

PERIMETER

The distance around the edge of a shape

What is Perimeter?

Perimeter is the distance around the outside of a shape. For example, if you walk the distance around the edge of a playground, you are walking its perimeter.

Units

We write perimeter in the units we use to measure the shape. For example, if we measure in centimeters, we write the answer in centimeters. If we measure in miles, we write the answer in miles.

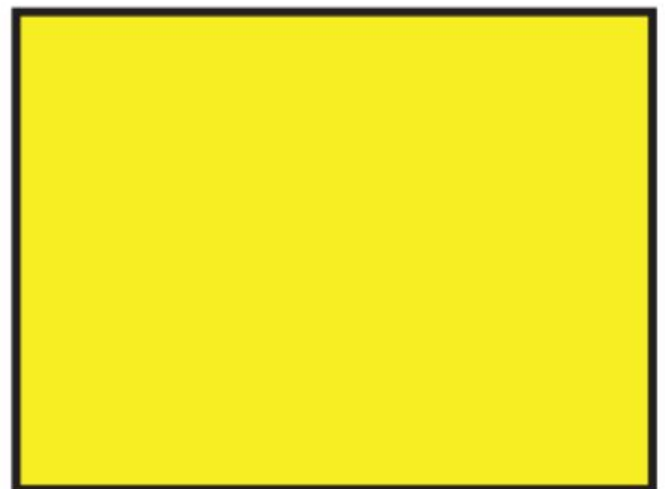
Rectangles

In a rectangle the opposite sides have equal lengths. If we add all four of the sides together we can find the perimeter.

- Perimeter = $8 + 8 + 6 + 6$
- Perimeter = 28 feet

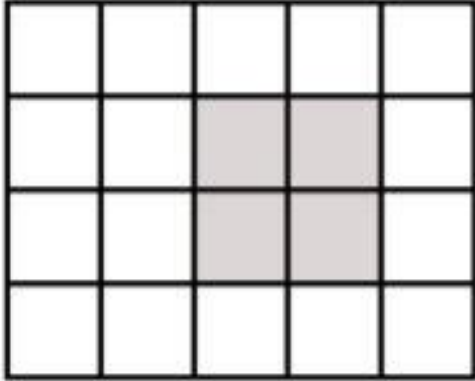
6 feet

8 feet



Name _____ Date Monday, April 6th

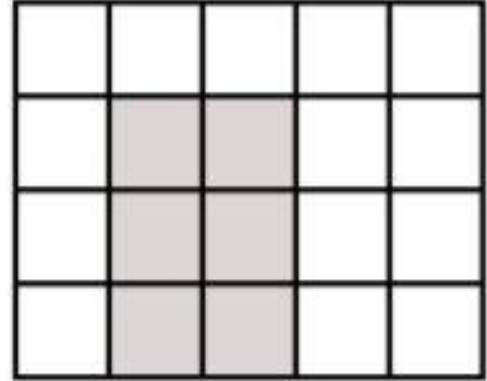
What is the perimeter of the grey shape? Each square side is one unit.



