

Each day, try to complete 3 or more of the green activities before completing the yellow activities. We encourage you to try and do 2 English activities and 1 Mathematics activity.

Tuesday 5th October

Morning Session

English

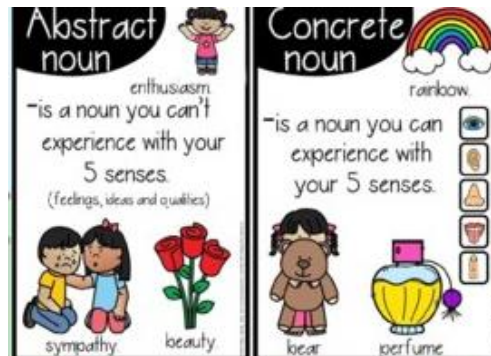
Spelling: Look, cover, write and check your spelling words. Complete 1 task from the spelling grid below.

Reading: Log onto Readworks and complete today's task **OR** Complete the "Race to the Finish" task card below. Discuss with an adult what you have read.

Writing: Narrative Texts

Read the Story Starter below and brainstorm some ideas about that you could use to finish off the story.

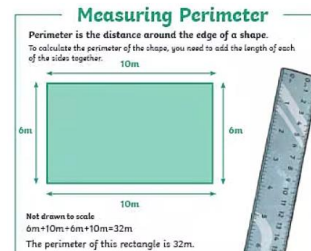
Grammar: - Complete the "Concrete and Abstract Nouns" worksheet below.



Middle Session

Mathematics – Perimeter

This week we are looking at Perimeter. We measure the perimeter of a shape by adding the lengths around the outside of the shape together.



and/or

Go onto **Matific** enter your login and password and complete set tasks.
<https://www.matific.com/au/en-au/login-page/>

and/or

Timetables - Write down and practice you 8 timetables.

Extension: write down your 8 division tables.

Multiples of 8			Dividing by 8		
1	x	8 = 8	8	÷	8 = 1
2	x	8 = 16	16	÷	8 = 2
3	x	8 = 24	24	÷	8 = 3
4	x	8 = 32	32	÷	8 = 4
5	x	8 = 40	40	÷	8 = 5
6	x	8 = 48	48	÷	8 = 6
7	x	8 = 56	56	÷	8 = 7
8	x	8 = 64	64	÷	8 = 8
9	x	8 = 72	72	÷	8 = 9
10	x	8 = 80	80	÷	8 = 10
11	x	8 = 88	88	÷	8 = 11
12	x	8 = 96	96	÷	8 = 12

Afternoon Session

Geography – Climates Around the World

Complete the worksheet below – "Do other places have the same climate as Australia?"

Look at the world climate zone map to complete question 2.

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Lunch (10mins eating & 30 mins play)

Lunch (30mins)

Each day, try to complete 3 or more of the green activities before completing the yellow activities. We encourage you to try and do 2 English activities and 1 Mathematics activity.

Wednesday 6th October

Morning Session

English

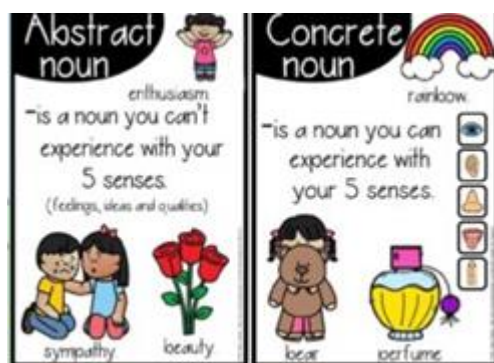
Spelling: Look, cover, write and check your [spelling words](#). Complete 1 task from the [spelling grid](#) below.

Reading: Log onto [Readworks](#) and complete today's task **OR** Complete the "A Panic in the Streets" task card below. Discuss with an adult what you have read.

Writing: Narrative Texts

Reread the story starter below and answer the questions on the Question time worksheet.

Grammar: - Complete the "Concrete and Abstract Nouns" worksheet below.



Middle Session

Mathematics – Perimeter

Calculate the perimeter of the shapes on the work sheet below. Write the answers inside the shape.

and/or

Go onto **Matific** enter your login and password and complete set tasks.

<https://www.matific.com/au/en-au/login-page/>

and/or

Timetables - Write down and practice you 8 timetables.

Extension: write down your 8 division tables.

Multiples of 8

1	x	8	=	8
2	x	8	=	16
3	x	8	=	24
4	x	8	=	32
5	x	8	=	40
6	x	8	=	48
7	x	8	=	56
8	x	8	=	64
9	x	8	=	72
10	x	8	=	80
11	x	8	=	88
12	x	8	=	96

Dividing by 8

8	÷	8	=	1
16	÷	8	=	2
24	÷	8	=	3
32	÷	8	=	4
40	÷	8	=	5
48	÷	8	=	6
56	÷	8	=	7
64	÷	8	=	8
72	÷	8	=	9
80	÷	8	=	10
88	÷	8	=	11
96	÷	8	=	12

Lunch (10mins eating & 30 mins play)

Afternoon Session

Geography – Similarities and Differences between places.

Analyse the temperature and rainfall graphs for Wellington and Port Moresby below. Use this information to answer the questions in the table below.

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Lunch (30mins)

Each day, try to complete 3 or more of the green activities before completing the yellow activities. We encourage you to try and do 2 English activities and 1 Mathematics activity.

Thursday 7th October

Morning Session

English

Spelling: Look, cover, write and check your [spelling words](#). Complete 1 task from the [spelling grid](#) below.

Reading: Log onto [Readworks](#) and complete today's task **OR** Complete the "A Bad Case of Stage Fright" activity card below. Discuss with an adult what you have read.

Writing: Narrative Texts

Using the ideas that you brainstormed on Tuesday and the answers that you completed in question time yesterday complete the story starter. Remember to be as creative as you can and make sure your story flows.

