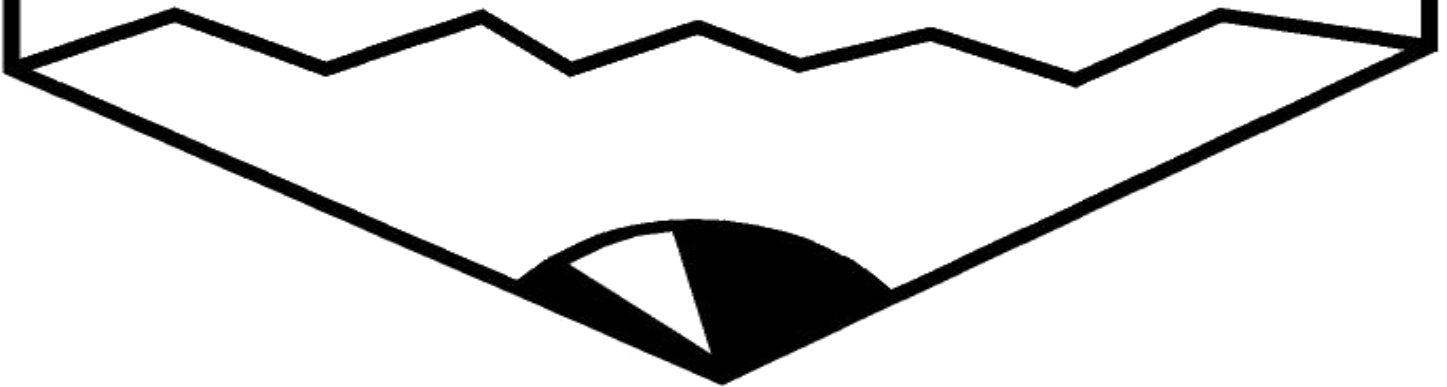


SUMMER MATH PACKET

INCOMING

SIXTH GRADE

NAME _____



Directions

- Complete each problem.
- Do NOT use a calculator.
- Show all work neatly in the actual packet whenever possible. If you need to use additional paper, make sure your work is clearly labeled and attached to the packet.
- All answers must be clearly labeled in the packet.
- All problems must be attempted. If you are stuck on a particular problem, you could ask an adult or classmate for assistance. If you are still unable to solve the problem, circle it and be prepared with questions for class in September.
- This packet will be graded on completion. You will also be assessed on this information after it has been reviewed in your math class.
- A PARCC reference sheet has been included. This will assist you on the problems found in the geometry section of the packet.

Helpful Websites:

www.coolmath.com

www.aplusmath.com

www.amathsdictionaryforkids.com

www.funbrain.com

www.math.com



Don't know where to start?

Look at the example problems given!

Place Value

Place value is the **position** of a digit in a number. A digit's place in a number shows its value.

Numbers **left** of the **decimal point** represent **whole numbers**.

Numbers to the **right** of the **decimal point** represent a **part**, or fraction, of a whole number. These parts are broken down into tenths, hundredths, and so on.

Example: 3,443,221.621

							●				
millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones	tenths	hundredths	thousandths		
3	4	4	3	2	2	1	6	2	1		
←————— WHOLE NUMBERS —————→							AND	←————— FRACTIONS —————→			

Write the following number words as numbers.

1. Three million, forty-four thousand, six hundred twenty-one _____
2. Twenty-nine million, one hundred three thousand and nine tenths _____
3. One hundred thousand, one hundred seventy-one and thirteen hundredths _____
4. Nine million, six hundred thousand, one hundred two and one thousandth _____

Draw a line to the correct value of each underlined digit.

- | | |
|--------------------------|--------------------|
| 5. <u>6</u> 43,000 | 6 hundred thousand |
| 6. <u>6</u> 78,446 | 40 thousand |
| 7. 61 <u>2</u> ,689 | 3 hundred |
| 8. <u>2</u> ,842,751,360 | 2 thousand |
| 9. <u>1</u> 63,456 | 1 hundred thousand |
| 10. 1, <u>3</u> 70 | 2 billion |

A **decimal** is a number that includes a period called a **decimal point**. The digits to the right of the decimal point are a value less than one.

The place value chart below helps explain decimals.

hundreds	tens	ones	.	tenths	hundredths	thousandths
6	3	2	.	4		
	4	7	.	0	5	
		8	.	0	0	9

A decimal point is read as "**AND.**"

The first number, 632.4, is read as "six hundred thirty-two and four tenths."

The second number, 47.05 is read as "forty-seven and five hundredths."

The third number, 8.009 is read as "eight and nine thousandths."

Write the decimals shown below.

11. six and five tenths _____

12. twenty- two and nine tenths _____

13. forty-two hundredths _____

14. seven and three hundredths _____

Addition and Subtraction

Rewrite the problems vertically then add or subtract. Don't forget to **regroup** and **borrow** for subtraction.

15. $88 + 16 =$ _____

16. $91 - 59 =$ _____

17. $549 - 162 =$ _____

18. $9,005 - 3,458 =$ _____

Multiplication

Multiply the following numbers. Be sure to **rewrite** the problems **vertically**.

