

Reading

Monday 11/10

Keeping your eye on online accounts

Read the website and answer the questions in the resource pack. Click on the link or scan the QR code to access the Reading.



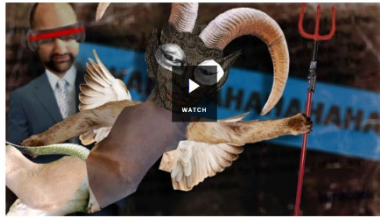
<https://tinyurl.com/y34mhhac>



Tuesday 12/10

Internet Trolls

Watch the video or read the transcript and answer the questions in the resource pack. Click on the link or scan the QR code to access the Reading.



Internet Trolls

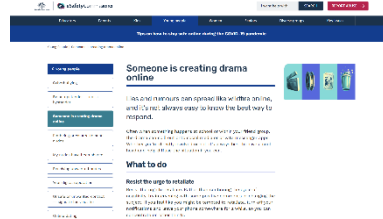
<https://tinyurl.com/2rrerzjw>



Wednesday 13/10

Someone is creating drama online

Read the Website and answer the questions in the resource pack. Click on the link or scan the QR code to access the reading.



<https://tinyurl.com/yah4d288>



Thursday 14/10

Staying Safe Online

Read the text 'Staying Safe Online' and answer the questions in the resource pack. Click on the link or scan the QR code to access the reading.



<https://tinyurl.com/v9dm6ees>



Friday 15/10

Being Safe Online

Read the text 'Staying Safe Online' and answer the questions in the resource pack. Click on the link or scan the QR code to access the reading.



<https://tinyurl.com/wn2tmw39>









Writing				
Monday 11/10	Tuesday 12/10	Wednesday 13/10	Thursday 14/10	Friday 15/10
<p>WALT: Inform the reader about a specific topic</p> <p>TIB: Authors need to engage their audience in the topic that they're going to explain</p> <p>Task: Write an introductory paragraph for an informative text on Space.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • A title that explains the subject of the text • Give a general statement about the topic • Write in a paragraph that has more than 3 sentences • Ensure sentences make sense • Check your punctuation • Include a relevant picture • Include a relevant diagram 	<p>WALT: Think creatively and imaginatively</p> <p>TIB: Effective writers use their imaginations to create characters, settings and plots to engage their audience.</p> <p>Task: Choose one of the Setting Cards from your pack that you like. Do a brainstorm to help you plan for this writing.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Chosen a setting card • Do a brainstorm to plan • Included a heading • I have recorded 3 things that have happened and expanded on them • My story has an ending • I have used descriptive language to help tell the story • I have organised my writing into paragraphs • I have checked my writing makes sense and sounds right 	<p>WALT: Give factual information</p> <p>TIB: Authors give detailed information so their reader understands their topic</p> <p>Task: Choose an aspect of Space you are going to write about such as 'Information about the sun', 'Information about Mercury' etc. Add supporting details to your informative paragraph about this aspect.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Subheading • Topic sentence • Supporting detail • Write in a paragraph that has more than 3 sentences • Ensure sentences make sense • Check your punctuation 	<p>WALT: Give factual information</p> <p>TIB: Authors give detailed information so their reader understands their topic</p> <p>Task: Choose a different aspect of Space you are going to write about such as 'Asteroids, comets and meteors' etc. Add supporting details to your informative paragraph about this aspect.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Subheading • Topic sentence • Supporting detail • Write in a paragraph that has more than 3 sentences • Ensure sentences make sense • Check your punctuation 	<p>WALT: Think creatively and imaginatively</p> <p>TIB: Effective writers use their imaginations to create characters, settings and plots to engage their audience</p> <p>Task: Choose a different Setting Card from your pack that you like. Do a brainstorm to help you plan for this writing.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Chosen a setting card • Do a brainstorm to plan • Included a heading • I have recorded 3 things that have happened and expanded on them • My story has an ending • I have used descriptive language to help tell the story • I have organised my writing into paragraphs • I have checked my writing makes sense and sounds right