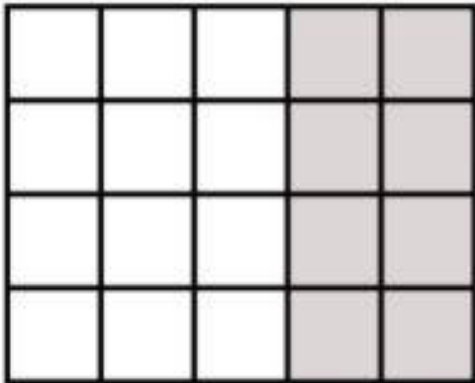
_____ units



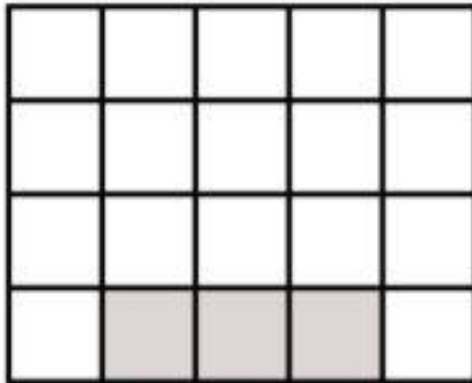
_____ units



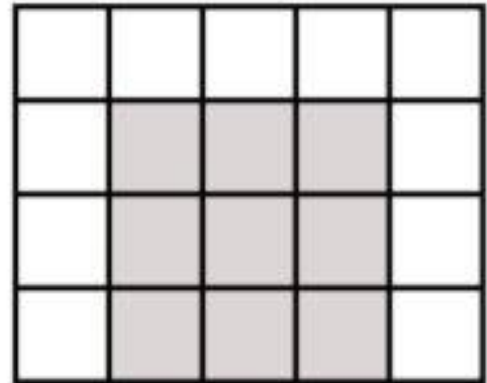
_____ units



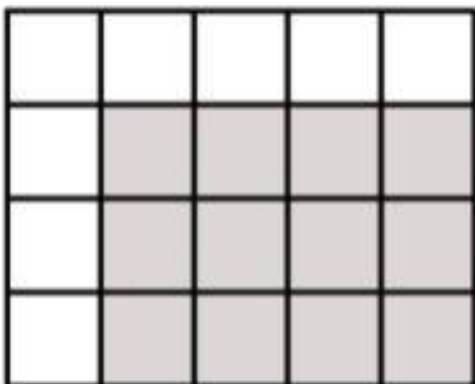
_____ units



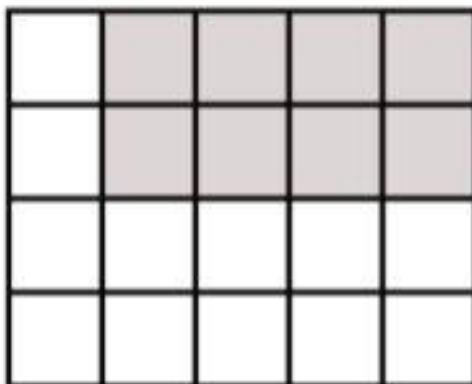
_____ units



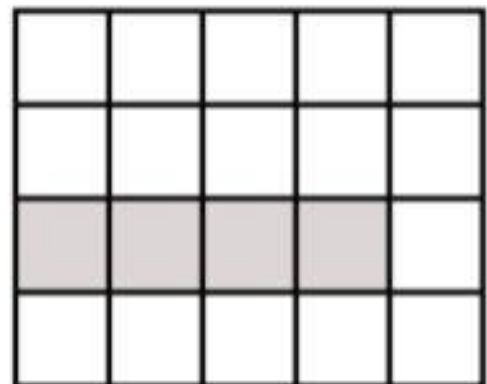
_____ units



_____ units



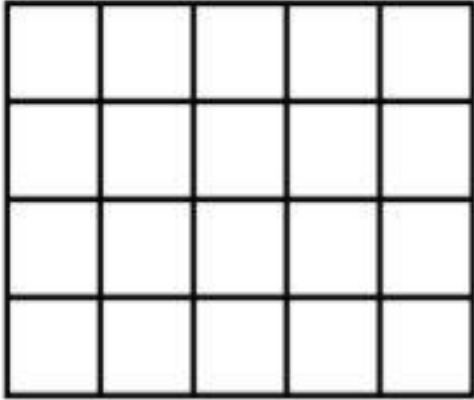
_____ units



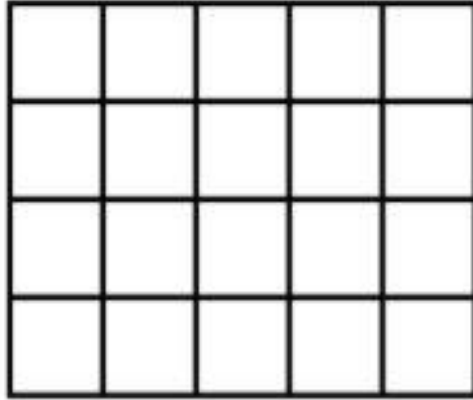
_____ units

Name _____ Date Monday, April 6th

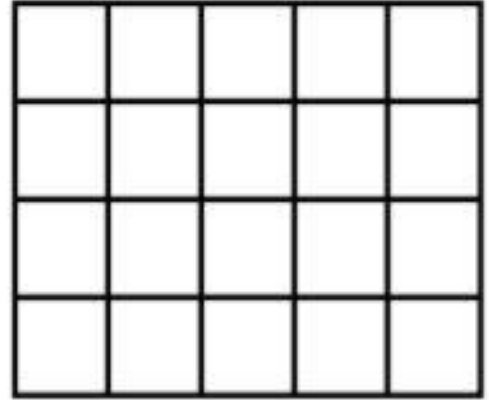
Color in squares in each grid to create a shape with the perimeter indicated below each grid.