Example:

$$\begin{array}{r} 16 \times 12 = \quad 16 \\ \quad \times 12 \\ \quad \hline \quad 32 \\ + 160 \leftarrow \text{Don't forget to add the zero!} \\ \hline 192 \end{array}$$

19. $12 \times 6 =$ _____

20. $44 \times 9 =$ _____

21. $85 \times 9 =$ _____

22. $78 \times 24 =$ _____

23. $135 \times 6 =$ _____

24. $157 \times 13 =$ _____

Division

In a division problem, the **dividend** is the number to be divided, the **divisor** is the number used to divide and the **quotient** is the answer.

$$\text{Dividend} \div \text{Divisor} = \text{Quotient} \qquad \text{Divisor} \overline{) \text{Dividend}}^{\text{Quotient}}$$

Step 1: **Rewrite** as a long division problem. The first number (dividend) goes under the long division sign. The second number (divisor) goes on the outside.

Step 2: **Divide** until there are not any digits left to bring down.

To check your work, multiply your answer by the divisor and you should get the dividend.

Example: $595 \div 7 = 85$

$$\begin{array}{r} 85 \\ 7 \overline{) 595} \\ \underline{-56} \\ 35 \\ \underline{-35} \\ 00 \end{array}$$

25. $720 \div 5 =$ _____

26. $684 \div 3 =$ _____

27. $475 \div 25 =$ _____

28. $840 \div 14 =$ _____

29. $693 \div 21 =$ _____

30. $418 \div 22 =$ _____

Decimal Operations

Adding and Subtracting Decimals

Adding and subtracting decimals is similar to adding and subtracting whole numbers.

Step 1: **Rewrite** the problem **vertically**.

Step 2: **Line up** the decimal points.

Step 3: **Add/subtract** the numbers like normal.

Step 4: Bring the **decimal point straight down**.

Remember, the decimal is hiding after the ones place in a whole number. Fill in zeroes when needed.

Addition Example

$$\begin{array}{r} 61.2 + 15.3 = \quad 61.2 \\ \quad \quad \quad + 15.3 \\ \hline \quad \quad \quad 76.8 \end{array}$$

Subtraction Example

$$\begin{array}{r} 58.7 - 16 = \quad \quad 58.7 \\ \quad \quad \quad \quad \quad - 16.0 \\ \hline \quad \quad \quad \quad \quad 42.7 \end{array}$$

31. $3.5 + 3.2 =$ _____

32. $5.4 - 2.4 =$ _____

33. $25.3 + 0.75 =$ _____

34. $67.3 - 8.2 =$ _____

35. $45 - 23.2 =$ _____

36. $68 + 34.5 =$ _____

Multiplying Decimals

Multiplying decimals is similar to multiplying whole numbers. The key is to count the decimal places in each factor.

Step 1: **Rewrite** the problem **vertically**.

Step 2: **Line up** the digits (not the decimal points)

Step 3: **Multiply** as you would with whole numbers

Step 4: **Count** the **decimal places** in each factor. The product (answer) has the **same** number of **decimal places**.

Remember, sometimes you have to **add zeroes** as needed.

Multiplication Example:

$$\begin{array}{r} 5.06 \times 2.1 = \\ \quad 5.06 \quad (2 \text{ decimal places}) \\ \quad \times 2.1 \quad \underline{+ (1 \text{ decimal place})} \\ \quad 506 \\ \quad + 10120 \\ \hline \quad 10.626 \quad (3 \text{ decimal places}) \end{array}$$

37. $2.5 \times 0.9 =$ _____

38. $4.3 \times 2.5 =$ _____

39. $6.7 \times 0.8 =$ _____

40. $4.3 \times 0.8 =$ _____

Dividing Decimals

Step 1: **Rewrite** as a long division problem. The first number (dividend) goes under the long division sign.

The second number (divisor) goes on the outside.

Step 2: Bring the decimal point in the dividend **straight up** into the answer (quotient).

Step 3: **Divide** as needed. Remember, no remainders.

Example:

$$5.95 \div 7 = 0.85$$
$$\begin{array}{r} 0.85 \\ 7 \overline{)5.95} \\ \underline{-0} \\ 59 \\ \underline{-56} \\ 35 \\ \underline{-35} \\ 0 \end{array}$$