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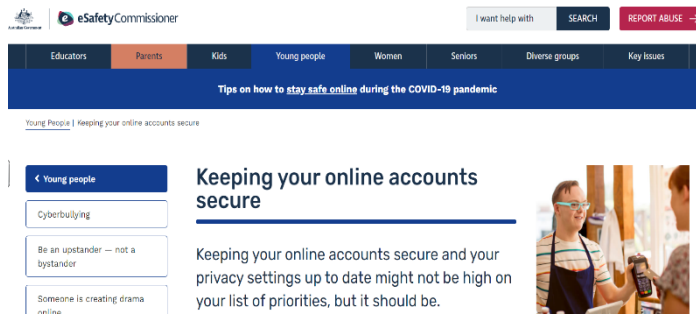
Numeracy				
Monday 11/10	Tuesday 12/10	Wednesday 13/10	Thursday 14/10	Friday 15/10
<p><u>Addition</u></p> <p>WALT: to add 5- and 6-digit numbers in columns. Today you will focus on adding 5- and 6-digit numbers using columns. You will need to use the correct addition strategies to help you answer the questions.</p> <p>An example has been provided for you in the pack.</p> <p>Solve each addition problem and expand your thinking by answering the accompanying questions to help you reflect on your learning.</p>	<p><u>Angles 2</u></p> <p>WALT: measure and classify Acute, Obtuse and Right Angles. Today you are required to measure and name different angles depending on its degree (angle).</p> <p>An example has been provided in your learning Pack.</p> <p>Ensure that you are reading the questions carefully and measuring accurately as a simple error in measurement can affect your final answer.</p>	<p><u>Probability</u></p> <p>WALT: represent probability in mathematical form (Fraction). Today, you are going to be practicing applying your knowledge on probability. This is to deepen your understanding of the different ways how probability can be represented.</p> <p>An example has been provided in your learning Pack.</p> <p>Ensure that you are reading the questions carefully and using your mathematical language to justify your thinking.</p>	<p><u>Area and Perimeter</u></p> <p>WALT: find the perimeter and area of a rectangle Today, you will be finding the perimeter and area of rectangles. You will need to use the correct formula to help you answer the questions.</p> <p>An example has been provided for you in the pack.</p> <p>Find the perimeter and area of each rectangle and expand your thinking by answering the accompanying questions to help you reflect on your learning.</p>	<p><u>Patterns and Algebra</u></p> <p>WALT: use and apply the function rule number pattern Today you will be identifying and applying the function rule to find the answers to complete multiple number patterns. You will need to use the correct rule to answer the questions.</p> <p>An example has been provided for you in the pack.</p> <p>Solve the number pattern and fill out the different tables.</p>

Mind and Body

Monday 11/10	Tuesday 12/10	Wednesday 13/10	Thursday 14/10	Friday 15/10
<p><u>Electricity Movement</u></p> <p>Task:</p> <p>Complete this task with a family member or partner. One partner is to call out an electrical appliance such as a toaster. The partner needs to think about what this appliance does and what it would look like as a movement. They then need to replicate the movement. Each partner is to take turns.</p>  <p>Challenge:</p> <p>Record yourself and send through on Dojo the most creative movements of electrical appliances.</p>	<p><u>Relaxation Yoga</u></p>  <p>Complete as much of the yoga lesson as you can.</p> <p>Scan the QR Code or follow the link to access the lesson.</p> <p>https://tinyurl.com/fnf5kr4s</p> 	<p><u>Matchbox Diary</u></p> <p>Watch this video or Scan the QR code before completing the task:</p> <p>https://tinyurl.com/s4xw3fax</p>  <p>After listening to a recording of The Matchbox Diary by Paul Fleischman, you are going to create your own Matchbox Diary. In order to complete this task, you need to pick a box in your house and place an item of significance for you. You then need to write out the meaning and significance behind your Matchbox Diary.</p>	<p><u>Crab Soccer</u></p> <p>Task:</p> <p>In order to play crab soccer, you must sit on your bottom with your feet flat on the ground. You need to push your body up with your hands and feet and walk like a crab. Try to kick the ball into a goal. Make sure you are not using your hand. You can only hit the ball with your feet and head.</p>  <p>Challenge:</p> <p>You need to try to play crab soccer with a partner.</p>	<p><u>Mindfulness Art</u></p> <p>Art is a great way for us to connect with our emotions and be able to express them. Today's art activity will allow you to connect with yourself in a positive way and express your emotions. Follow the steps in the YouTube clip to create your mindfulness artwork. You can use any blank paper you have.</p> <p>Remember to upload your artwork to ClassDojo.</p> <p>https://www.youtube.com/watch?v=sBHF-ETvSBY</p> 