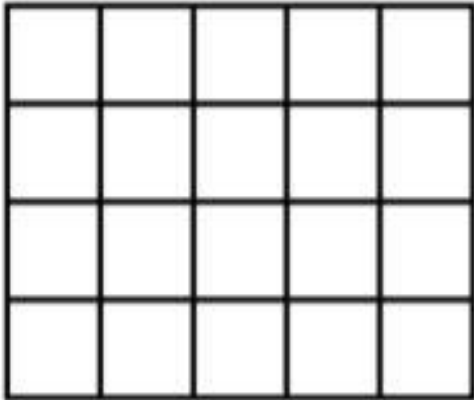
10 units



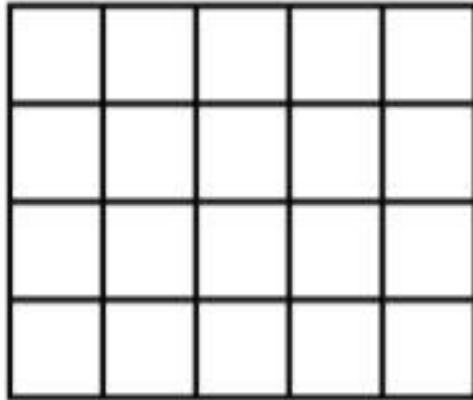
8 units



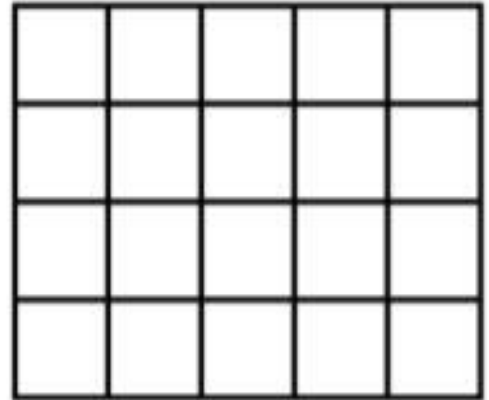
6 units



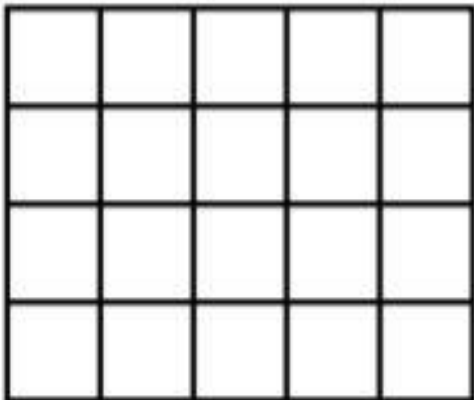
4 units



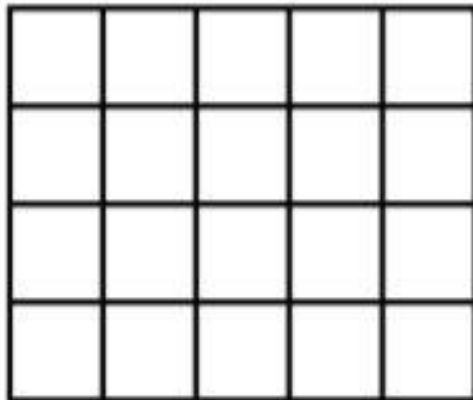
12 units



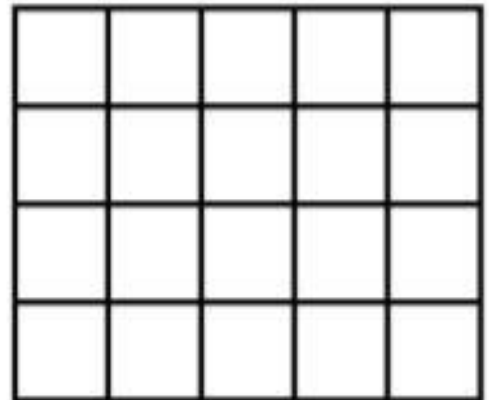
14 units



16 units



18 units



10 units

WHAT'S *the* MAIN IDEA

Circle the Main Idea of the
Paragraph and
Underline the Details:

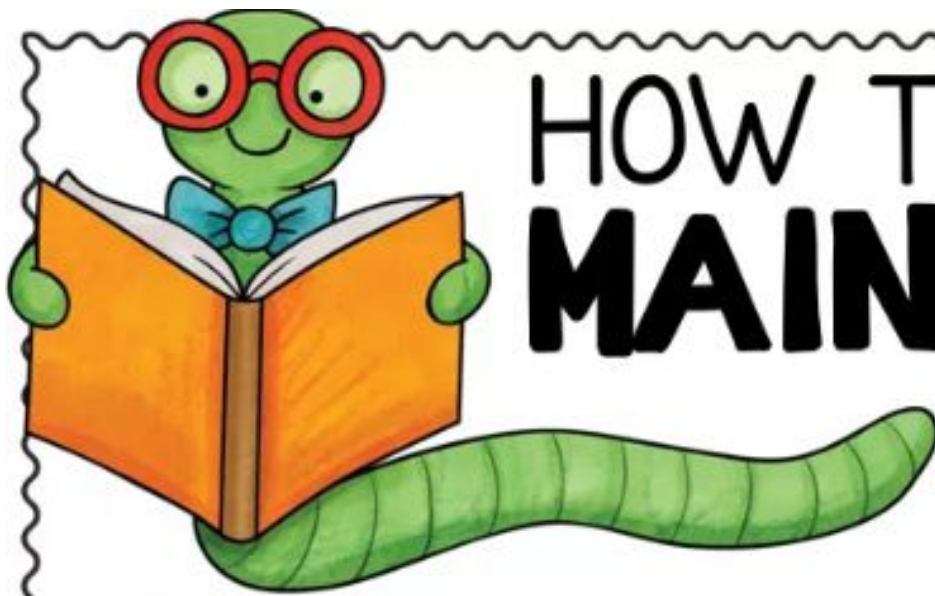
Yesterday, I got a new coat. My
new coat has a blue hood and red
sleeves. My coat is very fuzzy so
I stay very warm. The zipper of
my coat is green. On the back,
there is a picture of a snow man.
I will wear my coat to school.

www.speechandlanguagekids.com/main-idea

What Is the Main Idea?