Grammar: - Complete the "Nouns" worksheet below.

Middle Session

Mathematics – Perimeter

Calculate the perimeter of the shapes on the work sheet below. Write the answers inside the shape.

and/or

Mathematics continued

Go onto **Matific** enter your login and password and complete set tasks.

<https://www.matific.com/au/en-au/login-page/>

and/or

Timetables - Write down and practice you 8 timetables.

Extension: write down your 8 division tables.

Multiples of 8

1	x	8	=	8
2	x	8	=	16
3	x	8	=	24
4	x	8	=	32
5	x	8	=	40
6	x	8	=	48
7	x	8	=	56
8	x	8	=	64
9	x	8	=	72
10	x	8	=	80
11	x	8	=	88
12	x	8	=	96

Dividing by 8

8	÷	8	=	1
16	÷	8	=	2
24	÷	8	=	3
32	÷	8	=	4
40	÷	8	=	5
48	÷	8	=	6
56	÷	8	=	7
64	÷	8	=	8
72	÷	8	=	9
80	÷	8	=	10
88	÷	8	=	11
96	÷	8	=	12

Lunch (10mins eating & 30 mins play)

Afternoon Session

Visual Arts – Andy Warhol

Read the fact sheet about Andy Warhol and complete the attached brainstorming activity.

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Lunch (30mins)

Each day, try to complete 3 or more of the green activities before completing the yellow activities. We encourage you to try and do 2 English activities and 1 Mathematics activity.

Friday 8th October

Morning Session

English

Spelling: Look, cover, write and check your [spelling words](#). Complete 1 task from the [spelling grid](#) below.

Reading: Log onto [Readworks](#) and complete today's task **OR** Complete the "Skiing the Slopes" task card below. Discuss with an adult what you have read.

Writing: Narrative Texts

Can you design a robot?

Design a robot. Draw and label the picture of your robot. Use full sentences to describe what it can do. Think about what it looks like, and what things it can do.

Grammar: - Complete the "Nouns Groups" worksheet below.

Lunch (10mins eating & 30 mins play)

Middle Session

Mathematics – Perimeter

Complete the perimeter word problems below.

and/or

Go onto **Matific** enter your login and password and complete set tasks.
<https://www.matific.com/au/en-au/login-page/>

and/or

Timetables - Write down and practice you 8 timetables.

Extension: write down your 8 division tables.

Multiples of 8

1	x	8	=	8
2	x	8	=	16
3	x	8	=	24
4	x	8	=	32
5	x	8	=	40
6	x	8	=	48
7	x	8	=	56
8	x	8	=	64
9	x	8	=	72
10	x	8	=	80
11	x	8	=	88
12	x	8	=	96

Dividing by 8

8	÷	8	=	1
16	÷	8	=	2
24	÷	8	=	3
32	÷	8	=	4
40	÷	8	=	5
48	÷	8	=	6
56	÷	8	=	7
64	÷	8	=	8
72	÷	8	=	9
80	÷	8	=	10
88	÷	8	=	11
96	÷	8	=	12

Lunch (30mins)

Afternoon Session

Visual Arts – Pop Art

Watch the following video on Pop Art.

<https://www.youtube.com/watch?v=DhEyoDCTSDQ&t=29s>

Read the passage on Pop Art and complete the activity at the bottom of the sheet.

Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.

Remember to take brain breaks throughout the day so you can reenergise for your next task.

Week 1 Words

	 Michelangelo	 Raphael	 Donatello	 Leonardo
	ar (as in star) Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. ch-ar-t	a-e (as in snake) Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. m-a-d-e	ou (as in cloud) – typically occurs in the middle of words. Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. s-ou-th	be- (as in behind) [/e=ee/] Sounding Out Strategy: syllabic spelling e.g. be-fore
1	chart	shake	cloud	beware
2	garden	spade	south	belong
3	march	jade	shout	between
4	arch	blade	count	behave
5	farmer	awake	crouch	beside
6	alarm	stake	jousting	behind
7	sharp	flake	pouty	beneath
8	carp	quake	proudly	because
9	marsh	stale	shrouded	become
10	scar	dame	spouting	become
11		cane	foul	beheld
12		crane	bound	beyond
13			mound	begun
14			pouch	bedazzle
15				behold
16				began

Master Splinter and Shredder Groups – Wk 1



oo short sound (as in look)
Sounding Out Strategy:
phonemic spelling (or
individual sound spelling)
e.g. g-oo-d

Splinter
look
book
cook
hook
foot
shook
wool



Suffixes

-or (meaning: a person who) [or=/schwa er/]

Forms an noun

Sounding Out Strategy: syllabic spelling e.g. ed-it-or

Shredder			
1	editor	9	supervisor
2	instructor	10	instigator
3	collector	11	successor
4	inspector	12	aggressor
5	conductor	13	assessor
6	creditor	14	confessor
7	auditor	15	predecessor
8	debtor	16	solicitor

