Super-Journal Week 2:4

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below *every day* by recording the required data.

Day	Title	Start Pg.	End Pg.	Parent Sign.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

On the right-side page of your Super-Journal, answer two of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction). The Super-Journal is due on the first day after the weekend (usually Monday). To earn credit for your journal entry, you *must* respond in at least five complete sentences per response and use **specific evidence from the text to support your claim** based on what you've read this week.

FICTION

1. How does the author organize the text? Does the author use description, sequence, compare and contrast, cause and effect, or problem and solution to tell the story? Use evidence from the text to support your answer.

2. What is the main idea of this chapter?

NONFICTION

1. Explain what is happening in the text.

2. What is the main idea of this text?

RL.2.5/RI.1.3

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FICTION

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2. What is the main idea of this chapter?

NONFICTION

1. Explain what is happening in the text.

2. What is the main idea of this text?

RL.2.5/RI.1.3

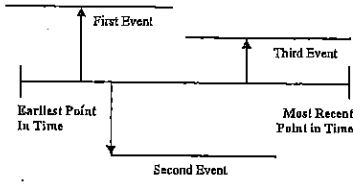
Identifying Text Structure #1

Name: AK

Directions: Read the passages. Identify the text structure. Write information from the passage into the appropriate graphic organizer.

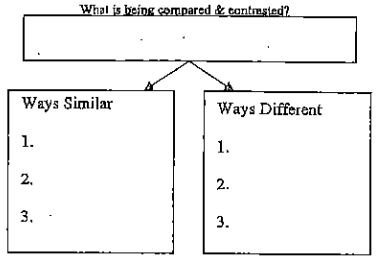
Which passage is **chronological**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



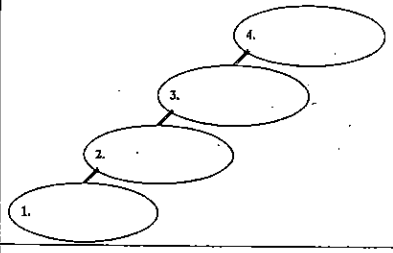
Which passage is **compare and contrast**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



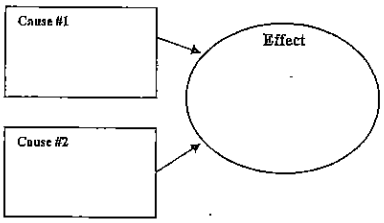
Which passage is **sequence**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



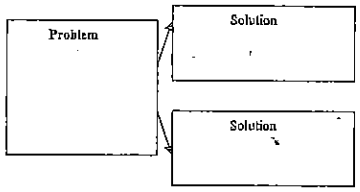
Which passage is **cause and effect**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



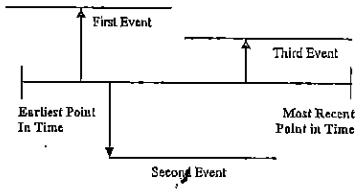
Which passage is **problem and solution**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



Which passage is **chronological**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



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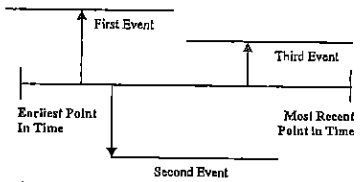
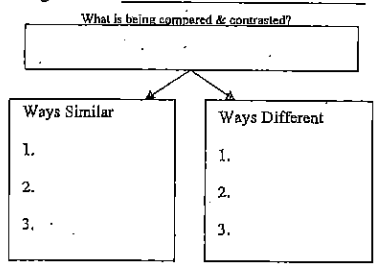


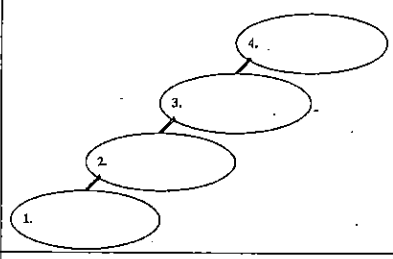
Which passage is **compare and contrast**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



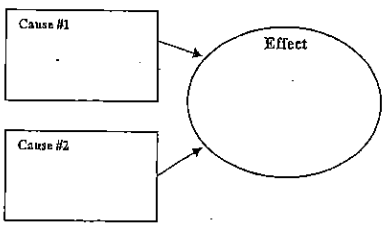
Which passage is **sequence**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



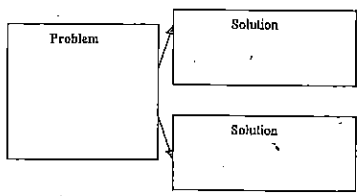
Which passage is **cause and effect**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



Which passage is **problem and solution**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



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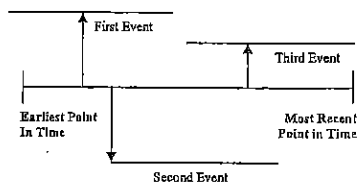
Passage Name: _____



Reading Guide for The Lion, the Witch, and the Wardrobe

Instructions: As you read, answer the following questions. Your final answers should be typed or written in cursive in complete sentences on a separate sheet of paper. (Each question is worth 2 points)

Chapters 1 – 2

1. What are the names of the four Pevensie children?
2. What does Lucy find in the back of the wardrobe?
3. What does the Faun call Lucy?
4. Where does the Faun invite Lucy to visit?
5. Who is the Faun working for as a kidnapper?