Monday Week 2 Reading 11/10/21

Keeping Online Accounts Secure



<https://tinyurl.com/y34mhac>



Keeping your online accounts secure and your privacy settings up to date might not be high on your list of priorities, but it should be.

As we increasingly live our lives online, it is important to take online privacy and security seriously.

While it might not seem like a big deal at the time – you might think ‘who cares if a stranger knows which suburb I live in?’ — it is good practice to keep your personal information private.

Making it easy for someone to piece together bits of information about you — like which school you go to, where you live and your birthday — makes you a softer target for online scammers and hackers.

Here are some tips so you can keep your accounts secure and stay in control of your online privacy. You can also read more about how to protect your identity. What to do:

Do a privacy check-up: Do a privacy check-up by going through the settings for all your social media accounts. It can be a good way to fill some time when you’re bored catching the bus, or waiting somewhere, and it shouldn’t take too long! Your social media accounts may still use the default settings, so it’s best to double check, and ensure you are aware of the amount of personal information you are putting out there.

Set strong passwords and update your old ones: Do you use the same password on more than one account? Do you use the same password to log into your social media accounts and online banking? Have you been using the same password for years? Then it’s time to update your passwords so they are all unique and more secure.

Security experts now recommend using a ‘pass phrase’ rather than simply a password. Find out more about how to set strong passwords.

Don’t share your passwords: This one seems obvious. But almost 1 in 5 teenagers have shared the password to their social media accounts with a friend, family member, boyfriend or girlfriend. You may think sharing your password with a partner or friend is a way of saying ‘I have nothing to

hide' — but it is never a good idea to share your passwords. Sharing your passwords puts you in a vulnerable position and puts your personal information and data at risk.

Keep your apps and software up to date: New app and software updates are designed to keep your data secure. Make sure you download and install new operating systems and software on your phone, tablet or computer as soon as they become available. Install virus protection software on your computer and keep it up to date. This will help to avoid computer viruses, which could destroy your data, make your computer unusable or steal your personal information.

Don't add people on social media that you haven't met offline: When you get a friend or follow request from someone you don't know, check their profile. See if you have any mutual friends. If you're feeling unsure —delete the request! Just like you'd find it weird if a stranger stopped you on the street, don't let them follow your online profile.

When websites or apps ask for your personal information, double check they are legit: Some websites and apps are built by scammers and are designed to collect people's personal information, so that they can hack your accounts or steal your money. If it looks dodgy, don't hand over any personal information. Here are some quick tips for identifying dodgy sites and apps:

Be wary of any emails from people you don't know. If in doubt don't click on links or open attachments in emails.

Check that the branding is accurate — that it appears the same across all platforms — and the logo is not blurred.

Are there typos on the website or in emails asking you to login and update your details? If so, then it's likely to be a scam.

Check your app store for reviews of apps before you download them. If there are lots of users and good reviews, it's unlikely to be a scam. If there aren't any reviews, do some more online research — scams usually get identified fairly quickly and people often post online about them.

