 3, -7, -5\}$



10. $\{-14, -7, 10, -1\}$



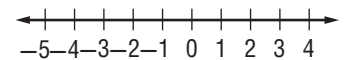
11. $\{-6, -1, 0, 3\}$



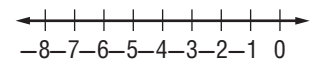
12. **BUSINESS** Ms. Solorio's small business had a profit of \$460 on Monday. Write an integer to represent this profit.

13. **CAVING** The end of a cave is 380 meters below the surface of the earth. Write an integer to represent this depth.

14. **TEMPERATURES** The low temperatures for three consecutive days were -5°F , 3°F , and 4°F . Graph this set of integers on a number line.



15. **ELEVATIONS** The lowest elevation in New Orleans, Louisiana, is -8 feet. The lowest elevation in Long Beach, California, is -7 feet. Graph this set of integers on a number line.



Lesson 2 Reteach

Absolute Value

Opposites are numbers that are the same distance from zero in opposite directions. The **absolute value** of a number is the distance between the number and zero on a number line. The symbol for absolute value is $| |$.

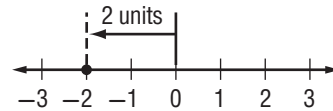
Examples

Evaluate each expression.

a. $|-2|$

The graph of -2 is 2 units from 0.

So, $-2 = 2$.



b. $|8| + |-6|$

$$|8| + |-6| = 8 + |-6|$$

$$= 8 + 6$$

$$= 14$$

The absolute value of 8 is 8.

The absolute value of -6 is 6.

Simplify.

Exercises

Find the opposite of each integer.

1. 8

2. -10

3. -14

4. 7

Evaluate each expression.

5. $|5|$

6. $|-3|$

7. $|17| - |-4|$

8. $|-13| - |-9|$

9. $|-11| - |5|$

10. $|-1| + |-7|$

Lesson 2 Homework Practice

Absolute Value

Find the opposite of each integer.

1. 10

2. -25

3. 82

4. -135

Find the opposite of the opposite of each integer.

5. -4

6. -15

7. 8

8. -7

Evaluate each expression.

9. $|31| + |-5|$

10. $|-16| - |4|$

11. $|-28| - |-1|$

12. $|11-2|$

13. $|44| + |-34|$

14. $|-101| - |-1|$

15. **CHARITY** Ms. Malone's homeroom raised \$539 for a local charity. Find the opposite of this integer.

16. **GAMES** Delaney scored -15 points in a word game. Find the opposite of this integer.

17. **STOCKS** The net change for a certain stock is the dollar value change in the stock's closing price from the previous day's closing price. The net changes of three stocks were -3 , 1 , and -2 . Which net change has the greatest absolute value?

18. **POPULATION** The population change from one year to the next of a town is -435 . What is the absolute value of this population change?

Lesson 3 Reteach

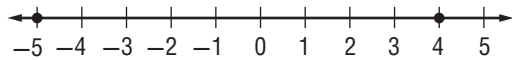
Compare and Order Integers

The inequality symbol ' $>$ ' means *is greater than*.
The inequality symbol ' $<$ ' means *is less than*.

Example 1

Replace \bullet with $<$ or $>$ to make the statement $4 \bullet -5$ true.

Graph 4 and -5 on a number line. Then compare.

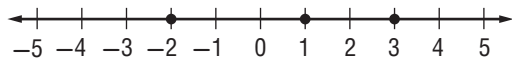


Since 4 is to the right of -5 , $4 > -5$ is a true statement.

Example 2

Order the integers 1, -2 and 3 from least to greatest.

Graph each integer on a number line. Then compare.



The order from least to greatest is -2 , 1, and 3.

Exercises

Replace each \bullet with $<$ or $>$ to make a true statement.

1. $-2 \bullet 0$

2. $3 \bullet -3$

3. $-9 \bullet 8$

4. $-8 \bullet -3$

5. $11 \bullet 3$

6. $-2 \bullet 10$

Order each set of integers from least to greatest.