Learning Style	Spelling Activities based on Bloom's Taxonomy Six Thinking Levels					
	I KNOW 😊	I UNDERSTAND 😊😊	I APPLY 😊😊😊	I ANALYZE 😊😊😊😊	I CREATE 😊😊😊😊😊	I EVALUATE 😊😊😊😊😊😊
Verbal When I read, speak & write I learn	Handwrite your spelling words in 3 different fonts	Choose 5 spelling words and Use each in a different sentence	Create an acrostic poem for one of your spelling words.	Create a word search and swap it with a friend.	Use a dictionary to find the meanings of 6 challenging words.	Write 4 dictation sentences using your spelling words.
Mathematical I am logical and work well with numbers	Write your spelling words in order from least letters to most letters.	Use scrabble tiles to work out the sum of each of your words.	Play spelling dollars to work out the value of your words. Vowels = \$1 2 syllables = \$2 3 syllables+ = \$3	Group your words based on number of letters they have. Then by consonants. Compare	Place your spelling words into groups. Explain how you grouped them.	Put your words onto a scale from easiest to spell – hardest to spell. Why did you order them that way?
Visual/Spatial Art, Geometry and Visual imagery are important to me	Create a crossword from your words.	Select 5 words and draw a picture for each one.	Put your words into Tagxedo or Wordle	Rainbow Words - spell words using different colored markers or crayons for each letter.	Create a cartoon of at least 4 boxes. Write a caption under each image including a list word.	Create an abstract artwork using only your spelling words.
Kinaesthetic I am hands on and enjoy physical activity	Play celebrity heads with a partner. Give them clues to work out the word.	Play Google Spell Up	Ball toss back and forth in pairs spelling each other's words	hop on one foot as you spell words, this is a great exercise in balance.	Write a conversation between two people using ten of your spelling words.	Choose any activity from the grid and complete it. Explain why it helped you.
Musical Music and rhythm make sense to me	Record yourself singing your words	Clap out and record the syllables in each of your spelling words.	Create a tongue twister using your words.	Rap your words - S to the P to the E to the Double L, spells SPELL!	Write a song using your spelling words.	Create a hand clapping chant with a partner and spelling words. Show the teacher.
Interpersonal I work well in groups	As a group organize your words into categories	Mystery Letters – in pairs write words with missing letters. Child must figure out which letters are missing.	Choose 5 words and explain to a partner why you chose them.	Partner spell: Take it in turns to spell each other's word letter by letter.	Create a new group spelling activity to help others learn their words.	Write a spelling word and then write at least two words made from the same letters. Example: slide side lie lid led etc
Intrapersonal I work well on my own	List the words that you find hard and easy and why?	Complete a look, say, cover, write, check for homework.	Choose 5 words that you have trouble with. Write them out 5 times each.	Create a word ladder using all of your spelling words.	Organise your words in reverse alphabetical order. Z – A.	Use your spelling words to write a story. Underline your words in red.

FICTION TASK CARD #1

Race to the Fish

The boy left his house in a hurry. He ran through the street, down the alley and finally found the path leading to the river. His fishing pole was in hand and his hat was strapped tightly to his head protecting his face from the hot sun.

Breathing heavily from the sprint, he reached the dock and sat on the old log that he had placed on the path last week. He cast his line into the river and watched the bobber settle nicely in the center of a calm section of water just off the dock.

Bam! Before he could even sit back and relax, his bobber disappeared under the water. He yanked the rod back and reeled in a monster catfish. He thought to himself, "Wow! What a great day of fishing this is going to be."

As he pulled the fish out of the water, he reached for his net. In his rush out the door, he knew he had forgotten something! The fish flopped off the hook and swam deep into the river.

Show What You Know

1. Had the boy been to this fishing spot before? Provide evidence.
2. Why did the boy think he was going to have a great day of fishing?
3. How do you think the boy feels at the end of the story?
4. What happened that caused the boy to know he had caught a fish?



Image by: Laurent Chehere

Story starter!

Thump...Thump...Thump...His footsteps thundered down the road, causing passers-by to stare in amazement, dogs to howl in back yards and alarmed old ladies to peer out of their bedroom windows wearing petrified looks on their faces.

His legs were as long as oak trees, his torso was as wide as a house and his fists were as heavy as tractors: this metallic monster meant business.

“Number 28 checking in. Over.” He spoke into the radio set, built in to his helmet.

His instructions crackled back through the earpiece. He knew what he had to do...

Name: _____

Date: _____

Concrete and Abstract Nouns

Concrete nouns are words to name a person, animal, place or thing.

Abstract nouns are words to name our thoughts and feelings.

Decide whether each of the following nouns is abstract or concrete. Write the noun in a sentence.

fun	abstract / concrete	
tree	abstract / concrete	
dream	abstract / concrete	
school	abstract / concrete	
love	abstract / concrete	
lunchbox	abstract / concrete	
dog	abstract / concrete	
playground	abstract / concrete	

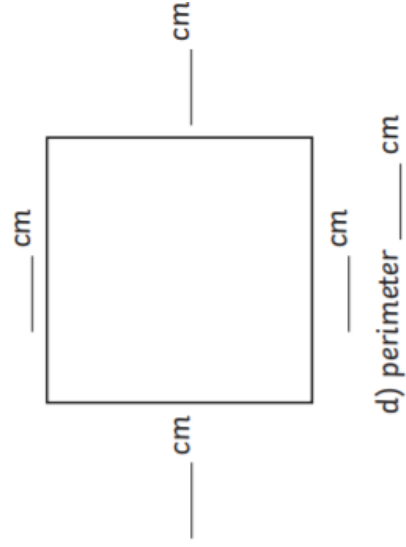
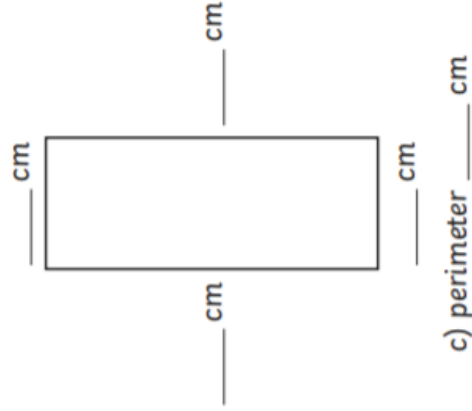
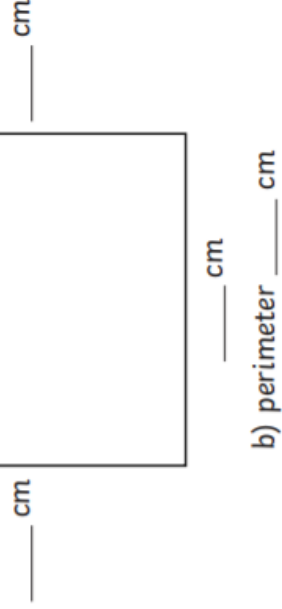
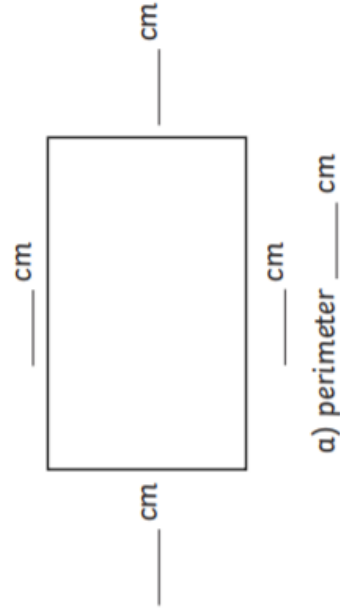