41. $26.4 \div 4 =$ _____

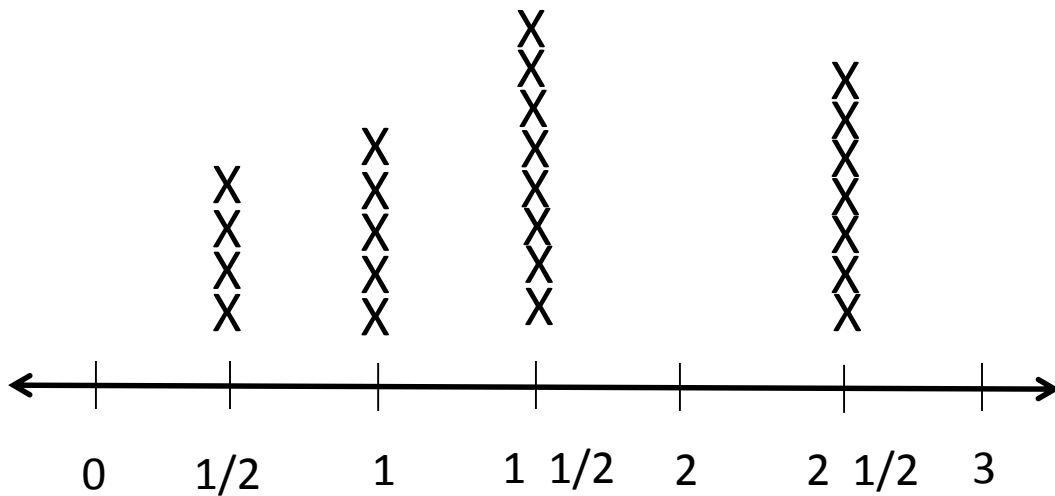
42. $78.5 \div 5 =$ _____

43. $547.6 \div 2 =$ _____

44. $678.3 \div 7 =$ _____

Line Plots

A way to organize and present data is through a **line plot**. A line plot is a graph that uses a number line and Xs or dots to show data, or information collected about people or things. A line plot gives a quick picture of data. The line plot in the example shows the number of students in Mrs. Ordog's gym class who are keeping track of their miles walked.

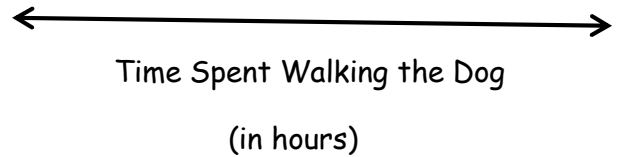


45. Find the number of students who walked at least 1 mile. _____
46. Find the number of students who walked less than 2 miles. _____
47. What is the total number of miles walked by all of the kids? _____
48. Suppose 3 students walked 2 miles. How would you show the data on the line plot? _____
- _____.

For two weeks, Mrs. Cutts kept track of how long she walked her dog each day.

Time Spent Walking Bailey the Dog

Amount of time (in hours)	Number of Days
0	1
$\frac{1}{4}$	3
$\frac{1}{2}$	4
$\frac{3}{4}$	2
1	4



49. Complete the line plot to show Mrs. Cutts' data.

50. Which amount(s) occur most often? _____

51. Which amount(s) occur least often? _____

52. How many days did Mrs. Cutts walk the dog for less than $\frac{1}{2}$ hour? _____

53. How many days did Mrs. Cutts walk the dog for 1 hour? _____

54. How many days did Mrs. Cutts walk the dog at least $\frac{1}{2}$ hour? _____

Converting Customary Units

You can use the Mathematics Reference Sheet at the beginning of your packet to help you make conversions between units. To change from a larger unit to a smaller unit you need to multiply by the conversion factor. To change from a smaller to a larger unit you need to divide by the conversion factor.

55. To make costumes for the school play, Ms. Stitt needs 28 feet of fabric. How many yards of fabric should she buy? A foot is smaller than a yard, so to convert from feet to yards should you divide or multiply _____?

Write the number sentence and find the number of yards. You may express any remainder as a fraction of a yard.