7. $\{-2, 3, 0, -1, 1\}$

8. $\{3, -3, -2, 1, -1\}$

9. $\{5, -7, -2, 1, 9\}$

10. $\{-2, 1, 5, -5, 0\}$

Lesson 3 Homework Practice

Compare and Order Integers

Replace each ● with $<$ or $>$ to make a true sentence.

1. $18 \bullet 23$

2. $-9 \bullet -1$

3. $-3 \bullet -5$

4. $8 \bullet -2$

5. $6 \bullet -3$

6. $0 \bullet 8$

7. $6 \bullet -7$

8. $-23 \bullet -16$

Order each set of numbers from least to greatest.

9. $\{10, -5, 3, 16, -1, 0, 1\}$

10. $\{-2.5, 4, 23, -1, 5, -3, 0.66\}$

11. $\{1, -2.5, 0.75, 3, -0.75\}$

12. $\{63, -34, 36, -27, -13, \text{and } 12\}$

Order each set of integers from greatest to least.

13. $\{8, 43, -25, 12, -14, 3\}$

14. $\{-8, 32, 55, -32, -19, -3\}$

15. $\{-100, -89, -124, -69, -52\}$

16. $\{6, 17, -20, 15, -19, 26\}$

ROLLER COASTERS The table shows how several roller coasters compare to the Mantis. Refer to the table to answer Exercises 17–20.

Roller Coaster	Lift Heights (ft)	Vertical Drop (ft)
Gemini	-20	-19
Magnum XL-200	60	58
Top Thrill Dragster	275	263
Mantis	0	0
Millenium Force	165	163
Mean Streak	16	18
Raptor	-8	-18

17. Which roller coaster has the greatest lift height?

18. Arrange the given roller coasters from least to greatest lift height.

19. Which roller coaster has the lowest vertical drop?

20. Which roller coaster has a lift height closest to the Mantis's lift height?

Lesson 4 Reteach

Terminating and Repeating Decimals

Rational numbers are numbers that can be written as fractions. A **terminating decimal** is a decimal with a repeating digit of 0. A **repeating decimal** is the decimal form of a rational number. To write a fraction as a decimal, divide the numerator by the denominator.

Example

Write $\frac{4}{9}$ as a decimal.

Method 1 Use pencil and paper.

$$\begin{array}{r} 0.444\dots \\ 6 \overline{)4.000} \\ \underline{36} \\ 40 \\ \underline{36} \\ 40 \\ \underline{36} \\ 4 \end{array}$$

Notice that the remainder will never be zero.

Method 2 Use a calculator.

$$4 \div 9 = 0.4444444444$$

You can use **bar notation** in $0.\overline{4}$ to indicate that 4 repeats forever.

$$\text{So, } \frac{4}{9} = 0.\overline{4}.$$

Exercises

Write each fraction as a decimal. Use bar notation if necessary.

1. $\frac{8}{9}$

2. $-\frac{2}{5}$

3. $\frac{7}{11}$

4. $\frac{7}{8}$

5. $-\frac{5}{11}$

6. $\frac{47}{99}$

7. $-\frac{1}{2}$

8. $\frac{2}{3}$

9. $-\frac{5}{12}$

Lesson 4 Homework Practice

Terminating and Repeating Decimals

Write each fraction as a decimal. Use bar notation if the decimal is a repeating decimal.

1. $\frac{5}{8}$

2. $\frac{2}{9}$

3. $\frac{16}{37}$

4. $-\frac{1}{9}$

5. $\frac{27}{50}$

6. $-\frac{3}{4}$

7. $\frac{5}{6}$

8. $\frac{1}{33}$

9. $-\frac{11}{60}$

10. $\frac{2}{3}$

11. $\frac{11}{40}$

12. $\frac{13}{20}$

13. $\frac{5}{63}$

14. $-\frac{3}{10}$

15. $-\frac{3}{22}$

16. $\frac{3}{7}$

17. $\frac{24}{111}$

18. $\frac{7}{32}$

Write each decimal as a fraction or mixed number in simplest form.