Chapters 3 – 4

1. What are the children playing the next time Lucy visits Narnia?
2. Why does Edmund follow Lucy into the wardrobe?
3. What does Edmund want to eat?
4. What does the Queen want Edmund to do for her?
5. What does Lucy call the Queen?

Chapters 5 – 6

1. How does Edmund let Lucy down at the beginning of chapter 5?
2. Who do Peter and Susan go to for help and advice?
3. What three possibilities does that person suggest to explain Lucy's story?
4. How do the children end up in the wardrobe again?
5. What do the children find in Mr. Tumnus' cave?

Chapters 7 – 8

1. According to the Beaver, who is "on the move" and perhaps has already landed?
2. How does Edmund feel when he hears the name "Aslan"?
3. How do the other children feel when they hear the name "Aslan"?
4. What is Mr. Beaver's answer when Lucy asks if Aslan is safe?
5. Where has Edmund gone by the end of chapter 8?

Chapters 9 – 11

1. What does Edmund draw on the face of the stone lion in the courtyard of the Witch's castle?
2. Why is the Witch angry with Edmund when he arrives at her castle?
3. What do we read in chapter 10 that is proof that the Witch's power is beginning to crumble?
4. What does Edmund get to eat and drink in the Witch's castle?
5. What is more evidence in chapter 11 that the Witch's power is beginning to fade or crumble?

Chapters 12 – 14

1. What does Aslan show Peter?
2. What does the Witch make the Dwarf and herself look like when the dagger is struck from her hand?
3. What will happen to Narnia if the Witch does not get blood for Edmund's wrong doing as the Deep Magic requires?
4. What does Aslan request because he is sad and lonely?
5. What happens to Aslan at the end of chapter 14?

Chapters 15 – 17

1. Where does Aslan take Lucy and Susan?
2. What does Lucy offer to Giant Rumblebuffin? How is Rumblebuffin confused?
3. Who smashed the Witch's wand?
4. Who sings in honor of the new kings and queens?
5. What do the kings and queens discover in the woods as they are chasing the White Stag?

Name _____ Date _____

Adding and Subtracting Decimals

Problem Solving—Mind Over Money

Ginny took the money she earned babysitting and went to the movies. She spent **$3.90** for her ticket. Then she spent **half** of the remaining money on popcorn. On the way home she bought an ice cream for **$1.49**. When she got home, she had **$0.81** left of her earnings. How much did she earn babysitting?

$0.81	→	Start with the money left over.
+ 1.49	→	add money spent on ice cream cone
2.30	→	half of remaining money
+ 2.30	→	add other half of money spent on popcorn
4.60	→	money remaining after buying ticket
+ 3.90	→	add money spent on ticket
$8.50	→	**money that Ginny earned babysitting**

1. An owner of a retail clothing store bought a dress for $36.25 and sold it for $59.99. What was her profit? Hint: A *profit* is what you make after you take out your expenses.

2. A pair of running shoes costs $22.29. The store owner wanted to make a profit of $18.50. What should the selling price be?

3. Malcolm spent $48.74 on new speakers and $25.39 on computer games. When he was finished, he only had $0.58 left. How much money did Malcolm have before he went shopping?

4. In the town of Sleepy Oak, the fine for a speeding ticket is $32.65 + s dollars, where s is the miles per hour over the speed limit.

   a. What is the fine for going 38.4 miles per hour in a 25-mile-per-hour school zone? Hint: First find out how many miles over the speed limit 38.4 is.

   Clue: Solve a simpler problem.

   b. Mr. Thomas was fined $50.15 for speeding in the same school zone. How fast was he driving? Hint: First find the difference between Mr. Thomas's fine and the base fine of $32.65.

5. Hailey received some cash for her birthday. She spent $14.48 on a CD and donated $25.00 to charity. She put half of what was left into her savings account. She has $17.76 left. How much did she receive on her birthday?

Clue: Work backwards.

Name Date

Adding and Subtracting Decimals

Problem Solving

1. To make the swim team, Pedro must swim 400 meters in less than 7 minutes. Pedro swam the first 200 meters in 2.86 minutes. He swam the second 200 meters in 3.95 minutes. What is the total amount of time he took to swim 400 meters? Did Pedro make the team?

2. The school record for the 400-meter track relay was 65.5 seconds. This year's Speedsters would like to tie or break the record. It took them 53.96 seconds to run 300 meters. In how much time must they run the last 100 meters to tie the record?