56. Mrs. Grosser made 25 quarts of lemonade for the school picnic. How many cups of punch did she make?

57. $7 \text{ ft} = \underline{\hspace{2cm}} \text{ in.}$

58. $5 \text{ gal} = \underline{\hspace{2cm}} \text{ qt}$

59. $4,000 \text{ lb} = \underline{\hspace{2cm}} \text{ T}$

60. $36 \text{ in} = \underline{\hspace{2cm}} \text{ ft.}$

61. $2 \text{ mi} = \underline{\hspace{2cm}} \text{ ft}$

62. $20 \text{ ft.} = \underline{\hspace{2cm}} \text{ yd}$

63. $72 \text{ in.} = \underline{\hspace{2cm}} \text{ yd}$

64. $14 \text{ c} = \underline{\hspace{2cm}} \text{ qt}$

65. $100 \text{ gal} = \underline{\hspace{2cm}} \text{ qt}$

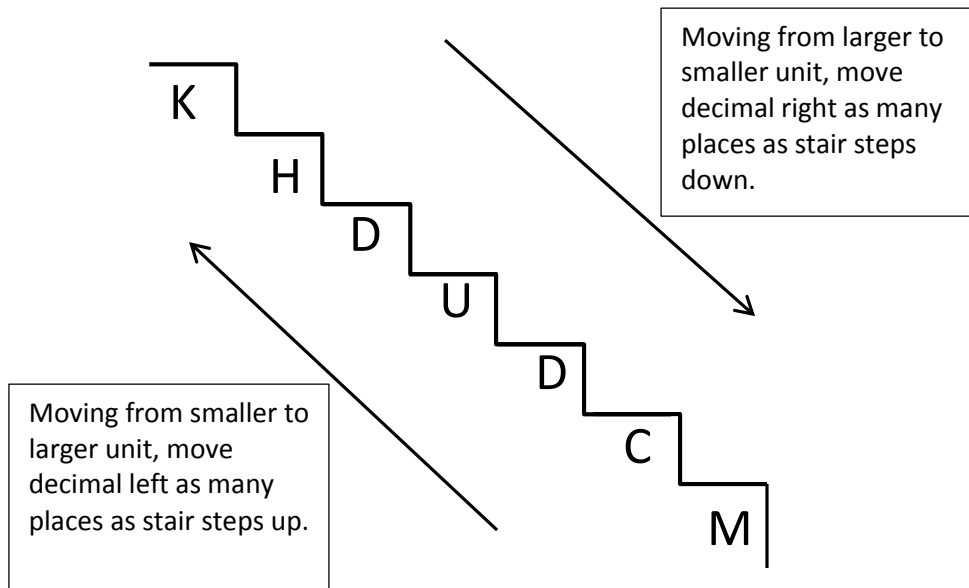
66. $9,000 \text{ lb} = \underline{\hspace{2cm}} \text{ T}$

67. $130 \text{ oz} = \underline{\hspace{2cm}} \text{ lb}$

68. $3 \text{ yd} = \underline{\hspace{2cm}} \text{ in}$

Converting Metric Units

In the metric system, the units of length are based on the meter (m); mass is based on the gram (g); and liquid volume is based on the liter (L). In the metric system, each unit is based on tens. We use a little sentence to remember the prefixes which is, "King Henry Doesn't Usually Drink Chocolate Milk" K = kilo, h = hecto, d= deca, U is the unit (meter, liter, gram) d = deci, c = centi, m = milli. A kilometer is 1000 meters. A millimeter is 1/1000 of a meter. You can either divide by the conversion factor, or use the following stairs to help convert metric units.



To change from a larger to smaller unit, you multiply. To convert a smaller to larger unit, you divide. You can move the decimal one place for each power of ten you multiply or divide.

69. 4,000 mL = _____ L

70. 50 kg = _____ g

71. 2,400 m = _____ km

72. 950 cm = _____ m

73. 100 mm = _____ cm

74. 2 m = _____ mm

75. 253 L = _____ mL

76. 500 g = _____ kg

77. 2.5 L = _____ mL

78. How many millimeters are in 180 centimeters? _____

79. How many grams are 0.3 kilogram? _____

80. How many meters are in 2.7 in kilometers? _____

81. How many liters are in 42,000 milliliters? _____

Compare. Write $<$, $>$, $=$.

82. 1.5 m _____ 1.5 km

83. 2,000 g _____ 2 kg

84. 30 mm _____ 0.3 cm

Greatest Common Factor and Least Common Multiple

Greatest Common Factor

The greatest common factor (GCF) is the **largest** number that will **divide** evenly into a set of numbers.

Step 1: To find the GCF, first **list** all of the **factors** (factors are numbers that can be multiplied) of the numbers.

Step 2: Look to see which numbers are **factors of both** numbers.

Step 3: The **largest** number that is a factor of both numbers is your GCF.

Example: 12 and 20

12: 1, 2, 3, 4, 6, 12

20: 1, 2, 4, 5, 10, 20

The common factors are 1, 2, and 4.

The GCF is 4.

Find the GCF.

85. 56 and 72 _____

86. 10 and 35 _____

87. 42 and 30 _____

88. 28 and 49 _____

Least Common Multiple

The **least common multiple (LCM)** is the lowest possible multiple any pair of numbers have in common. You can find the **multiples** of a number by multiplying it by other whole numbers.

Step 1: To find the least common multiple (LCM), list the **multiples** of the numbers.

Step 2: Look to see which numbers are **multiples of both** numbers.

Step 3: The **least** of those numbers is your LCM.

Example: 2 and 3

2: 2, 4, 6, 8, 10, 12, 14

3: 3, 6, 9, 12, 15, 18, 21

The common multiples are 6 and 12.

The LCM is 6.

Find the LCM.

89. 7 and 8 _____

90. 2 and 6 _____

91. 5 and 3 _____

92. 9 and 6 _____

Comparing Fractions and Decimals

Insert < (less than), > (greater than) or = (equal to) into the following comparisons. Remember, it may be easier to compare fractions that have **common denominators**.

93. $\frac{2}{3}$ _____ $\frac{4}{5}$

94. $\frac{5}{6}$ _____ $\frac{3}{4}$

95. $\frac{2}{8}$ _____ $\frac{1}{4}$

96. 0.01 _____ 0.02

97. 0.52 _____ 0.150

98. 2.50 _____ 2.5

Ordering Fractions and Decimals

- Write the following numbers in order from **least to greatest**.
- Writing all fractions with a **common denominator** or using a **number line** might be helpful.

99. $\frac{1}{3}, \frac{1}{6}, \frac{3}{4}$ _____

100. $\frac{3}{4}, \frac{2}{6}, \frac{1}{2}$ _____

101. 0.25, $\frac{4}{8}, 0.75$ _____

102. $\frac{6}{7}, 1, \frac{5}{2}$ _____

103. 0.55, 0.50, 0.050, 0.10, 0.01 _____

Simplifying Fractions

To reduce or simplify a fraction to its lowest terms, divide **both the numerator and denominator** by their **greatest common factor (GCF)**.