Measuring Perimeter

I can calculate the perimeter of a shape in centimetres.

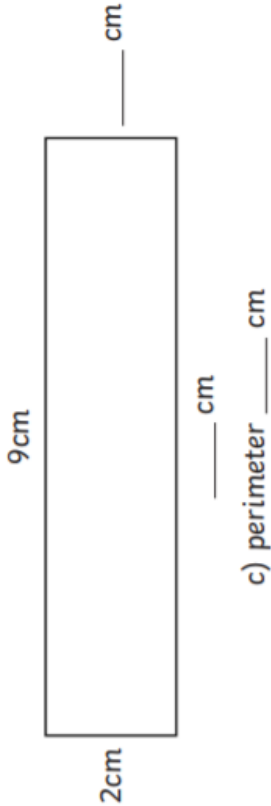
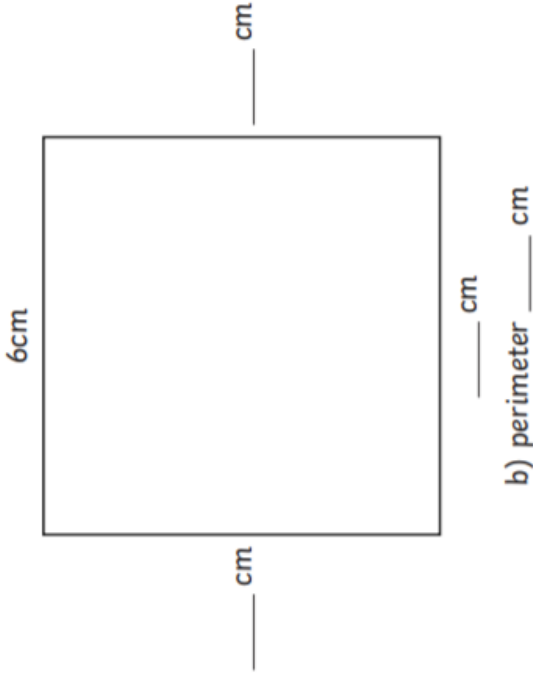
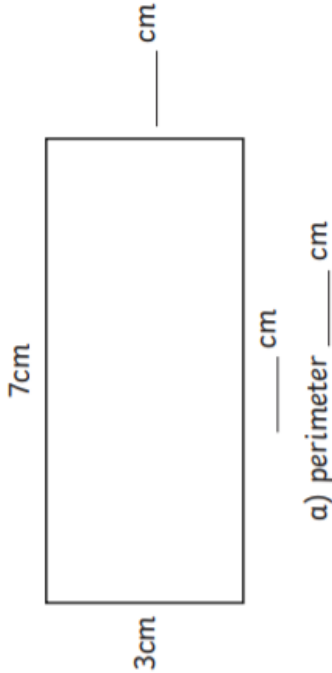


- 1) Measure and label the sides and calculate the perimeter of these shapes:





2) Work out the length of all sides and the perimeter. Write the measurement for missing sides.



Do other places have the same climate as Australia?

Just like Australia has climate zones the Earth has climate zones too. The Earth's climate zones are about how close a place is to the sun.

The Equator is an imaginary circle around the Earth.

Places which are closest to the Equator are **Tropical**.
Places further away from the Equator are **Temperate**.
Places furthest from the Equator are **Polar** (very cold).



1

Describe what the weather would be like in each zone.