Sharon listened to her teacher read a book. When her teacher finished, she asked Sharon to tell her the main idea of the story. Sharon didn't have a clue. Do you know what 'main idea' means?

Authors have a message for readers in every passage or story. The **main idea** is the most important point of the message the author wants to share. Figuring out that main point helps us better understand what we read. The main idea can usually be stated in a few words or a sentence, and the other information in a passage explains the main idea. These are known as **details**.



HOW TO FIND MAIN IDEA

BEFORE YOU READ:

- ☐ Read the title.
- ☐ What is the text about?
- ☐ What is the topic?

DURING THE READING:

- ☐ Look for and carefully read text features.
- ☐ Is the text fiction, non-fiction...
- ☐ Look for information, words, and pictures that are repeated.

AFTER YOU READ:

- ☐ Think about the most important point about the topic.
- ☐ What details or examples back up and support the main idea?

Read the passage. Answer the questions below.

2. THE DESERT

When you think of a desert, you probably think of a hot place. You might be surprised to learn that not all deserts are hot. A desert is a place that receives very little rainfall. It is possible to receive very little rainfall and have cool temperatures. The Antarctic is an example of a cold desert. The Antarctic is so cold that it doesn't rain; it only snows. The ground is covered in ice and snow, but it never gets warm enough to melt into water. Therefore, the Antarctic is considered to have a dry climate. It is considered a desert. Portions of the Mohave desert can get very cold as well. Some of the Mohave desert receives snow every winter and has very mild temperatures during the summer. It has even been known to snow in the Sonoran desert!



Not So Wimpy Teacher: Main Idea Center

What is the main idea of "The Desert"?

Give at least two details that support the main idea.

1.

2.

MAIN IDEA: WORKING DOGS

The **main idea** of a text tells what the text is mostly about. **Supporting details** are the sentences that support the main idea.



Part 1: Read the paragraph below.

Working dogs are animals that have a job. These animals are trained to help people. They protect people. They make life easier. Some dogs work with police officers. They help them find criminals or weapons. Other dogs also help find people. They are called search and rescue dogs. They are trained to find missing people when there is a disaster, like a flood, avalanche, or tornado. Other dogs act as eyes for blind people. Some dogs act as ears for the hearing impaired. Service dogs can also be helpers for people who are physically challenged. Dogs become working dogs when they are specially trained to help and protect people.

Part 2: Complete the graphic organizer by choosing the best main idea and supporting details. Some choices will not be used.

Main Idea: _____

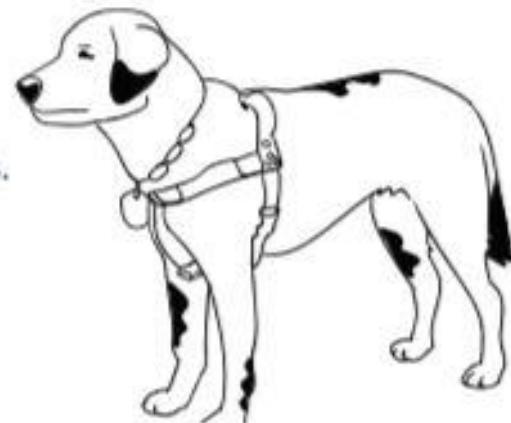
Supporting Details:

- _____

- _____

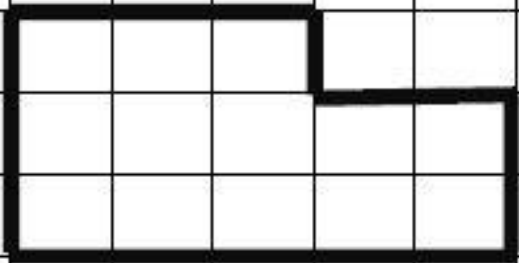
- _____

- a. A police dog assists police in finding criminals and weapons.
- b. Working dogs must be puppies.
- c. A dog can help a blind person by acting as his eyes.
- d. Working dogs are trained dogs that help people.
- e. Some dogs help hearing impaired people by acting as his ears.
- f. A dog should be fed and loved if it is going to be helpful.



Find the Perimeter

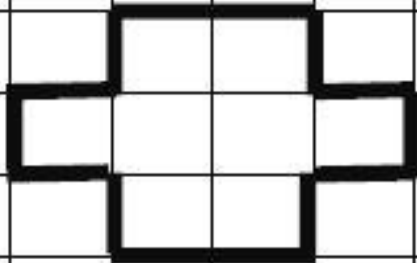
Directions: Count the units to find the perimeter of each figure.