Example: 4 is the GCF of 4 and 8.

$$\frac{4}{8} = \frac{1}{2}$$

Simplify the following fractions.

104. $\frac{4}{20} =$ _____

105. $\frac{7}{49} =$ _____

106. $\frac{3}{9} =$ _____

107. $\frac{3}{18} =$ _____

108. $\frac{15}{20} =$ _____

109. $\frac{9}{12} =$ _____

Mixed Numbers and Improper Fractions

Mixed numbers combine whole numbers and fractions. The values of mixed numbers may also be written as improper fractions.

To write a mixed number as an improper fraction, **multiply** the whole number by the denominator and then **add** the numerator.

Example: $1\frac{1}{2} = \frac{(2 \times 1) + 1}{2} = \frac{3}{2}$

To write an improper fraction as a mixed number, **divide** the numerator by the denominator and place the **remainder** over the old denominator.

Example: $\frac{3}{2} = 2\overline{)3} = 1\frac{1}{2}$

$$\begin{array}{r} 2 \overline{)3} \\ \underline{-2} \\ 1 \end{array}$$

Change the following mixed numbers to improper fractions.

110. $5\frac{5}{8} =$ _____

111. $7\frac{4}{9} =$ _____

112. $3\frac{5}{7} =$ _____

Change the following improper fractions to mixed numbers.

113. $\frac{15}{9} =$ _____

114. $\frac{35}{8} =$ _____

115. $\frac{47}{5} =$ _____

Fractions Operations

Adding and Subtracting Fractions

- You may want to **rewrite** the problem **vertically**.
- Find a **common denominator**.
- For **subtraction**, you may have to change a **mixed number** to an **improper fraction**.
- **Add/subtract** the numerators.
- **Simplify** your answer.

Example: $\frac{1}{6} + \frac{1}{3} = \frac{1}{6} + \frac{2}{6} = \frac{3}{6} = \frac{1}{2}$

$1\frac{1}{2} - \frac{7}{8} = 1\frac{4}{8} - \frac{7}{8} = \frac{12}{8} - \frac{7}{8} = \frac{5}{8}$

$$\frac{1}{6} = \frac{1}{6}$$

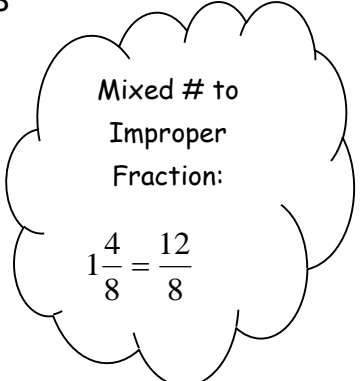
$$1\frac{1}{2} = 1\frac{4}{8} = \frac{12}{8}$$

$$+\frac{1}{3} = +\frac{2}{6}$$

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

$$\frac{3}{6} = \frac{1}{2}$$

$$\frac{5}{8}$$



Solve each problem. Simplify when possible.

116. $\frac{7}{8} + \frac{3}{8} =$ _____

117. $\frac{5}{7} - \frac{3}{7} =$ _____

118. $\frac{1}{4} + \frac{2}{3} =$ _____

119. $\frac{8}{9} - \frac{5}{36} =$ _____

120. $\frac{1}{5} + \frac{7}{8} =$ _____

121. $\frac{9}{10} - \frac{3}{5} =$ _____

122. $4\frac{3}{8} + 3\frac{3}{8} =$ _____

123. $11\frac{2}{5} - 9\frac{1}{5} =$ _____

124. $\frac{5}{8} + 3\frac{4}{7} =$ _____

125. $1\frac{8}{9} - \frac{5}{45} =$ _____

126. $7\frac{2}{6} + 5\frac{2}{3} =$ _____

127. $7\frac{1}{6} - \frac{5}{24} =$ _____

Multiplying Fractions

- Remember, when multiplying and dividing fractions there is no need to have a common denominator.
- **Multiply** straight across.
- Change the fraction to a **mixed number** and **reduce** if necessary.
- **Cross cancel** if you know how then multiply straight across (numerator x numerator, then denominator x denominator).

Example: $\frac{2}{3} \times \frac{4}{8} = \frac{8}{24} = \frac{1}{3}$

Simplify when possible.

128. $\frac{5}{6} \times \frac{2}{5} =$ _____

129. $\frac{4}{7} \times \frac{3}{16} =$ _____

130. $\frac{3}{7} \times \frac{2}{3} =$ _____

131. $\frac{1}{3} \times \frac{1}{4} =$ _____

132. $\frac{2}{3} \times \frac{1}{8} =$ _____

133. $\frac{7}{8} \times \frac{4}{9} =$ _____

Multiplying Fractions and Whole Numbers

- Remember, when multiplying and dividing fractions there is no need to have a common denominator.
- Write your whole number as a fraction over 1.
- **Multiply** straight across.
- Change the fraction to a **mixed number** and **reduce** if necessary.
- **Cross cancel** if you know how then multiply straight across (numerator x numerator, then denominator x denominator).