FYI:
Each person in a 400-meter relay runs 100 meters.

3. The Whiz Kids ran the 400-meter relay in 47.35 seconds. Their time for the first 300 meters was 35.58 seconds. What was their time for the last 100 meters?

Jamie used her pedometer to keep track of how far she walked every week in July. Use the table she made to solve problems 4–6.

July Walking Distance in Miles	
Week 1	7.94
Week 2	13.7
Week 3	9.3
Week 4	11.25

4. Which two weeks together total about 19 miles?

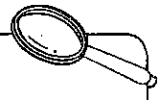
5. What is the total distance that Jamie walked in July?

6. Jamie walked 21.7 miles during the month of August. How many miles did she walk during July and August combined?

7. At a track-and-field meet, the winner of the pole vault event cleared a height of 3.25 meters. This was 0.1 meters more than the height cleared by the second-place pole-vaulter. The second-place height was 0.05 meters more than the third-place height. What height did the third-place pole-vaulter clear?

8. Chung noticed a pattern in his long jump distances. So far they have been 3.2 meters, 3.325 meters, 3.45 meters, and 3.575 meters. Find Chung's pattern. What is the next distance in his pattern?

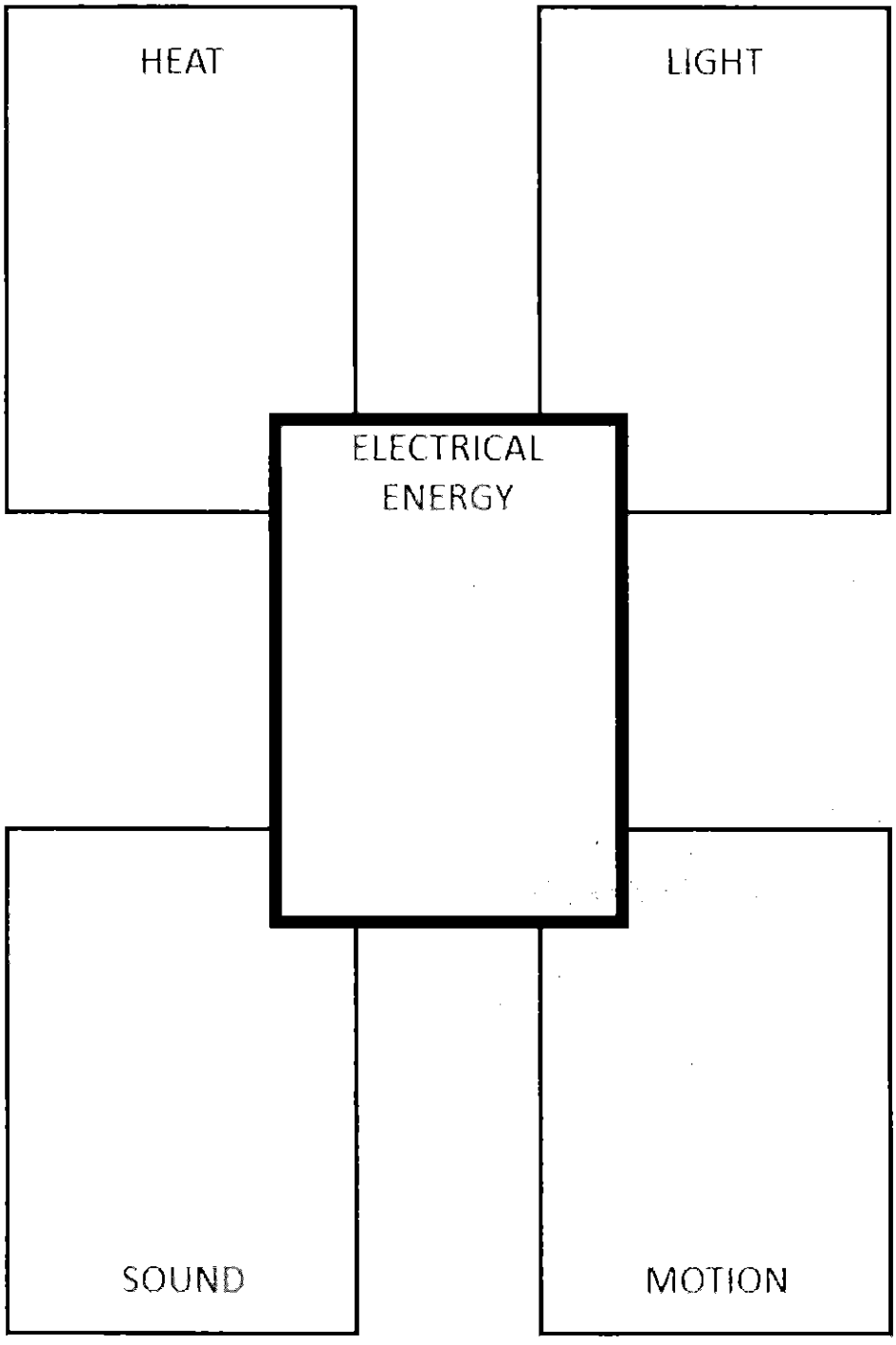
Clue:
Find a pattern.