19. -0.4

20. -0.83

21. -3.75

22. -2.42

23. -0.16

24. -0.65

25. **KILOMETERS** One kilometer is approximately $\frac{31}{50}$ mile. What decimal represents this length?

26. **MARATHON** Jake won 7 of the 15 races he ran. Write Jake's fraction of wins as a decimal.

Lesson 5 Homework Practice

Compare and Order Rational Numbers

Fill in ● with $<$, $>$, or $=$ to make a true statement.

1. $-4\frac{4}{25}$ ● -4.12

2. 7.6 ● -8.5

3. $\frac{8}{11}$ ● $-\frac{1}{3}$

4. $-\frac{7}{9}$ ● $-\frac{5}{8}$

5. -3.72 ● $-3\frac{9}{10}$

6. -19.3 ● -19.03

7. -2.87 ● 2.93

8. $-\frac{6}{7}$ ● -6.7

9. -24.7 ● $-24\frac{7}{10}$

10. $-12\frac{14}{15}$ ● -13

11. -1.4 ● $\frac{3}{4}$

12. $-31\frac{3}{7}$ ● -31.1

Order the following sets of numbers from least to greatest.

13. $\{43.18, -43\frac{1}{4}, -43.3, 43\frac{4}{5}\}$

14. $\{1\frac{1}{5}, -1.23, -1\frac{1}{6}, 1.14\}$

15. $\{13.7, 13\frac{7}{100}, -13\frac{17}{100}, -13.2\}$

16. $\{6\frac{2}{3}, -6\frac{1}{4}, -6.3, 6.04\}$

17. **SUBMARINE** A submarine's depth levels are recorded in the table at the right. Order the numbers from least to greatest.

Depth
-4.3
-82.5
$-41\frac{4}{5}$
$-13\frac{1}{8}$

18. **GOALS** A runner wants to run the 100-meter dash in 13 seconds or less. The table shows the difference between his goal and his actual times. Order the differences from least to greatest.

Race	Differences Between Goal and Actual Time (s)
1	-1.2
2	$2\frac{1}{8}$
3	$-\frac{2}{3}$
4	1.1

Lesson 5 Reteach

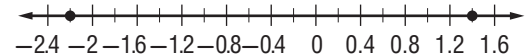
Compare and Order Rational Numbers

You can use a number line to compare and order rational numbers. A number is greater than another number if it is to the right of it.

Example 1

Fill in ● in -2.2 ● 1.4 with $<$, $>$, or $=$ to make a true statement.

Graph the decimals on a number line.



Since -2.2 is to the left of 1.4 , $-2.2 < 1.4$.

Example 2

Fill in ● in $-\frac{4}{5}$ ● $-\frac{2}{3}$ with $<$, $>$, or $=$ to make a true statement.

Rename the fractions using the least common denominator.

$$-\frac{4}{5} = \frac{4 \times 3}{5 \times 3} = -\frac{12}{15}$$

$$-\frac{2}{3} = \frac{2 \times 5}{3 \times 5} = -\frac{10}{15}$$

Since -12 is less than -10 , $-\frac{12}{15} < -\frac{10}{15}$, and $-\frac{4}{5} < -\frac{2}{3}$.

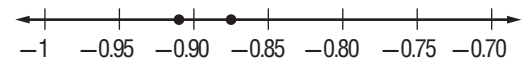
When comparing fractions and decimals, you can write the fraction as a decimal and then compare.

Example 3

Fill in ● in -0.91 ● $-\frac{7}{8}$ with $<$, $>$, or $=$ to make a true statement.

Rename $-\frac{7}{8}$ as a decimal.

$$-\frac{7}{8} = -0.875$$



$-0.91 < -0.875$ because -0.91 is to the left of -0.875 on a number line.

So, $-0.91 < -\frac{7}{8}$.

Exercises

Fill in ● with $<$, $>$, or $=$ to make a true statement.