1.

Perimeter:

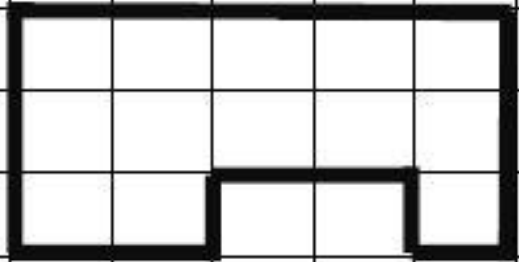
_____ units



2.

Perimeter:

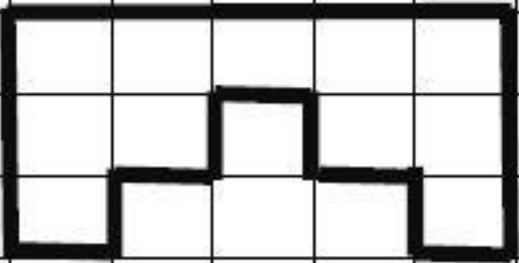
_____ units



3.

Perimeter:

_____ units



4.

Perimeter:


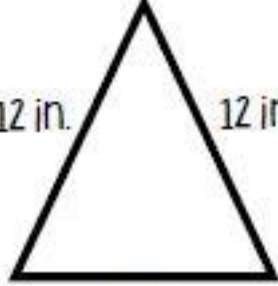
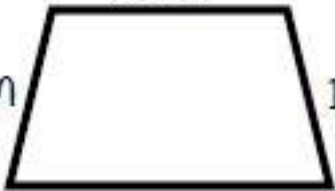



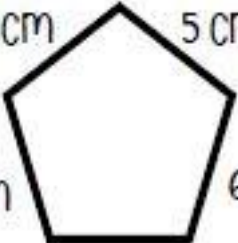

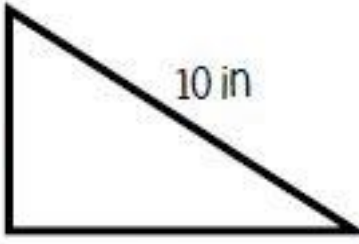
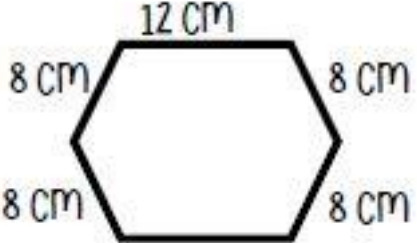
_____ units

Name: _____

Tuesday, April 7th

PERIMETER

Directions: Find the perimeter of each shape below.

 <p>7 cm</p> <p>3 cm</p> <p>P = _____</p>	 <p>12 in.</p> <p>12 in.</p> <p>8 in</p> <p>P = _____</p>
 <p>18 cm</p> <p>14 cm</p> <p>14 cm</p> <p>20 cm</p> <p>P = _____</p>	 <p>20 feet</p> <p>27 feet</p> <p>P = _____</p>
 <p>10 inches</p> <p>52 inches</p> <p>P = _____</p>	 <p>18 feet</p> <p>20 feet</p> <p>P = _____</p>
 <p>5 cm</p> <p>5 cm</p> <p>6 cm</p> <p>6 cm</p> <p>4 cm</p> <p>P = _____</p>	 <p>32 yards</p> <p>54 yards</p> <p>P = _____</p>
 <p>5 in</p> <p>10 in</p> <p>8 in</p> <p>P = _____</p>	 <p>12 cm</p> <p>8 cm</p> <p>8 cm</p> <p>8 cm</p> <p>8 cm</p> <p>12 cm</p> <p>P = _____</p>

4. TITANIC

Tuesday, April 7th

The Titanic was thought to be the unsinkable ship. After the sinking of the Titanic, rules and laws were instituted to make ocean travel safer. The Titanic had a total of 20 lifeboats. This was enough lifeboats to carry 1,178 passengers. The Titanic was carrying 2,223 passengers. Even if all of the lifeboats were filled to capacity, there were not enough to hold all of the passengers on the ship. Now, ships are required to have enough lifeboats for all passengers onboard. They are also required to conduct lifeboat drills. It is believed that there was a ship close enough to the Titanic to help save more passengers. However, no one from that ship was on the radio because it was so late. New laws require that someone is listening to the radio twenty-four hours per day.



Not So Wimpy Teacher: Main Idea Center

What is the main idea of "Titanic"? _____

Which of these statements supports the main idea?

- a. However, no one on that ship was on the radio because it was so late.
- b. Now, ships are required to have enough lifeboats for all passengers onboard.

What would be another good title for this passage?

- a. Cruisin' Ships
- b. All Aboard
- c. Safety on Ships
- d. People of the Titanic

Finding the Main Idea**The Storm**

The rain began early in the morning. It fell as hard drops, one after another. The sky was full of dark purple clouds. Thunder began as a soft rumble and became louder and louder. Lightning crashed every few minutes, making the sky a brilliant white.