Day 5: *Electrifying* – CPALMs Tutorial Energy Transformations Name: _____ Date: _____

Essential Question: How can building an electrical circuit demonstrate how electrical energy flows and can be transformed into other forms of energy?

CPALMs Tutorial Energy Transformation: Go through the tutorial to complete the thinking map.



Adding with Mixed Numbers

12. Name: _____

Add.

1. $4\frac{7}{8} + \frac{1}{8}$ _____
2. $4\frac{7}{8} + \frac{1}{4}$ _____
3. $4\frac{7}{8} + \frac{1}{2}$ _____
4. $2\frac{3}{4} + \frac{1}{3}$ _____
5. $2\frac{3}{4} + \frac{2}{3}$ _____
6. $2\frac{3}{4} + \frac{5}{6}$ _____
7. $1\frac{2}{5} + 1\frac{1}{2}$ _____
8. $2\frac{4}{5} + 3\frac{1}{2}$ _____
9. $3\frac{2}{3} + 3\frac{2}{5}$ _____
10. $4\frac{5}{8} + 2\frac{2}{3}$ _____
11. $5\frac{3}{4} + 2\frac{3}{5}$ _____
12. $3\frac{5}{6} + 2\frac{7}{8}$ _____

13. What strategy did you use to solve problem 3? Describe each step.

Adding with Mixed Numbers

12. Name: _____

Add.

1. $4\frac{7}{8} + \frac{1}{8}$ _____
2. $4\frac{7}{8} + \frac{1}{4}$ _____
3. $4\frac{7}{8} + \frac{1}{2}$ _____
4. $2\frac{3}{4} + \frac{1}{3}$ _____
5. $2\frac{3}{4} + \frac{2}{3}$ _____
6. $2\frac{3}{4} + \frac{5}{6}$ _____
7. $1\frac{2}{5} + 1\frac{1}{2}$ _____
8. $2\frac{4}{5} + 3\frac{1}{2}$ _____
9. $3\frac{2}{3} + 3\frac{2}{5}$ _____
10. $4\frac{5}{8} + 2\frac{2}{3}$ _____
11. $5\frac{3}{4} + 2\frac{3}{5}$ _____
12. $3\frac{5}{6} + 2\frac{7}{8}$ _____

13. What strategy did you use to solve problem 3? Describe each step.

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Day 3: *Electrifying* – Create Your Own Circuit Name: _____ Date: _____

Essential Question: How can building an electrical circuit demonstrate how electrical energy flows and can be transformed into other forms of energy?

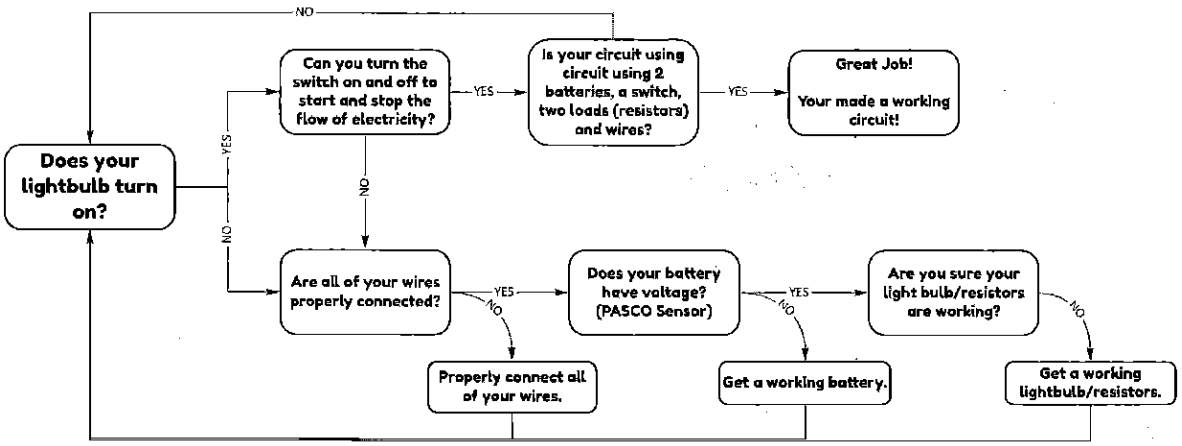
Read and **annotate** the text below called "What Does a Circuit's Switch Do?

To move through a circuit, electricity needs a path that is **complete**, or closed. When a circuit has a broken wire or a dead battery, electricity cannot flow through it. The circuit is **incomplete**, or open, and no longer works. To get the circuit working again, you need to fix its wire or replace its battery.