Example: $4 \times \frac{3}{8} = \frac{4}{1} \times \frac{3}{8} = \frac{12}{8} = 1\frac{4}{8} = 1\frac{1}{2}$

Simplify when possible.

134. $10 \times \frac{1}{4} =$ _____

135. $\frac{3}{7} \times 4 =$ _____

136. $7 \times \frac{2}{9} =$ _____

137. $\frac{1}{3} \times 15 =$ _____

138. $11 \times \frac{2}{5} =$ _____

139. $\frac{1}{10} \times 8 =$ _____

Multiplying Fractions and Mixed Numbers

- Remember, when multiplying and dividing fractions there is no need to have a common denominator.
- **Convert** the mixed number into an **improper fraction**.
- **Multiply** straight across.
- Change the fraction to a **mixed number** and **reduce** if necessary.
- **Cross cancel** if you know how then multiply straight across (numerator x numerator, then denominator x denominator).

Example: $4\frac{3}{8} \times \frac{1}{2} = \frac{35}{8} \times \frac{1}{2} = \frac{35}{16} = 2\frac{3}{16}$

Simplify when possible.

140. $6\frac{1}{4} \times \frac{1}{3} =$ _____

141. $\frac{3}{5} \times 4\frac{1}{2} =$ _____

142. $3\frac{2}{3} \times \frac{1}{5} =$ _____

143. $\frac{1}{4} \times 1\frac{3}{7} =$ _____

144. $10\frac{1}{4} \times \frac{1}{8} =$ _____

145. $\frac{1}{10} \times 9\frac{2}{5} =$ _____

Fractions to Decimals to Percents

Fraction to Decimal:

Use **division** to turn a fraction into a decimal. Remember to divide the numerator by the denominator.

$$\text{Example: } \frac{3}{4} = 3 \div 4 = 4 \overline{)3.00} = 0.75$$

Decimals to Fractions:

Read the number using **place values**. Decide if the number ends in the tenths, hundredths, thousandths, etc. place. That will be your denominator. **Reduce** your fraction by dividing the numerator and denominator by the same number (remember whatever you do to do the top, you do to the bottom).

$$\text{Example: } 0.5 \text{ reads 5 tenths which is the fraction } \frac{5}{10} = \frac{1}{2}$$

146. Complete the following chart.

Fraction	Decimal
$\frac{3}{8}$	
$\frac{1}{2}$	
	0.2
	0.33
$\frac{1}{4}$	

Basic Geometry (Plane Figures)

A polygon is a closed figure formed by straight lines.

Triangle: 3 sides and 3 angles

Hexagon: 6 sides and 6 angles

Quadrilateral: 4 sides and 4 angles

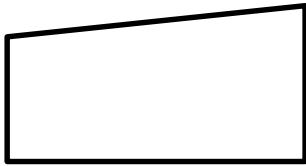
Octagon: 8 sides and 8 angles

Pentagon: 5 sides and 5 angles

Decagon: 10 sides and 10 angles

Name each polygon.

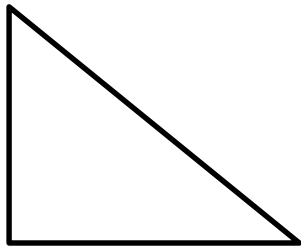
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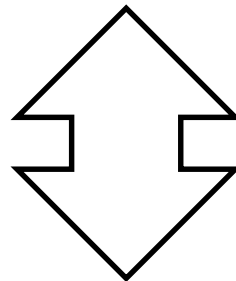
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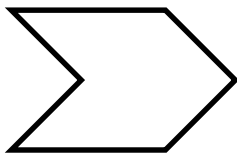
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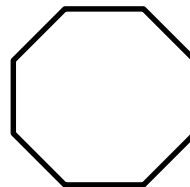
150.



151.



152.



Basic Geometry (Quadrilaterals)

A quadrilateral is classified by its sides and angles.

Quadrilateral: 4 sides and 4 angles

Rhombus: 4 equal sides and 4 parallel sides

Square: 4 equal sides and 4 right angles

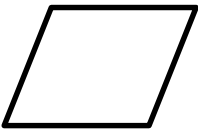
Trapezoid: Exactly 1 pair of parallel sides

Rectangle: 2 pairs of equal sides and 4 right angles

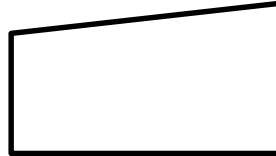
Parallelogram: 2 pairs of equal sides and 2 parallel sides

Classify each quadrilateral in as many ways as possible.

153.



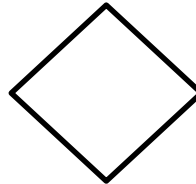
154.



155.



156.



157.



158.



Basic Geometry (Triangles)

A triangle is classified by its sides lengths and angles.