1. -8.6 ● -8.64

2. -7.3 ● 6.9

3. $-\frac{3}{7}$ ● $-\frac{2}{7}$

4. $-\frac{3}{11}$ ● $-\frac{8}{11}$

5. -5.95 ● $-5\frac{92}{100}$

6. -12.32 ● $-12\frac{8}{25}$

7. $-\frac{3}{4}$ ● $-\frac{1}{2}$

8. $-\frac{4}{9}$ ● $-\frac{5}{6}$

9. -1.5 ● $-\frac{5}{6}$

Lesson 5 Homework Practice

Compare and Order Rational Numbers

Fill in ● with $<$, $>$, or $=$ to make a true statement.

1. $-4\frac{4}{25}$ ● -4.12 $<$

2. 7.6 ● -8.5 $>$

3. $\frac{8}{11}$ ● $-\frac{1}{3}$ $>$

4. $-\frac{7}{9}$ ● $-\frac{5}{8}$ $<$

5. -3.72 ● $-3\frac{9}{10}$ $>$

6. -19.3 ● -19.03 $<$

7. -2.87 ● 2.93 $<$

8. $-\frac{6}{7}$ ● -6.7 $>$

9. -24.7 ● $-24\frac{7}{10}$ $=$

10. $-12\frac{14}{15}$ ● -13 $>$

11. -1.4 ● $\frac{3}{4}$ $<$

12. $-31\frac{3}{7}$ ● -31.1 $<$

Order the following sets of numbers from least to greatest.

13. $\{43.18, -43\frac{1}{4}, -43.3, 43\frac{4}{5}\}$
 $-43.3, -43\frac{1}{4}, 43.18, 43\frac{4}{5}$

14. $\{1\frac{1}{5}, -1.23, -1\frac{1}{6}, 1.14\}$
 $-1.23, -1\frac{1}{6}, 1.14, 1\frac{1}{5}$

15. $\{13.7, 13\frac{7}{100}, -13\frac{17}{100}, -13.2\}$
 $-13.2, -13\frac{17}{100}, 13\frac{7}{100}, 13.7$

16. $\{6\frac{2}{3}, -6\frac{1}{4}, -6.3, 6.04\}$
 $-6.3, -6\frac{1}{4}, 6.04, 6\frac{2}{3}$

17. **SUBMARINE** A submarine's depth levels are recorded in the table at the right. Order the numbers from least to greatest.

$-82.5, -41\frac{4}{5}, -13\frac{1}{8}, -4.3$

Depth
-4.3
-82.5
$-41\frac{4}{5}$
$-13\frac{1}{8}$

18. **GOALS** A runner wants to run the 100-meter dash in 13 seconds or less. The table shows the difference between his goal and his actual times. Order the differences from least to greatest.

$-1.2, -\frac{2}{3}, 1.1, 2\frac{1}{8}$

Race	Differences Between Goal and Actual Time (s)
1	-1.2
2	$2\frac{1}{8}$
3	$-\frac{2}{3}$
4	1.1

Lesson 6 Reteach

The Coordinate Plane

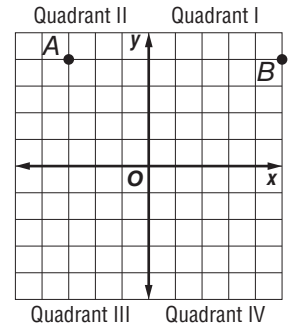
The x -axis and y -axis separate the coordinate plane into four regions called **quadrants**.

Example 1

Identify the ordered pair that names Point A.

Step 1 Start at the origin. Move left on the x -axis to find the x -coordinate of point A, which is -3 .

Step 2 Move up the y -axis to find the y -coordinate, which is 4. Point A is named by $(-3, 4)$.



Example 2

Identify the point located at $(5, 4)$.