But not all circuits are broken when they are open. A lot of circuits have switches. **Switches** close and open circuits to turn them on and off. We use switches every day to close and open electrical circuits. For example, when you press a blender's "on" button, you are using a switch to close the blender s circuit and let electricity flow through it! And when you press the blender's "off" button, you are using a switch to open the circuit and stop the flow of electricity.

Design and **build** a circuit using 2 batteries, a switch, two loads (resistors) and wires. **Draw** and **label** a diagram of your circuit before building.

Check Your Thinking: Do you have a closed circuit? Use the flow chart below to **evaluate.**



Exit Ticket: Stanley built a circuit using a bulb, battery, two copper wires and a switch. In Stanley's circuit, what does the switch do?

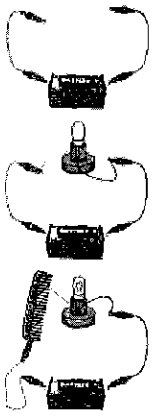
a) It opens or closes the circuit.
b) It provides electrical energy to the battery.
c) It changes electrical energy to light energy.
d) It increases the strength of the electricity.

Day 2: *Electrifying* – Conductor or Insulator Name: _____ Date: _____

Essential Question: How can building an electrical circuit demonstrate how electrical energy flows and can be transformed into other forms of energy?

Predict: Which items are insulators, and which are conductors?

Attach one end of the red alligator clip (or wire) to the metal tab on the battery holder's positive (+) end. Attach one end of the blue alligator clip to the metal tab on the battery holder's negative (-) end. *If a battery holder is not available, use two small pieces of tape to attach the alligator clips/wires to the battery.*



Attach the other end of the red alligator clip to the exposed end of the bulb holder's red wire. Attach the other end of the blue alligator clip to the exposed end of the bulb holder's black wire. You should see the bulb light up.

Remove the red alligator clip from the bulb holder's red wire. To test what materials, conduct electricity, touch each item with the red alligator clip and the exposed end of the bulb holder's red wire.

Record your predictions, results and observations in the table below.

Item	Prediction (circle one)	Results (circle one)	Observations
	conductor insulator	**conductor insulator**	
	conductor insulator	**conductor insulator**	
	conductor insulator	**conductor insulator**	
	conductor insulator	**conductor insulator**	
	conductor insulator	**conductor insulator**	
	conductor insulator	**conductor insulator**	
	conductor insulator	**conductor insulator**	

Reflect: What do you think is the difference between a conductor and an insulator?

_____

_____

_____

_____

_____

Adding Fractions with Unlike Denominators

12 Name: _____

Add.

1. $\frac{1}{2}+\frac{1}{4}$ _____
2. $\frac{1}{2}+\frac{3}{8}$ _____
3. $\frac{1}{2}+\frac{1}{3}$ _____
4. $\frac{1}{3}+\frac{1}{4}$ _____
5. $\frac{5}{6}+\frac{1}{12}$ _____
6. $\frac{1}{3}+\frac{2}{5}$ _____
7. $\frac{5}{6}+\frac{2}{3}$ _____
8. $\frac{3}{4}+\frac{5}{6}$ _____
9. $\frac{7}{9}+\frac{1}{6}$ _____
10. $\frac{7}{8}+\frac{2}{3}$ _____
11. $\frac{3}{2}+\frac{3}{5}$ _____
12. $\frac{9}{8}+\frac{5}{6}$ _____

13. What is a different common denominator you could use in problem 2? Describe how you would add the fractions using this different common denominator. Is the result equivalent to the sum found in problem 2?

Adding Fractions with Unlike Denominators

12 Name: _____

Add.

1. $\frac{1}{2}+\frac{1}{4}$ _____
2. $\frac{1}{2}+\frac{3}{8}$ _____
3. $\frac{1}{2}+\frac{1}{3}$ _____
4. $\frac{1}{3}+\frac{1}{4}$ _____
5. $\frac{5}{6}+\frac{1}{12}$ _____
6. $\frac{1}{3}+\frac{2}{5}$ _____
7. $\frac{5}{6}+\frac{2}{3}$ _____
8. $\frac{3}{4}+\frac{5}{6}$ _____
9. $\frac{7}{9}+\frac{1}{6}$ _____
10. $\frac{7}{8}+\frac{2}{3}$ _____
11. $\frac{3}{2}+\frac{3}{5}$ _____
12. $\frac{9}{8}+\frac{5}{6}$ _____

13. What is a different common denominator you could use in problem 2? Describe how you would add the fractions using this different common denominator. Is the result equivalent to the sum found in problem 2?

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Name _____ Date _____

Fractions: Greatest Common Factor

Example: List the factors of 12 and 18. Circle the common factors. Write the greatest common factor (GCF).

Factors of 12: (1), (2), (3), 4, (6), 12

Factors of 18: (1), (2), (3), (6), 9, 18

Common Factors: (1), (2), (3), (6)

GCF=6

A **factor** is a number that another number can be divided by evenly.