a Tropical _____

b Temperate _____

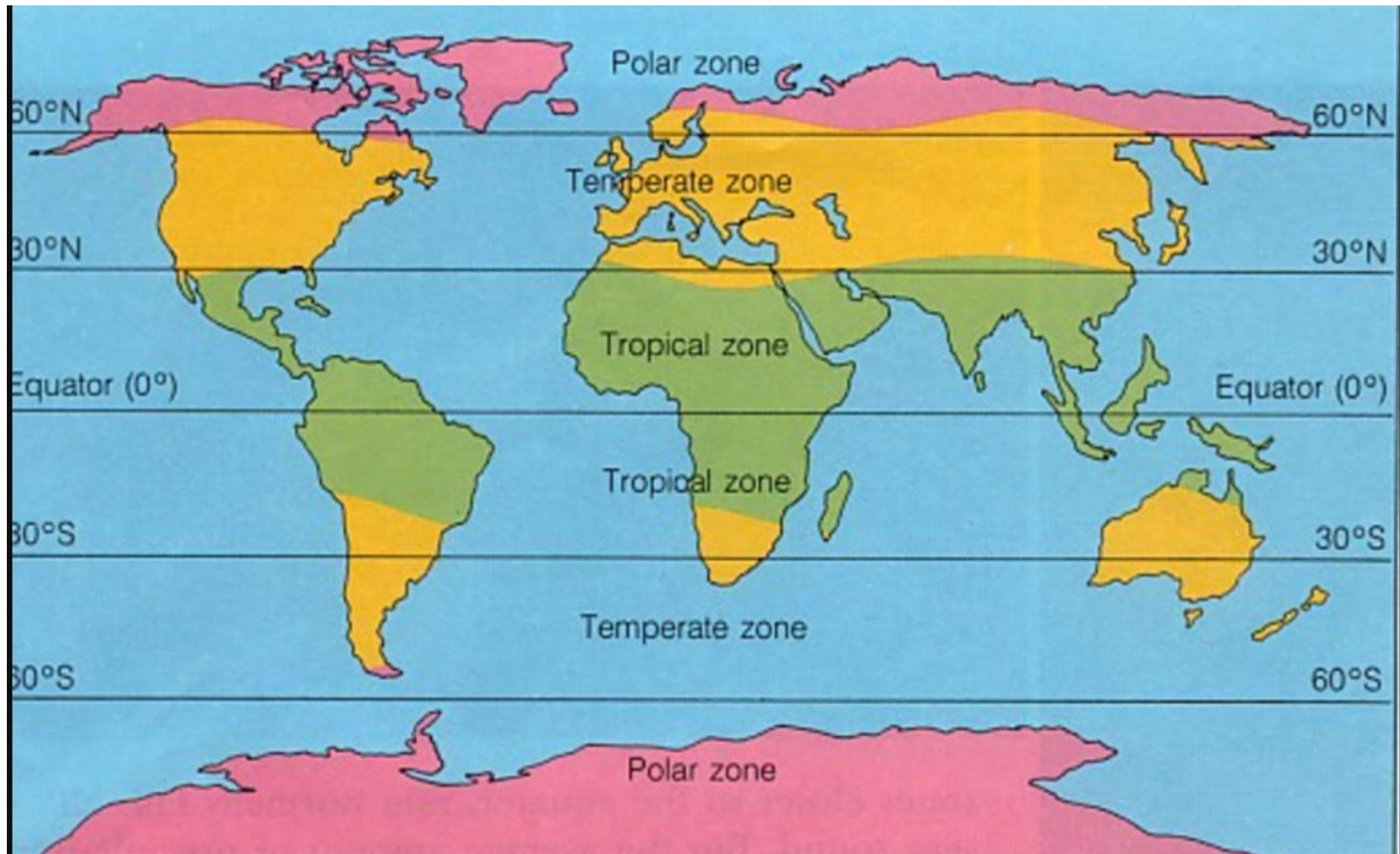
c Polar _____



2

Look at the world climate zone map. What two climate zones is Australia in?

WORLD CLIMATE ZONE MAP



All countries are in a world climate zone but their natural features may mean that parts of the country have a different climate, for example most of the centre of Australia is desert.

3

What natural features do you think could have caused a desert?

The temperature and rainfall of a place are recorded over a long period of time to find its climate. This information can then be used to find places with the same climate.

4

Look at this map which shows places in the world which have the same climate as places in Australia.



a What other country has the same climate as the place where you live?

b What countries have climates like these places?

Darwin _____ Brisbane _____
 Canberra _____ Sydney _____
 Melbourne _____ Adelaide _____
 Perth _____ Hobart _____

FICTION TASK CARD #2

Panic in the Streets

"Rocko! ROCKO!!" DeShaun shouted out his window.

"Rocko! Here boy! Come back! Rocko!"

It seemed hopeless. The family had been searching for Rocko for hours, ever since they had arrived home and realized they had left the gate open. They had driven up and down every street in the neighborhood, shouted his name a million times, dangled treats out the window, and even tried a dog whistle. Nothing was working, and Rocko was nowhere to be found.

When the sky began to darken, mom sadly told DeShaun that they would need to head back home. Defeated, they drove back to their house to call the Humane Society and see if anyone had found Rocko. As they pulled up to the house, they saw Rocko standing on the front step, dripping mud all over the porch, wagging his tail and greeting them with excitement. DeShaun couldn't get out of the car fast enough to give his pooch a hug.

Show What You Know

1. What caused Rocko to get lost?
2. What inference can you make about Rocko's adventure while he was gone?
3. Did Rocko know that he had done something wrong? How do you know?
4. What is the main idea of this short story?



Image by: Laurent Chehere

Question time!

- ▶ Who/what is Number 28? What is his mission? Where has he come from? Who is he speaking to?
- ▶ Do robots have feelings? Will there be robots around in the future?
- ▶ If we all had a personal robot that belonged to us, would this be a good thing or a bad thing?

Pobble.com
Pobble365.com

Concrete and Abstract Nouns


Beside each picture, write a sentence that includes both a concrete and an abstract noun.





Perimeter


I am learning to calculate the perimeter of shapes.

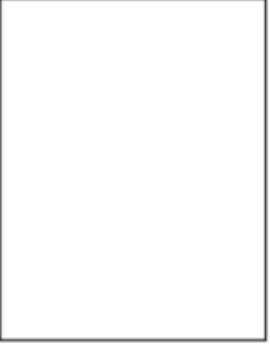
Calculate the perimeter of each of these shapes. Write the answer inside the shape. Always check the units of measure and remember that these drawings are not to scale!

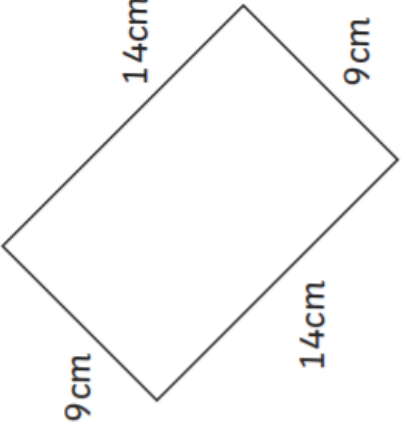
1) 


2) 

3) 

4) 

5) 


6) 

7) 


5

Similarities and differences between places

We can see how similar and different places are by looking at their climate. Use the information from these two countries' climate graphs to answer the questions in the table.