What is the main idea? Circle the correct answer.

- A. The farms needed the rain.
- B. The thunder hurt the people's ears.
- C. Lightning made the sky bright.
- D. The storm was very strong.

Write three details in the story in the boxes.

1**2****3**

Name: _____
Wednesday, April 8th

PERIMETER: UNKNOWN SIDE LENGTH

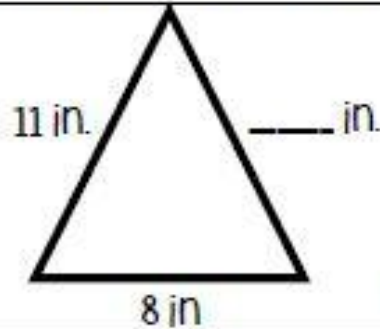
DIRECTIONS: Given the perimeter, find the unknown side length.



_____ cm

8 cm

P = 24 cm

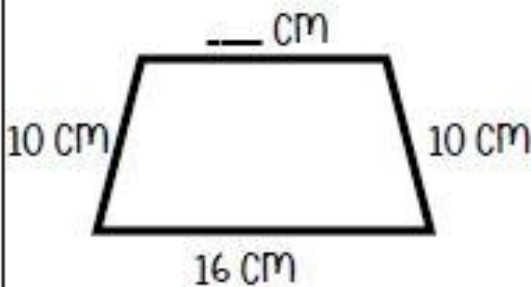


11 in.

_____ in.

8 in

P = 30 inches



_____ cm

10 cm

10 cm

16 cm

P = 42 cm



3 feet

_____ feet

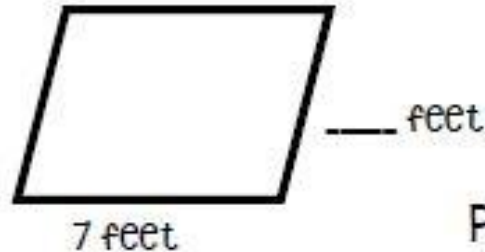
P = 18 feet



_____ inches

32 inches

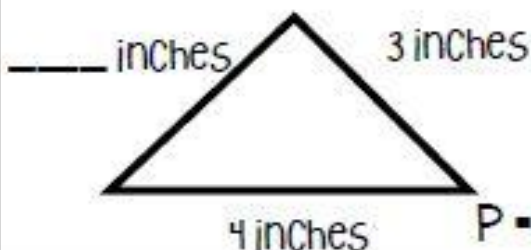
P = 84 inches



_____ feet

7 feet

P = 22 feet



_____ inches

3 inches

4 inches

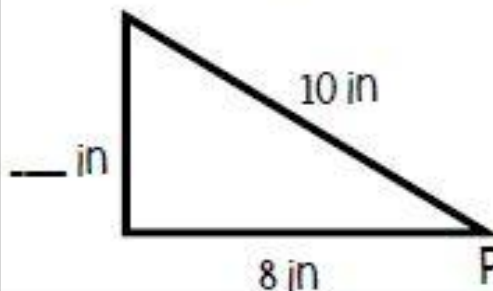
P = 10 inches



20 yards

_____ yards

P = 100 yards

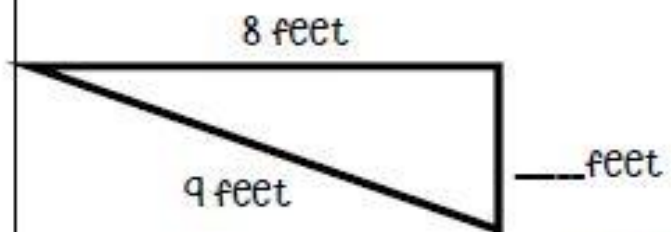


_____ in

10 in

8 in

P = 23 inches



8 feet

9 feet

_____ feet

P = 21 feet

Name _____

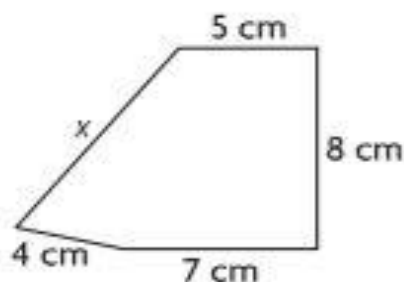
Find Unknown Side Lengths

COMMON CORE STANDARD CC.3.MD.8

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Find the unknown side lengths.