List the factors of each pair of numbers. Circle the common factors. Find the greatest common factor (GCF).

1. 6: 4:

18: 12:

GCF:_____ GCF:_____

2. 12: 14:

18: 21:

GCF:_____ GCF:_____

3. 18: 24:

27: 32:

GCF:_____ GCF:_____

4. 9: 9:

12: 15:

GCF:_____ GCF:_____

5. 15: 15:

20: 40:

GCF:_____ GCF:_____

6. 14: 15:

35: 35:

GCF:_____ GCF:_____

Day 1: *Electrifying* – Probe & Explore Name: _____ Date: _____

Essential Question: How can building an electrical circuit demonstrate how electrical energy flows and can be transformed into other forms of energy?

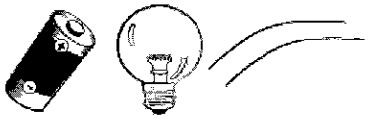
Learning Goals:

- I can **investigate** and **illustrate** that the flow of electricity requires a closed circuit.
- I can **identify** and/or **classify** materials that conduct electricity and materials that do not.
- I can **investigate** and **explain** that electrical energy can be transformed into heat, light, and sound energy, as well as energy of motion.

Vocabulary: heat energy, light energy, electrical energy, closed circuit, open circuit, resistor/load, insulator, conductor, sound energy, electricity, battery

Probe: One Wire or Two?

Mattie and Elmo disagree about how to light a lightbulb using a battery and wire. This is what they said:



Mattie: "I think you can light the bulb using only one wire."
Elmo: "I think you need at least two wires to light the bulb."

With whom do you agree the most? _____

Explain why you agree. **Draw** and **label** a diagram that supports your explanation.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

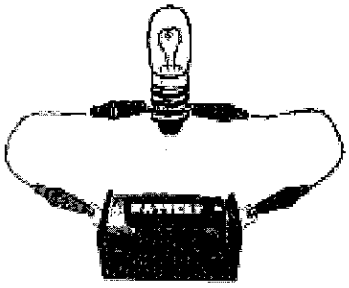
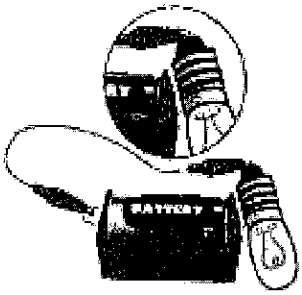
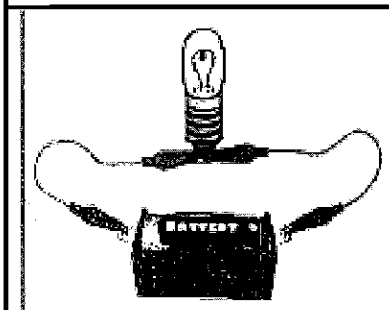
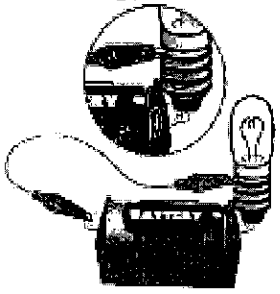
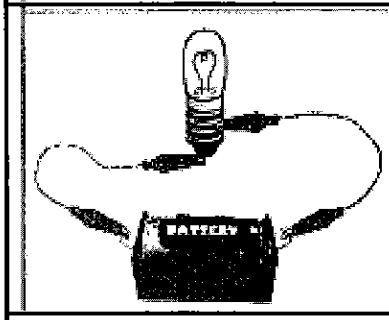
_____

DIAGRAM

Day 1: *Electrifying* – Creating a Circuit Name: _____ Date: _____

Essential Question: How can building an electrical circuit demonstrate how electrical energy flows and can be transformed into other forms of energy?

Creating a Circuit: With a partner, build each circuit shown below. In the blanks, circle "yes" or "no" to answer whether the circuit lights the bulb or not. In the last space, draw a new way to light the bulb.

Circuit	Does it Work? (circle one)	Circuit	Does it work? (circle one)
	**YES** or **No**		**YES** or **No**
	**YES** or **No**		**YES** or **No**
	**YES** or **No**	Draw Your Own Working Circuit	**YES**

Reflect: What do you think is the difference between an open and closed circuit? How did today's task help you understand the difference?

_____

_____

_____

_____

_____

_____

DIAGRAM

Name _____ Date _____

Fractions: Least Common Multiple

The least common multiple (LCM) is the smallest number that is a multiple of two or more numbers.

Example: Find the LCM of 6 and 8.
- List some multiples of 6 and 8.
- Circle the common multiples.
- Write the least common multiple (LCM).