 Average temperature Wellington

 Average rainfall Wellington

 Average temperature Port Moresby

 Average rainfall Port Moresby



		Port Moresby	Wellington
	Questions		
a	Which direction is the place from Australia?		
b	Which direction is the place from the Equator?		
c	What is the hottest month?		
d	What is the temperature in the hottest month?		
e	What is the coldest month?		
f	What is the temperature in the coldest month?		
g	What is the wettest month?		
h	What is the driest month?		

FICTION TASK CARD #4

A Bad Case of Stage Fright

From the stage, Luke could see hundreds of people out in the audience. That's when his nerves got the best of him, and he forgot every line he had learned over the past few months of practice.

Earlier that morning, Luke had told his mom how nervous he was, and that he worried he would freeze up while on stage. She reassured him that he could do anything he put his mind to, including acting in this play! He thought back to that conversation and looked to his play director for some encouragement. She nodded her head in his direction, when suddenly he snapped out of the trance he was in. All of his lines came flooding back to his memory, and he began belting out his lines, one after the other. When he left the stage, the crowd roared their approval with applause and cheers. Even though it was a rough start to the performance, now Luke couldn't wait to get back on stage!

Show What You Know

1. How does Luke feel at the end of the story?
2. What is the theme of the story?
3. Was Luke anxious for his part in the play *before* he got up on stage? Provide evidence to support your answer.
4. When Luke "snapped out of the trance," what did he do?

Name: _____ Date: _____

Nouns

Underline the nouns in these sentences. There may be more than one.

The orange kitten sat on top of the black and white mat.

The boy climbed up the very old tree.

The library is closed on the weekend.

My brother played on his skateboard all day.




The doctor looked in my ears.

The dog was barking all night long.

The principal told the children that they must wear their hats.

Write three nouns for each of the following categories.



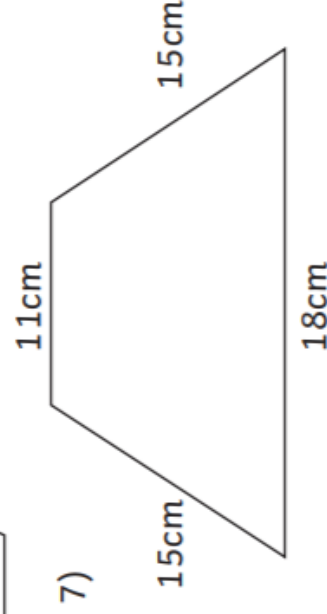
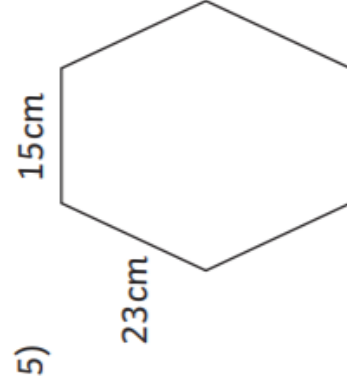
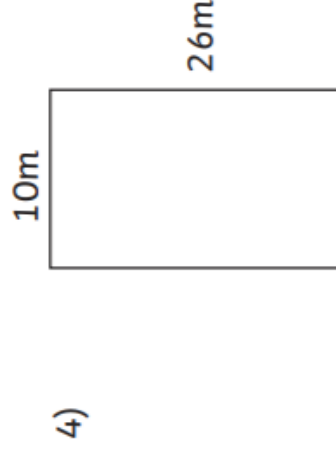
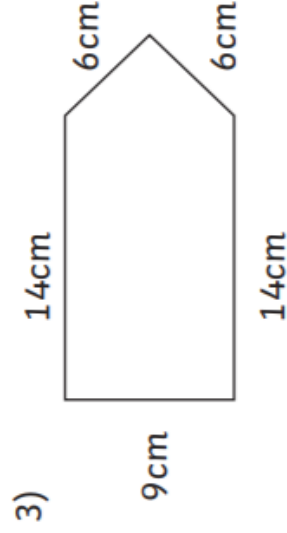
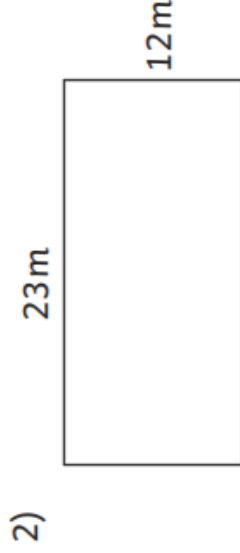
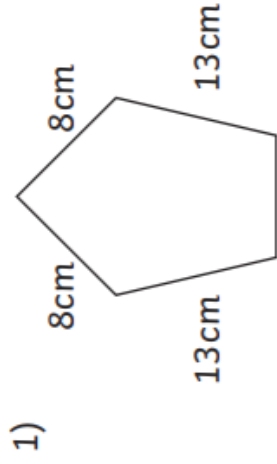
 Person	 Place	 Thing

Pick two of your nouns from the table above and put them into a sentence.

Perimeter

I am learning to calculate the perimeter of shapes.

Calculate the perimeter of each of these shapes. Write the answer inside the shape. Always check the units of measure and remember that these drawings are not to scale!



Artist Fact Sheet

Andy
Warhol
1928 - 1987



Andy Warhol was born in Pennsylvania, USA. He was the fourth child of Andrej and Julia Varhola, who had emigrated from Miko (now called Mikova), located in today's Slovakia. As a child, Andy Warhol had a serious illness called Sydenham's chorea, and he later developed a fear of hospitals and doctors. While he was ill, Warhol drew, listened to the radio and collected pictures of movie stars.