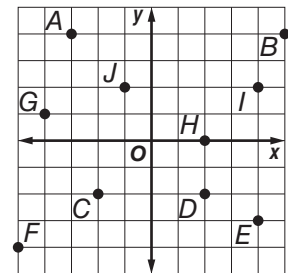
Step 1 Use the coordinate plane shown above. Start at the origin. The x -coordinate is 5, so move 5 units to the right.

Step 2 Since the y -coordinate is 4, move 4 units up.
Point B is located at $(5, 4)$.

Exercises

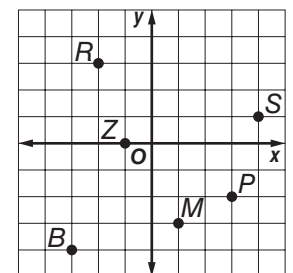
Use the coordinate plane at the right. Write the ordered pair that names each point.

- | | |
|------|------|
| 1. C | 2. D |
| 3. E | 4. F |
| 5. G | 6. H |
| 7. I | 8. J |



Identify the name of each point.

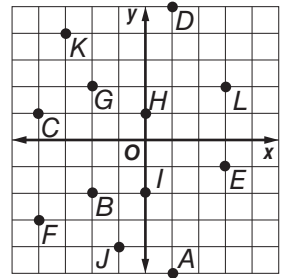
- | | |
|---------------|----------------|
| 9. $(-2, 3)$ | 10. $(3, -2)$ |
| 11. $(-1, 0)$ | 12. $(-3, -4)$ |
| 13. $(4, 1)$ | 14. $(1, -3)$ |



Lesson 6 Homework Practice

The Coordinate Plane

Use the coordinate plane at the right. Identify the point for each ordered pair.



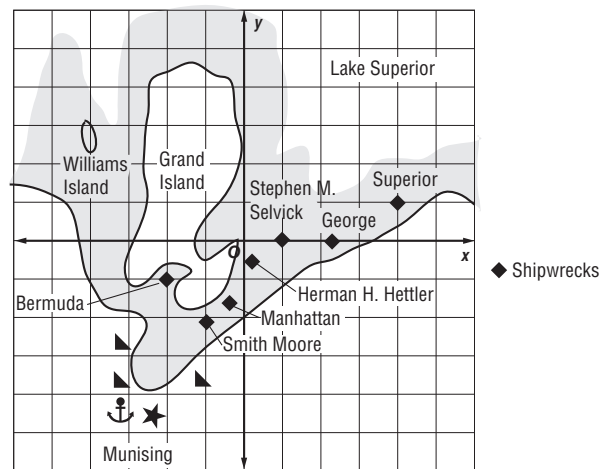
- | | |
|---------------|---------------|
| 1. $(-3, 4)$ | 2. $(-4, -3)$ |
| 3. $(-2, -2)$ | 4. $(3, -1)$ |
| 5. $(0, 1)$ | 6. $(-1, -4)$ |

Use the coordinate plane above. Write the ordered pair that names each point. Then identify the quadrant where each point is located.

- | | |
|--------------|--------------|
| 7. <i>C</i> | 8. <i>L</i> |
| 9. <i>D</i> | 10. <i>A</i> |
| 11. <i>G</i> | 12. <i>I</i> |

Use the map of the Alger Underwater Preserve in Lake Superior to answer the following questions.

- In which quadrant is the Stephen M. Selvick located?
- What is the ordered pair that represents the location of the Bermuda? the Superior?
- Which quadrant contains Williams Island?
- Which shipwreck is closest to the origin?



Lesson 7 Reteach

Graph on the Coordinate Plane

To graph an ordered pair, draw a dot at the point that corresponds to the coordinates.

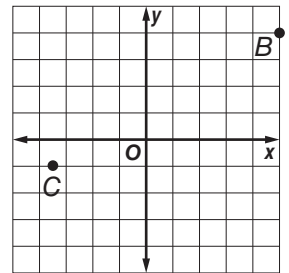
Example 1

Graph Point B at (5, 4).

Step 1 Start at the origin. The x -coordinate is 5, so move 5 units to the right.

Step 2 Since the y -coordinate is 4, move 4 units up.