Multiples of 6: 6, 12, 18, (24), 30, 36, 42, (48)
Multiples of 8: 8, 16, (24), 32, 40, (48)

LCM = 24

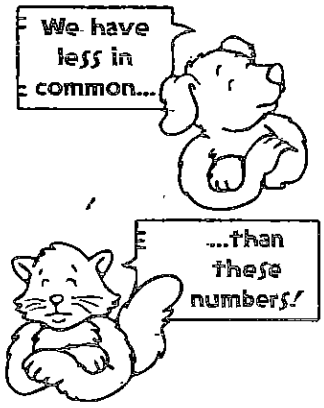
Find the least common multiple (LCM) of each pair of numbers.

1. 6: _____ 4: _____
2: _____ 8: _____
LCM:_____ LCM:_____

2. 5: _____ 4: _____
3: _____ 6: _____
LCM:_____ LCM:_____

3. 8: _____ 6: _____
12: _____ 10: _____
LCM:_____ LCM:_____

4. 12: _____ 10: _____
20: _____ 15: _____
LCM:_____ LCM:_____



Find the least common multiple (LCM) of each set of numbers.

5. 6: _____ 4: _____
5: _____ 9: _____
15: _____ 18: _____
LCM:_____ LCM:_____

6. 8: _____ 10: _____
10: _____ 15: _____
20: _____ 30: _____
LCM:_____ LCM:_____

Name _____ Date _____

Fractions: Simplest Form

Example: Write the fraction $\frac{42}{56}$ in simplest form.

Step 1
Find the GCF of the numerator and denominator.

42: (1) (2) 3, 6, (7) (14) (21) (42)
56: (1) (2) 4, (7) 8, (14) 28, 56

GCF = 14

Step 2
Divide the numerator and denominator by their GCF.

$\frac{42}{56} \div \frac{14}{14} = \frac{3}{4}$

Write each fraction in simplest form. Circle your answer.

If a fraction is already in simplest form, just write the fraction.

1.	$\frac{4}{6}$	$\frac{5}{10}$	$\frac{9}{15}$	$\frac{8}{14}$	$\frac{2}{15}$
2.	$\frac{3}{27}$	$\frac{5}{18}$	$\frac{15}{18}$	$\frac{28}{30}$	$\frac{5}{20}$
3.	$\frac{6}{21}$	$\frac{28}{42}$	$\frac{22}{30}$	$\frac{15}{32}$	$\frac{35}{50}$
4.	$\frac{7}{21}$	$\frac{19}{38}$	$\frac{48}{60}$	$\frac{10}{20}$	$\frac{22}{32}$
5.	$\frac{34}{59}$	$\frac{22}{88}$	$\frac{26}{28}$	$\frac{18}{90}$	$\frac{75}{80}$
6.	$\frac{30}{50}$	$\frac{20}{100}$	$\frac{25}{75}$	$\frac{60}{200}$	$\frac{4}{30}$

Name _____

Secret Message

A Shaded Message

Rewrite each fraction below in lowest terms. If the fraction is already in lowest terms, simply shade in the section. The shaded area will reveal what you might have used to solve the problems on this page.

A.	$\frac{6}{8} =$	$\frac{3}{15} =$	$\frac{15}{21} =$	$\frac{9}{36} =$	$\frac{3}{24} =$
B.	$\frac{15}{18} =$	$\frac{18}{24} =$	$\frac{3}{8} =$	$\frac{8}{20} =$	$\frac{9}{18} =$
C.	$\frac{4}{100} =$	$\frac{9}{12} =$	$\frac{10}{24} =$	$\frac{12}{15} =$	$\frac{16}{18} =$
D.	$\frac{6}{13} =$	$\frac{2}{5} =$	$\frac{3}{4} =$	$\frac{15}{22} =$	$\frac{8}{9} =$
E.	$\frac{12}{23} =$	$\frac{7}{8} =$	$\frac{4}{15} =$	$\frac{6}{25} =$	$\frac{1}{5} =$
F.	$\frac{18}{45} =$	$\frac{36}{40} =$	$\frac{6}{60} =$	$\frac{35}{42} =$	$\frac{6}{16} =$
G.	$\frac{12}{30} =$	$\frac{18}{27} =$	$\frac{7}{24} =$	$\frac{25}{30} =$	$\frac{34}{50} =$
H.	$\frac{60}{70} =$	$\frac{12}{32} =$	$\frac{13}{52} =$	$\frac{28}{56} =$	$\frac{16}{48} =$
I.	$\frac{9}{30} =$	$\frac{50}{75} =$	$\frac{34}{51} =$	$\frac{24}{96} =$	$\frac{63}{81} =$

Name _____ Date _____

Fractions: Least Common Denominator

Two fractions have a common denominator if their denominators are the same.
The **least common denominator** (LCD) of two fractions is the least common multiple of their denominators.

$\frac{5}{8}$ and $\frac{7}{12}$

Step 1
Find the LCM of the two denominators.

8: 8, 16, 24
12: 12, 24

LCM = 24

Step 2
Write equivalent fractions with the common denominator of 24.