Is an app asking you to input lots of personal information or provide your login details for any social media accounts? Then, it's likely to be a scam.

Check out Scam watch and Stay Smart Online.

Be aware of the information that advertisers can access: Companies can collect a lot of information about us through the information that we put online, to target their advertising. If this makes you feel uncomfortable, change your privacy settings and read more about protecting your identity.

Monday Week 2 Reading Questions 11/10/21

Keeping Online Accounts Secure

The screenshot shows the eSafety Commissioner website. At the top, there's a navigation bar with links for 'Educators', 'Parents', 'Kids', 'Young people', 'Women', 'Seniors', 'Diverse groups', and 'Key Issues'. Below this is a blue banner with the text 'Tips on how to stay safe online during the COVID-19 pandemic'. The main content area is titled 'Keeping your online accounts secure' and includes a sidebar with links like 'Cyberbullying', 'Be an upstander — not a bystander', and 'Someone is creating drama'. The main text states: 'Keeping your online accounts secure and your privacy settings up to date might not be high on your list of priorities, but it should be.' There is also an image of a person wearing glasses and a striped shirt.

1. Why is it important keep your online accounts secure?

2. What are some ways that you can keep your account secure online? List at least 4 ways?

3. Why do you need to be aware of information that advertises can access?

4. The author wrote this text to inform us about how we can keep our online accounts secure. What techniques did they use to do this? Think about vocabulary, headings, subheadings, images, dot points, questioning?

Title:

Picture:





Adding 5 & 6 digit numbers in columns (4 addends)

Grade 5 Addition Worksheet

Find the sum.

1.

$$\begin{array}{r}
 442 \\
 97,745 \\
 495,155 \\
 + 932,047 \\
 \hline
 1,525,389
 \end{array}$$

Handwritten notes: Blue circles around the digits 4, 9, 4, 9 in the thousands, ten thousands, hundred thousands, and millions places respectively. Blue arrows point from these digits to the right, with labels '+ = 19', '+ = 17', '+ = 12', and '+ = 19'. A red arrow points from the final sum to the text: 'Repeat this process on each column. Remember to carry over.'

Question 1: What does the '1' carried over to the second column represent?

Answer : The 1 in the second column represents 10.

$$\begin{array}{r}
 42 \\
 77 \\
 9,905 \\
 + 78,675 \\
 \hline
 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 20 \\
 18 \\
 650,958 \\
 + 203,416 \\
 \hline
 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 611 \\
 52,718 \\
 5,638 \\
 + 381 \\
 \hline
 \\
 \hline
 \end{array}$$

Question 2. Choose one of these answers and write the number in word form.

Answer:

$$\begin{array}{r}
 7,871 \\
 129,136 \\
 4,306 \\
 + 851,640 \\
 \hline
 \hline
 \end{array}$$

$$\begin{array}{r}
 47 \\
 65,361 \\
 20 \\
 + 26 \\
 \hline
 \hline
 \end{array}$$

Question 3. Choose one of these answers and write it in expanded form. For example, the expanded form of **35,713** is **30,000+ 5000+700+10+3**

Answer:

$$\begin{array}{r}
 75 \\
 358 \\
 372 \\
 + 673,148 \\
 \hline
 \hline
 \end{array}$$

$$\begin{array}{r}
 6,369 \\
 45,245 \\
 42,091 \\
 + 685 \\
 \hline
 \hline
 \end{array}$$