Step 3 Draw a dot. Label the dot B .



Example 2

Graph Point C at $(-3\frac{1}{2}, -1)$.

Step 1 Use the coordinate plane shown above. Start at the origin. The x -coordinate is $-3\frac{1}{2}$, so move $3\frac{1}{2}$ units to the left.

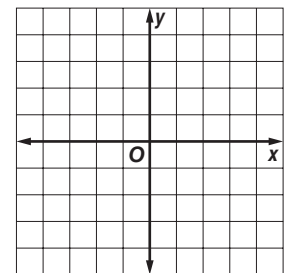
Step 2 Since the y -coordinate is -1 , move 1 unit down.

Step 3 Draw a dot. Label the dot C .

Exercises

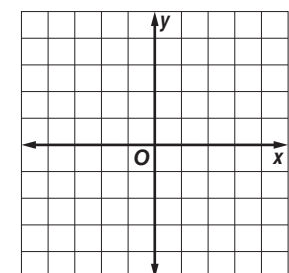
Graph and label each point on the coordinate plane at the right.

- | | |
|----------------|----------------|
| 1. $C(-2, -2)$ | 2. $D(2, -2)$ |
| 3. $E(4, -3)$ | 4. $F(-5, -4)$ |
| 5. $G(-4, 1)$ | 6. $H(2, 0)$ |
| 7. $I(4, 2)$ | 8. $J(-1, 2)$ |



Graph and label each point using the coordinate plane at the right.

- | | |
|-------------------------------------|--------------------------------------|
| 9. $R(-2\frac{1}{2}, 3)$ | 10. $P(3, -2\frac{1}{2})$ |
| 11. $Z(-1, \frac{1}{2})$ | 12. $B(-3, -4\frac{1}{2})$ |
| 13. $S(4\frac{1}{2}, 1\frac{1}{2})$ | 14. $M(1\frac{1}{2}, -3\frac{1}{2})$ |

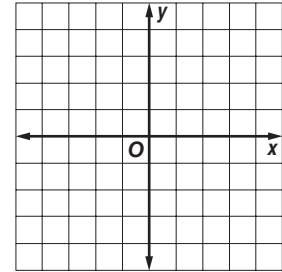


Lesson 7 Homework Practice

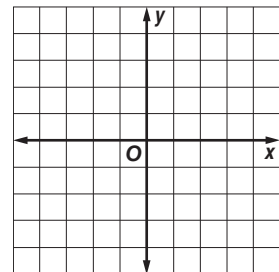
Graph on the Coordinate Plane

Graph and label each point on the coordinate plane.

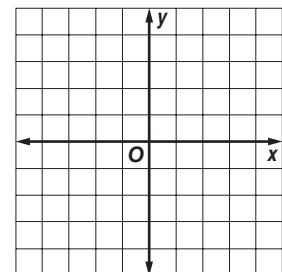
- | | |
|----------------|---------------|
| 1. $L(-2, 0)$ | 2. $M(5, 2)$ |
| 3. $N(-4, -3)$ | 4. $P(1, -1)$ |
| 5. $Q(0, -4)$ | 6. $R(3, -3)$ |
| 7. $C(0, 0)$ | 8. $S(-2, 3)$ |
| 9. $D(-1, -3)$ | 10. $A(4, 0)$ |
| 11. $G(-1, 4)$ | 12. $I(3, 3)$ |



13. On the coordinate plane, draw triangle ABC with vertices $A(-3,3)$, $B(-3,-3)$, $C(1,-3)$. Find the area of the triangle in square units.



14. On the coordinate plane, draw rectangle $WXYZ$ with vertices $W(-1,4)$, $X(-1,1)$, $Y(5,1)$, and $Z(5,4)$. Find the perimeter of the rectangle.



Vocabulary Test

absolute value	opposites	repeating decimal
bar notation	positive integer	terminating decimal
integer	quadrants	
negative integer	rational number	

Choose from the terms above to complete each sentence.