1. Perimeter = 33 centimeters



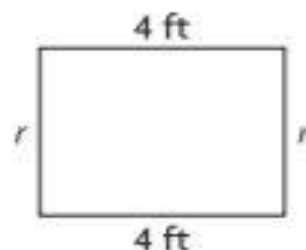
$$5 + 8 + 7 + 4 + x = 33$$

$$24 + x = 33$$

$$x = 9$$

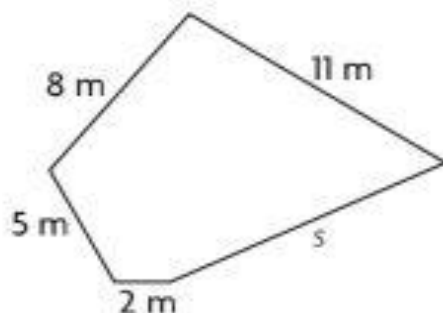
$$x = \underline{9} \text{ centimeters}$$

2. Perimeter = 14 feet



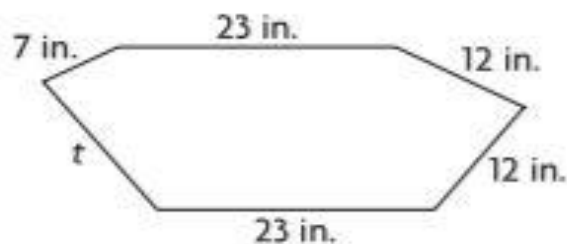
$$r = \underline{\hspace{2cm}} \text{ feet}$$

3. Perimeter = 37 meters



$$s = \underline{\hspace{2cm}} \text{ meters}$$

4. Perimeter = 92 inches



$$t = \underline{\hspace{2cm}} \text{ inches}$$

Problem Solving

REAL WORLD

5. Steven has a rectangular rug with a perimeter of 16 feet. The width of the rug is 5 feet. What is the length of the rug?

6. Kerstin has a square tile. The perimeter of the tile is 32 inches. What is the length of each side of the tile?

**READ
TO
SELF**



Choose a "just right" book to read. Read for 20-30 minutes. After reading, fill out the reading response below:

READING RESPONSE



DATE: _____

BOOK TITLE: _____

RESPOND

WORD WORK

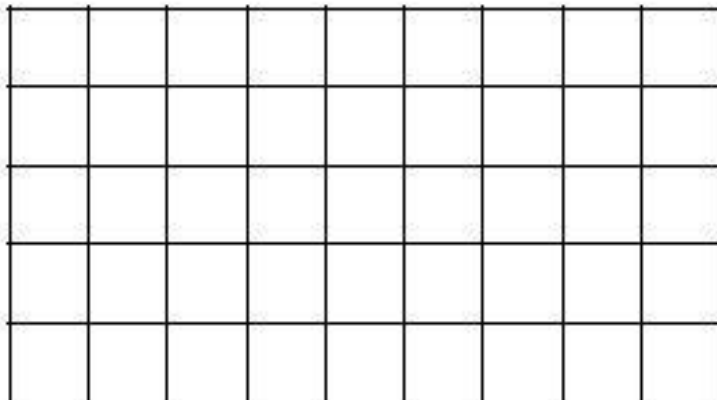
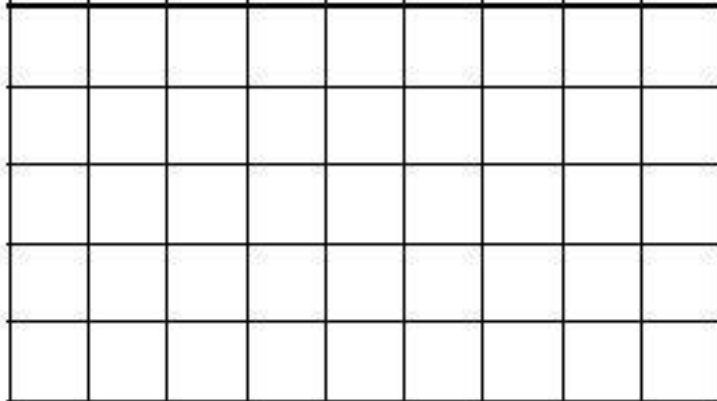
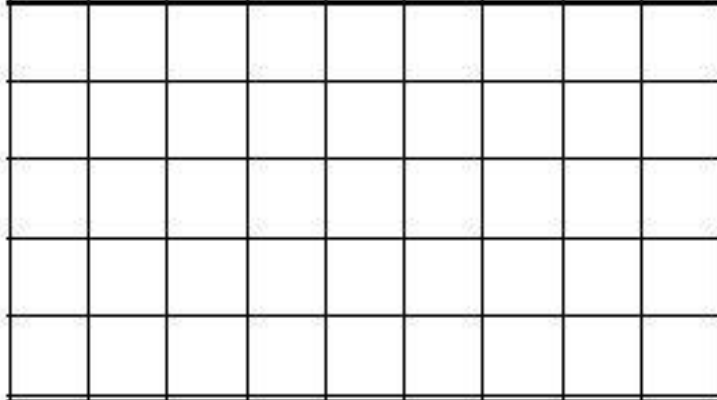
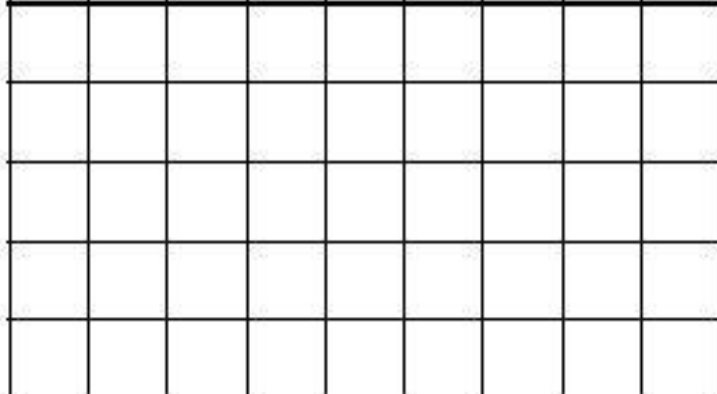
W