Side Classifications

Equilateral: All sides have equal length

Isosceles: At least 2 sides have equal length

Scalene: Each side has a different length

Angle Classifications

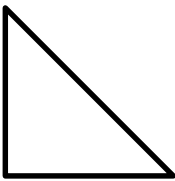
Right: One right angle

Acute: All 3 angles are less than 90°

Obtuse: One angle greater than 90°

Classify each triangle by its side lengths and angles.

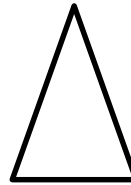
159.



Sides _____

Angles _____

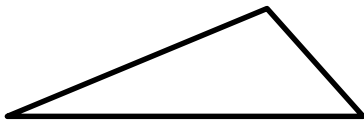
160.



Sides _____

Angles _____

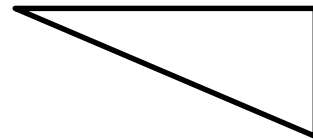
161.



Sides _____

Angles _____

162.



Sides _____

Angles _____

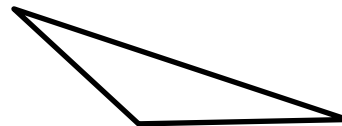
163.



Sides _____

Angles _____

164.



Sides _____

Angles _____

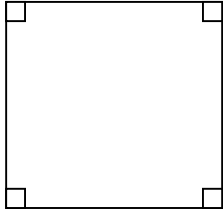
Area and Perimeter

Use the formula sheet to find the area or perimeter of each shape.

Square

Example:

4 in



$$A = l \times w$$

$$P = 4 \times s$$

$$A = 4 \text{ in} \times 4 \text{ in}$$

$$P = 4 \text{ in} \times 4$$

$$A = 16 \text{ in}^2$$

$$P = 16 \text{ in.}$$

165. $A =$ _____

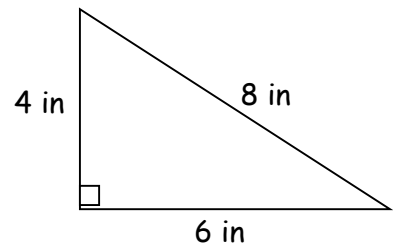


166. $P =$ _____

4 cm

9 cm

167. $P =$ _____



168. A square has one side that is 6 inches long. What is the perimeter and area of the square?

$P =$ _____

$A =$ _____

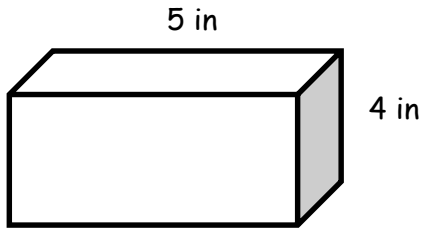
169. Draw a rectangle with an area of 12 in^2 .

170. A square has a perimeter of 120 feet. How long is each side? _____

Volume

Use the formula sheet to find the volume of each shape.

Example:



Rectangular Prism

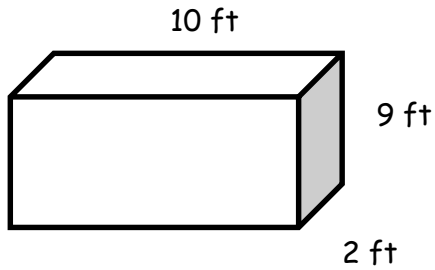
$$V = l \times w \times h$$

$$A = 5 \text{ in} \times 4 \text{ in} \times 3 \text{ in}$$

$$A = 60 \text{ in}^3$$

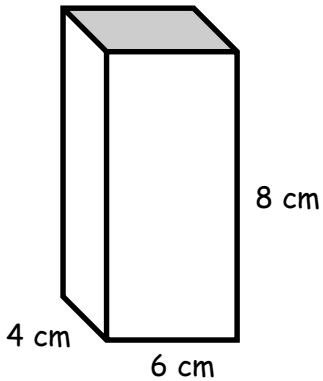
Find the volume of the boxes.

171.



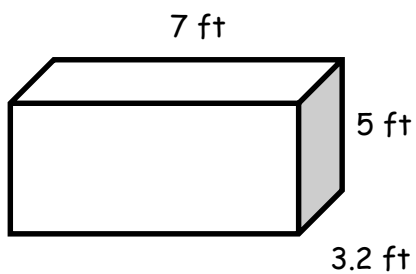
$$V = \underline{\hspace{2cm}}$$

172.



$$V = \underline{\hspace{2cm}}$$

173.



$$V = \underline{\hspace{2cm}}$$

Coordinate Graphing

x-axis - horizontal axis

y-axis - vertical axis

(x,y)

Plot the following points on the graph.

Be sure to label your points with the letter.

174. A (4, 6)

175. B (-3, 5)

176. C (0, -2)

177. D (1, 2)

Find the coordinates.