$\frac{5}{8} = \frac{}{24}$

$\frac{5}{8} = \frac{5}{8} \times \frac{3}{3} = \frac{15}{24}$

$\frac{7}{12} = \frac{}{24}$

$\frac{7}{12} = \frac{7}{12} \times \frac{2}{2} = \frac{14}{24}$

Rewrite the fractions using the LCD.

1.	$\frac{1}{9}$ and $\frac{1}{3}$	$\frac{1}{3}$ and $\frac{1}{6}$	$\frac{5}{6}$ and $\frac{2}{5}$
2.	$\frac{4}{8}$ and $\frac{2}{3}$	$\frac{2}{6}$ and $\frac{3}{9}$	$\frac{4}{5}$ and $\frac{3}{9}$
3.	$\frac{2}{4}$ and $\frac{3}{7}$	$\frac{2}{3}$ and $\frac{6}{8}$	$\frac{3}{5}$ and $\frac{5}{6}$
4.	$\frac{1}{8}$ and $\frac{1}{16}$	$\frac{1}{12}$ and $\frac{1}{4}$	$\frac{1}{18}$ and $\frac{1}{9}$
5.	$\frac{6}{9}$ and $\frac{3}{18}$	$\frac{2}{8}$ and $\frac{4}{32}$	$\frac{4}{5}$ and $\frac{6}{20}$
6.	$\frac{1}{4}$ and $\frac{3}{18}$	$\frac{3}{7}$ and $\frac{3}{8}$	$\frac{1}{2}$ and $\frac{4}{11}$

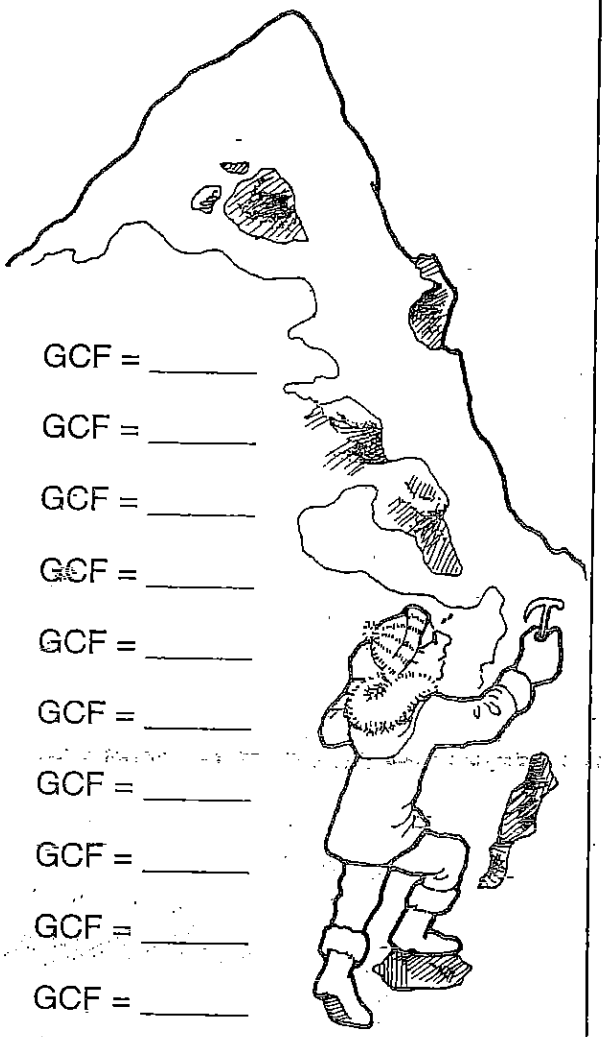
Name _____

Riddle

The Highest Peak

Find the greatest common factor (GCF) for each pair of numbers. Then cross out one square at the bottom of the page that contains the answer. The letters to the remaining squares, written in order, will spell the answer to the following question:

What is the highest mountain peak in the world?



A.	12 and 30	GCF = _____		16 and 20	GCF = _____
B.	8 and 10	GCF = _____		7 and 9	GCF = _____
C.	6 and 12	GCF = _____		9 and 12	GCF = _____
D.	21 and 35	GCF = _____		10 and 16	GCF = _____
E.	12 and 18	GCF = _____		14 and 21	GCF = _____
F.	15 and 40	GCF = _____		36 and 48	GCF = _____
G.	16 and 24	GCF = _____		18 and 36	GCF = _____
H.	21 and 45	GCF = _____		24 and 42	GCF = _____
I.	18 and 30	GCF = _____		45 and 54	GCF = _____
J.	22 and 52	GCF = _____		16 and 64	GCF = _____

M 0	A 4	C 6	O 30	J 5	H 2	U 11	L 12
P 6	N 15	Q 3	B 7	T 10	H 6	Y 8	E 13
Z 18	U 7	V 22	G 3	X 1	E 20	R 14	K 6
F 2	E 17	W 6	S 21	C 9	J 2	D 16	T 25

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____