1. The absolute value of a negative integer is a _____. 1. _____

2. The integers -10 and 10 are _____. 2. _____

3. The _____ of -5 is 5 . 3. _____

4. Any number that can be written as a fraction is a(n) _____. 4. _____

5. Repeating decimals can be expressed exactly using _____. 5. _____

6. A(n) _____ is a decimal whose division ends. 6. _____

7. $0.8585858585\dots$ is an example of a(n) _____. 7. _____

Define each term in your own words.

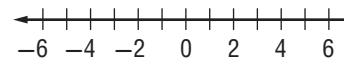
8. quadrants 8. _____

9. integer 9. _____

Test, Form 3B

Write an integer to describe each situation.

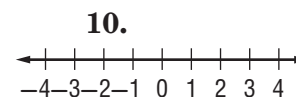
1. Matt found a five dollar bill. 1. _____
2. The tub drains 4 inches each minute. 2. _____
3. Graph the set of integers $-5, -1,$ and 2 on the number line. 3.



Evaluate.

4. $|14| + |-31|$ 4. _____
5. $|-2| + |-9|$ 5. _____
6. $|-6| - |-2|$ 6. _____
7. $|8| - |-5|$ 7. _____
8. $|-22| + |6|$ 8. _____
9. The locations of three fish relative to the water's surface are -13 feet, -33 feet, and -22 feet. Which depth has the least absolute value? 9. _____

10. Graph the set $\{-2, -1, 3\}$ on the number line.



Replace each \bullet with $<$, $>$, or $=$ to make a true sentence.

11. $-2 \bullet -7$ 11. _____
12. $5 \bullet -1$ 12. _____
13. $-7 \bullet 11$ 13. _____
14. $|-6| \bullet 6$ 14. _____
15. $|-4| \bullet -|4|$ 15. _____
16. Order $-6, 3, -1, 0,$ and -4 from least to greatest. 16. _____

Test, Form 3B (continued)

17. Write $-\frac{7}{15}$ as a decimal. 17. _____

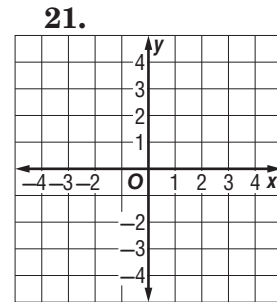
18. Write $-\frac{13}{20}$ as a decimal. 18. _____

Order the numbers from least to greatest.

19. $5\frac{5}{11}$, -5.5 , $5.\overline{33}$, $-5\frac{4}{5}$ 19. _____

20. $-8\frac{1}{5}$, 8.23 , $-8\frac{2}{11}$, $-8.\overline{21}$ 20. _____

21. Graph and label the points $A(-1, 4)$, $B(2, -3)$, and $C(2, 3)$ on the coordinate plane.



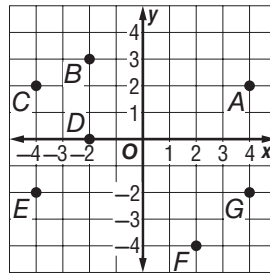
For Exercises 22–24, use the coordinate plane below.

22. Identify the point for the ordered pair $(4, -2)$.

23. Write the ordered pair that names point E .

24. Write the ordered pair that names point F .

25. In which quadrant is the point at $(-2, -3)$ located?



22. _____

23. _____

24. _____

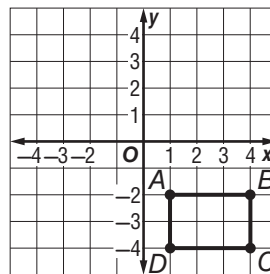
25. _____

For Exercises 26–28, use the coordinate plane below that represents the location of a library.

26. A post office is located at the reflection of point A across the x -axis. What ordered pair describes the location of the post office?

27. A candy store is located at the reflection of point D across the x -axis. What ordered pair describes the location of the candy store?

28. A school is located at the reflection of point B about the y -axis. What ordered pair describes the location of the school?



26. _____

27. _____

28. _____