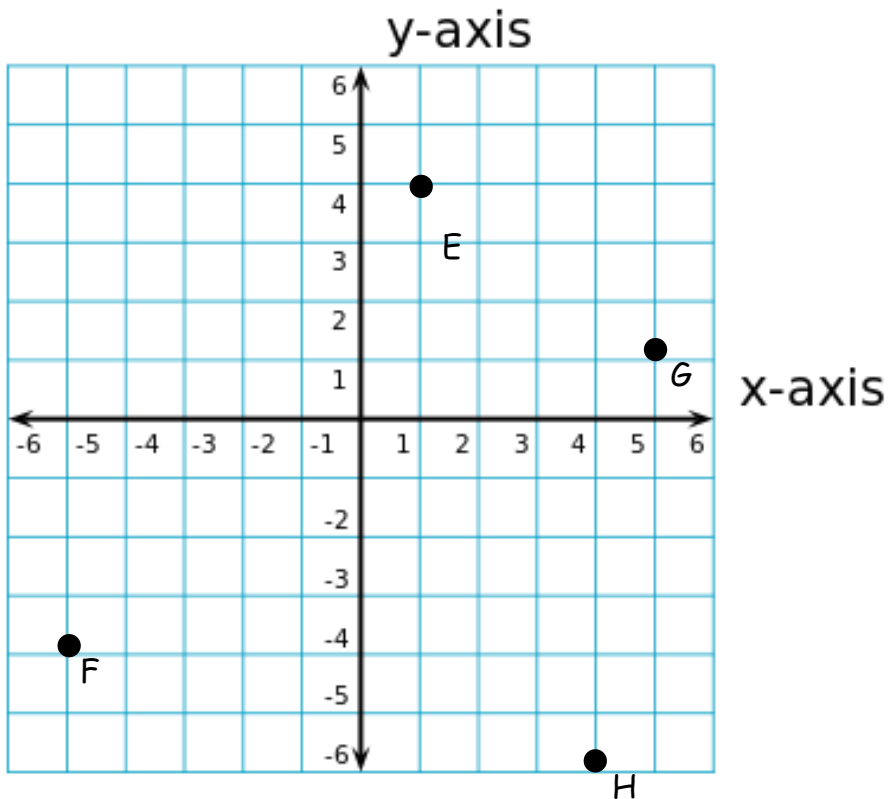
178. E (____, ____)

179. F (____, ____)

180. G (____, ____)

181. H (____, ____)

182. What are the coordinates of the origin? _____

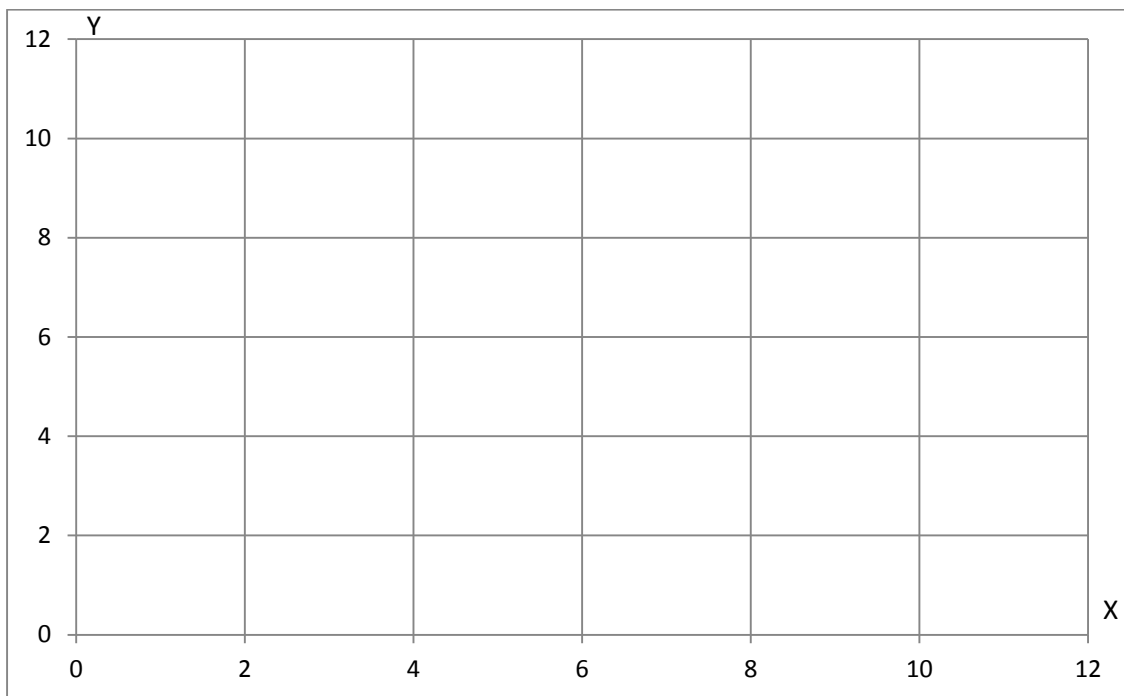


Extended-Constructed Response

Please show your work and explain your answer to each of the following questions.

183. Complete the table for the equation $y = x + 3$. Then graph the ordered pairs on the coordinate grid below.

X	Y
1	4
2	
3	
4	
5	



Is (12, 5) a solution to the equation? Explain your answer.