After leaving school, Warhol studied Commercial Art at the Carnegie Institute of Technology. He moved to New York City to begin a career in magazine illustration and advertising. He began using silk screen printmaking to make images. This involves pushing ink through a screen to create an image. It can be used to make lots of copies of the same image.

Warhol used this printmaking technique to make artworks that used a repeated image from popular culture, often in different colours. He made pictures of soup cans and coke bottles. He made paintings of American celebrities such as Marilyn Monroe and Elvis Presley. He founded his studio, "The Factory", where lots of artists, writers and musicians would visit him.

Andy Warhol died in New York in 1987. He left nearly all of his money (more than \$20 million) to the Andy Warhol Foundation for the Visual Arts. In his will, he stated that the mission of the foundation would be to "foster innovative artistic expression and the creative process".

Work: Marilyn (1962), Mick Jagger (1975), Campbell's Soup Cans (1962)

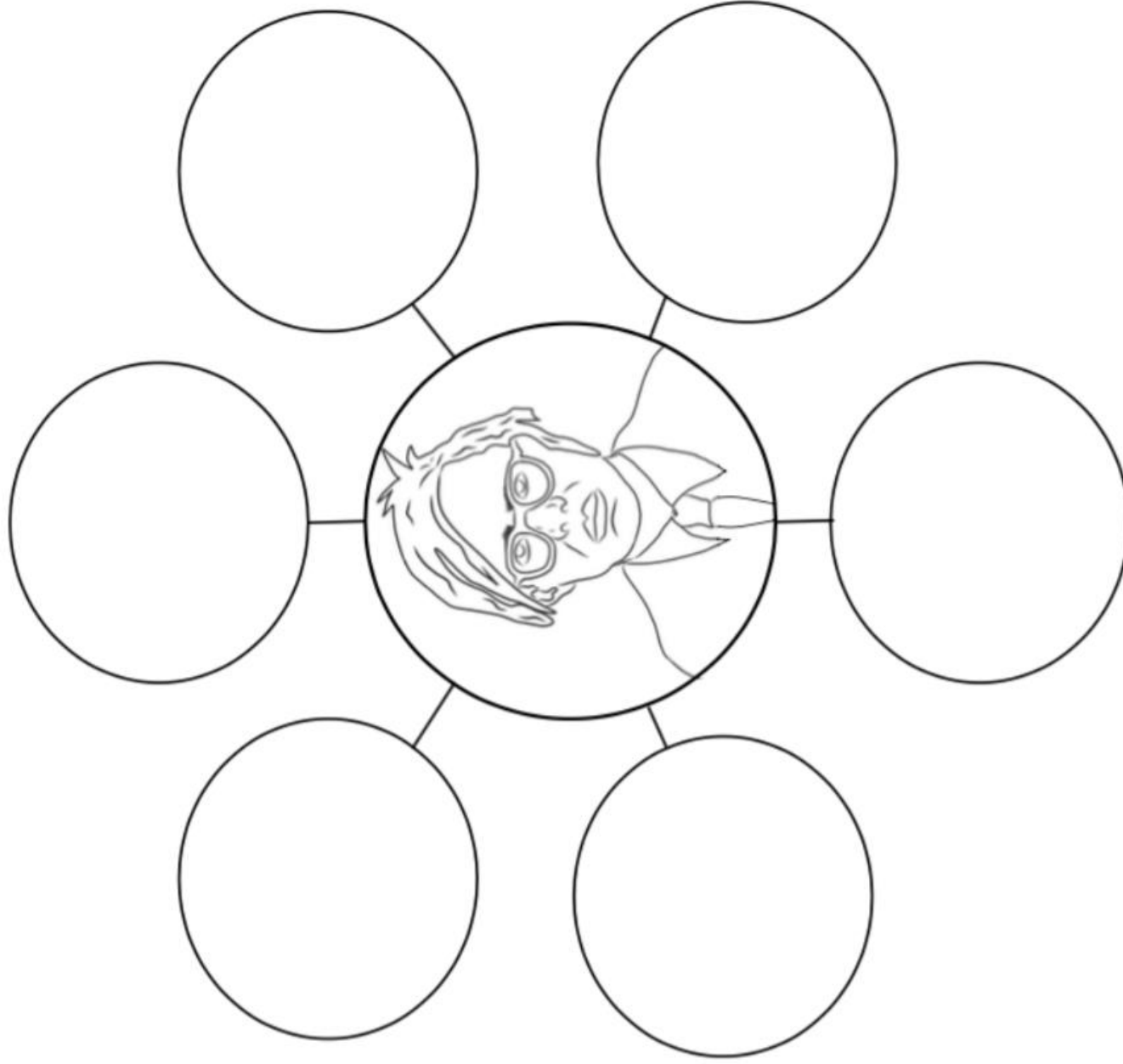
"Andy Warhol - Marilyn 1962" by Ian Burd "Museum Sammlung Breidbach" by Jason Padgett "32 Campbell's Soup Cans" by Andy Warhol "32 Campbell's Soup Cans" and "Andy Warhol - Mick Jagger 1975" by Ian Burd is licensed under CC BY 3.0



Name: _____ Date: _____

WHO IS THIS ARTIST?

Directions: Describe Andy Warhol in each of the bubbles around him.



FICTION TASK CARD #5

Skiing the Slopes

It was a bitterly cold and fiercely windy day, but that didn't matter to John. There was nothing that was going to stop him from going skiing today. He had just gotten a whole new set of winter weather gear for Christmas. The news channel showed pictures of vehicles stuck in snow drifts and barren roads with no cars.

As he ate his oatmeal, John smiled and thought, "I'll be the only one on the slopes. The lift lines will be short!" Finishing off his last bite of oatmeal and popping a vitamin in his mouth, he headed out the door to catch his ride to the mountain.