Name: _____

Thursday, April 9th

Draw the Perimeter

Directions: Draw a figure that matches the given perimeter

	<p>1.</p> <p>Perimeter = 20 units</p>
	<p>2.</p> <p>Perimeter = 16 units</p>
	<p>3.</p> <p>Perimeter = 24 units</p>
	<p>4.</p> <p>Perimeter = 12 units</p>

Name: _____
Thursday, April 9th

Draw the Perimeter

Directions: Draw a figure that matches the given perimeter.
Label the length of each side.

	1. Perimeter = 28 units
	2. Perimeter = 14 units
	3. Perimeter = 18 units
	4. Perimeter = 10 units

Nothing Can Stop Her

Read the article from Scholastic News called "Nothing Can Stop Her" found on the next two pages. After reading, respond to the questions below:

Imagine that you have the opportunity to interview Jordan Reeves. Write down 5 questions you have for her:

1.

2.

3.

4.

5.

Nothing Can Stop Her

Jordan Reeves was born with a disability. But she says her difference doesn't hold her back—it makes her amazing!

When Jordan Reeves was 8 years old, she couldn't wait to start a new dance class. But as she was warming up, she noticed that some of the kids were staring at her. Was her leotard on backward? Had she spilled something on herself? Nope. The kids were looking at her left arm. It stops above the elbow.

"I've had to deal with people staring at me my whole life," Jordan, now 13, explains.

WORDS TO KNOW

prosthetic *adjective*. describes a device used to replace a missing or injured body part

mentor *noun*. someone who gives advice or guidance

Although Jordan sometimes feels uncomfortable when people stare, she's proud to be different. And she's using her difference to inspire other kids with disabilities.

"You can do cool things—just give it a try," Jordan says. "You might have to do it differently than other people, but it's worth trying."

Tackling Challenges

Each year, about 2,000 babies in the United States are born with limb differences, like Jordan was. That means they are missing all or part of an arm or a leg. Doctors aren't sure why this happens.

With only one hand, Jordan can have a tough time doing certain activities, such as tying her shoes. She sometimes uses a **prosthetic** arm to help her do things like ride her bike.

Glitter Girl

Growing up, Jordan attended camps for kids with limb differences. Then, three years ago, she was invited to a special workshop. She was challenged to design a new prosthetic arm—one that would turn her disability into a "superpower."

Jordan teamed up with designers to create an arm that shoots glitter. They used a 3-D printer to create the prosthetic

CREATING PROJECT UNICORN

- 1 Jordan sketched her idea for a glitter-shooting arm.
- 2 A designer helped Jordan take measurements.
- 3 Jordan designed her new limb on a computer, like this one.



arm. Instead of paper, the 3-D printer used plastic to create an arm shaped like a unicorn's horn. Jordan called her invention Project Unicorn.

"It was a really cool experience to show that you can build onto your difference to make it awesome," says Jordan. "Not that it wasn't already awesome!"

Born Just Right

Jordan's mom shared the story of Project Unicorn online, and it quickly spread on social media. Jordan was already a **mentor** to other kids with disabilities. Now she had a bigger audience and could share her message with more people.

In 2017, Jordan and her mom formed an organization called Born Just Right to help other kids with limb differences. They're making it possible for kids from across the U.S. to

create their own limbs, like Jordan did.

"We want to show kids that anything is possible," Jordan says.

Sure, people still sometimes stare. But Jordan uses those moments to educate others. And she has a message for kids who feel different.

"Your differences are amazing," Jordan says. "You never know what amazing things you can do with them."

—by Tricia Culligan

Close-Reading Questions

What Jordan Wants You to Know

Not sure how to act around someone who's different from you? Here are Jordan's tips.

• **Talk to me, not about me.**

It's OK to ask me questions about my disability. But please say hi and introduce yourself to me first.

• **Stop staring.** Imagine if someone were looking at you and whispering. It's not fun.

• **Don't make a big deal about people who look different.**

That's embarrassing. We're not aliens from another planet. We're just like you!



CLICK HERE
TO LEARN
MORE ABOUT
JORDAN.