The engine of Charlie's Jeep purred as he waited outside in the deep snow. Charlie could see the tracks of the large tires that had driven through the snow with ease. Charlie and John made it to the mountain easily in Charlie's jeep, stopping occasionally to help cars that were stuck.

As the boys reached the lift lines, the sun popped out from behind the peak. The boys skied until their legs could no longer hold up their bodies. When John returned home, he collapsed on the couch. When mom asked how his day was, he muttered, "awesomely insane," before drifting off to sleep.

Show What You Know

1. Find one fact and one opinion in the story.
2. What is the main idea of this story?
3. Write two statements *from the text* that supports the main idea.
4. What advantage did the boys have over other people who wanted to go skiing?

Perfect picture!

Can you design a robot? Think about what it looks like, and what things it can do.



Image by: Laurent Chehere

Pobble.com
Pobble365.com

Noun Groups

Noun groups are a group of words built around a noun.

A noun group includes a noun and some extra information.

Adjectives are often used in noun groups to describe the noun.

Create some noun groups by adding two adjectives to each of the following nouns. An example has been done for you.

Example: The bright and speedy car

Noun: car

Adjectives: bright, speedy

The _____ and _____ fish

A _____ and _____ spider

My _____ and _____ sister

His _____ and _____ teacher

The _____ and _____ cave

My _____ and _____ house

The _____ and _____ robot

Her _____ and _____ raincoat

Our _____ and _____ friendship

Perimeter Word Problems Challenge Cards



Perimeter Word Problems Challenge Cards

1. Raj was painting a border on a canvas. The canvas is 30 centimetres long and 20 centimetres wide. What is the total length of the border he painted?



Perimeter Word Problems Challenge Cards

2. Harry walked along a pentagonal trail. One side of the trail was 2 kilometres. How many kilometres did Harry walk in all?



Perimeter Word Problems Challenge Cards

3. August built a hexagonal frame. Each piece of wood for the frame is 10 centimetres long. How many centimetres will the whole frame be?



Perimeter Word Problems Challenge Cards

4. Clementine drew a square. One side of the square was 15 centimetres. What is the perimeter of the square?



Perimeter Word Problems Challenge Cards

5. A farmer built a fence around his garden. The garden was 3 metres long and 2 metres wide. What was the total length of the fence?



Perimeter Word Problems Challenge Cards

6. Mrs Pawton was piping icing on a cake. The surface of the cake was 22 centimetres long and 30 centimetres wide. How much icing will she pipe?



Perimeter Word Problems Challenge Cards

7. Mr Tucker installed a tile border in his bathroom. The bathroom was 2 metres wide and 3 metres long. How much tile border will Mr Tucker need?



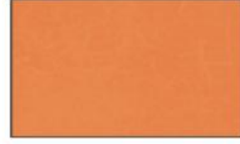
8. Jishnu dug a moat around his sand castle. The sand castle was 1 metre wide and 2 metres long. How many metres around does the moat need to be?



9. Ki'yan drew a square. One side of the square was 8 centimetres. What is the perimeter of the square?



10. Frances ran around a rectangular park. One side of the park measured 45 metres. The other side of the park measured 60 metres. What is the perimeter of the park?



11. Isla was building a 4-sided picture frame. The perimeter of the frame was 120 centimetres. If the frame was 20 centimetres tall, how wide was it?



12. Anne put a fence around her garden. The perimeter of the fence was 20 metres. If one side of the fence was 4 metres, how long was the other side?



13. Jessica ran a total of 20 kilometres around a pentagonal trail. How many kilometres long is each side of the trail?



14. Samaya walked around a rectangular trail. She walked a total of 12 kilometres. If the length of the trail was 2 kilometres long, what is the width?



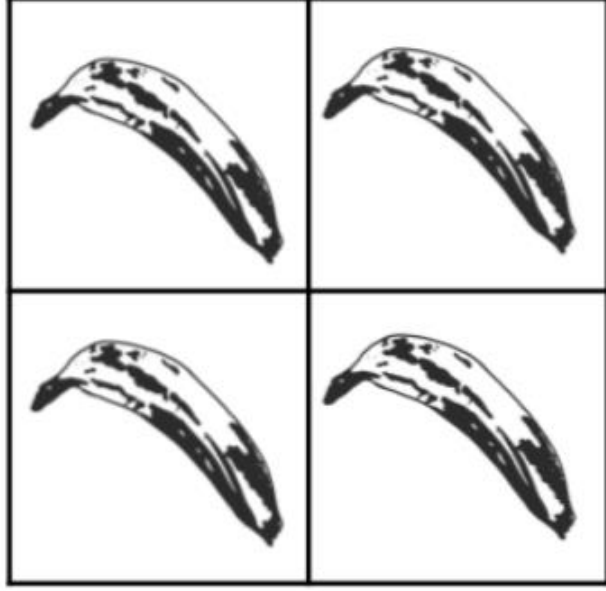
15. Abdullah drew a square with a perimeter of 28 centimetres. How many centimetres was each side?



Name: _____

Date: _____

WHAT IS POP ART?



Pop art was a style of art that used familiar objects and people that were **popular** in the United States and Europe, like celebrities, advertisements, such as billboards and commercials.

This style of art even used familiar objects, like bananas and soda bottles. The word "Pop," in Pop Art, stood for the word popular. This art was known for its bright colors, as well as bold lines and shapes.

The Pop Art Movement began in the 1950s and spread quickly in the 1960s. During this time, televisions replaced radios, which is said to be the cause of this movement.

An art movement is created by artists that have the same set of goals and usually share a common style. It was called a movement because it went against the traditional art ways at the time and brought in a new style of art. In other words, this type of art was different at the time and became a new trend.

DO YOU LIKE POP ART? GIVE AT LEAST 3 REASONS FOR YOUR OPINION.