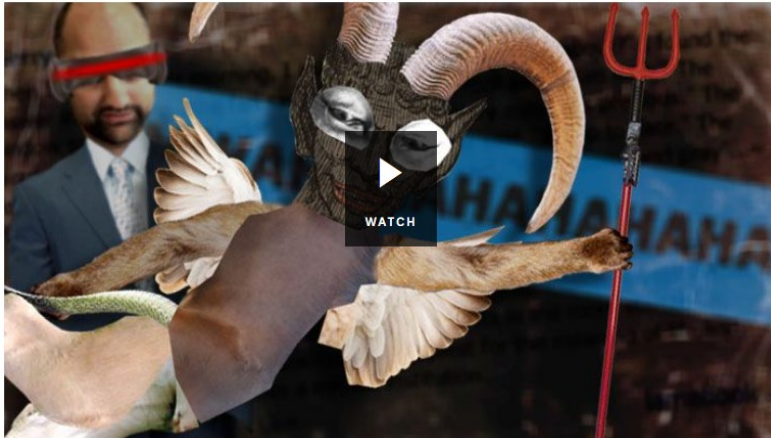
$$\begin{array}{r}
 731,970 \\
 788 \\
 62 \\
 + 764 \\
 \hline
 \hline
 \end{array}$$

Question 4. Choose one of these answers and round it to the nearest **thousandth**.

Answer:

Final Reflection – **Reflect on your learning.** You might want to write about what you found challenging, how you overcame it, what skills you have strengthened or ways you surprised yourself when doing this task.

Internet Trolls



<https://tinyurl.com/2rrerzjw>



Internet Trolls

Do you ever wish you could hide your true identity?

MATT: I'm Mattman.

EMMA: Matt, did you just say "I'm Mattman"?

MATT: No.

While it's not so easy in real life, online it's simple for someone to hide who they are. For some, it makes them feel like they have power to say what they want, to whoever they want, without worrying about the consequences. And sometimes it means people seem to get away with saying some really mean things.

CYBERBULLY: Mattman, what kind of stupid superhero is that?

We know that deliberately targeting someone through things like e-mails or text messages is cyberbullying. It's a term we're pretty familiar with, but when it comes to mean online behaviour, another word we often hear is trolling.

Trolling and cyber bullying are sometimes used to mean the same thing. But they're actually a little bit different. Cyberbullies are targeting someone and bothering them over and over again. While trolls are mostly trying to annoy whoever they can! Trolls want to provoke a reaction or response. It's often not a personal attack, because they don't really care who they upset.

Either way, both cyberbullies and trolls can be really harmful.

KID 1: I have had some nasty comments about me before, and I think they're just doing that to put me down to make them feel better.

KID 2: I've had some things said about me and someone actually made a fake account and did it to me.

KID 3: I think they've had past experiences of being bullied, and they want to get that feeling back and be on top of the world.

KID 4: I think people bully to be cool, and I don't think that's really nice.

KID 5: I know how it feels it's not good at all.

Luckily, there are lots of ways to deal with them. Police say two things can really help.

VANESSA KELLY, SNR CONSTABLE: If you think you're being cyberbullied, go offline completely. Don't go on for some time, or certainly tell a friend or someone who can help.

It's also really important that you don't respond or try to get back at them, because it could make things worse. That's a big one. For trolls, all they want is attention! If you ignore them, they'll often go away.

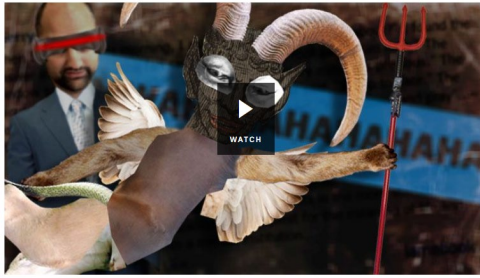
Other people, like moderators of online forums, can help stop trolls and bullies, too. So it helps to report bad behaviour that you see online. It's clear that nasty online behaviour can really affect us, but it doesn't have to. These kids have plenty of tips to help you stay safe and look out for others.

KID 1: You have to tell someone, otherwise it can get at you, down your self esteem, that's not good.

KID 2: They are scared I'm better than them or something, and that always helps me. I always talk to my friends and try to ignore it.

KID 3: Tell a teacher or go away, calm down, tell who is bullying you to just stop and not do it.

Internet Trolls



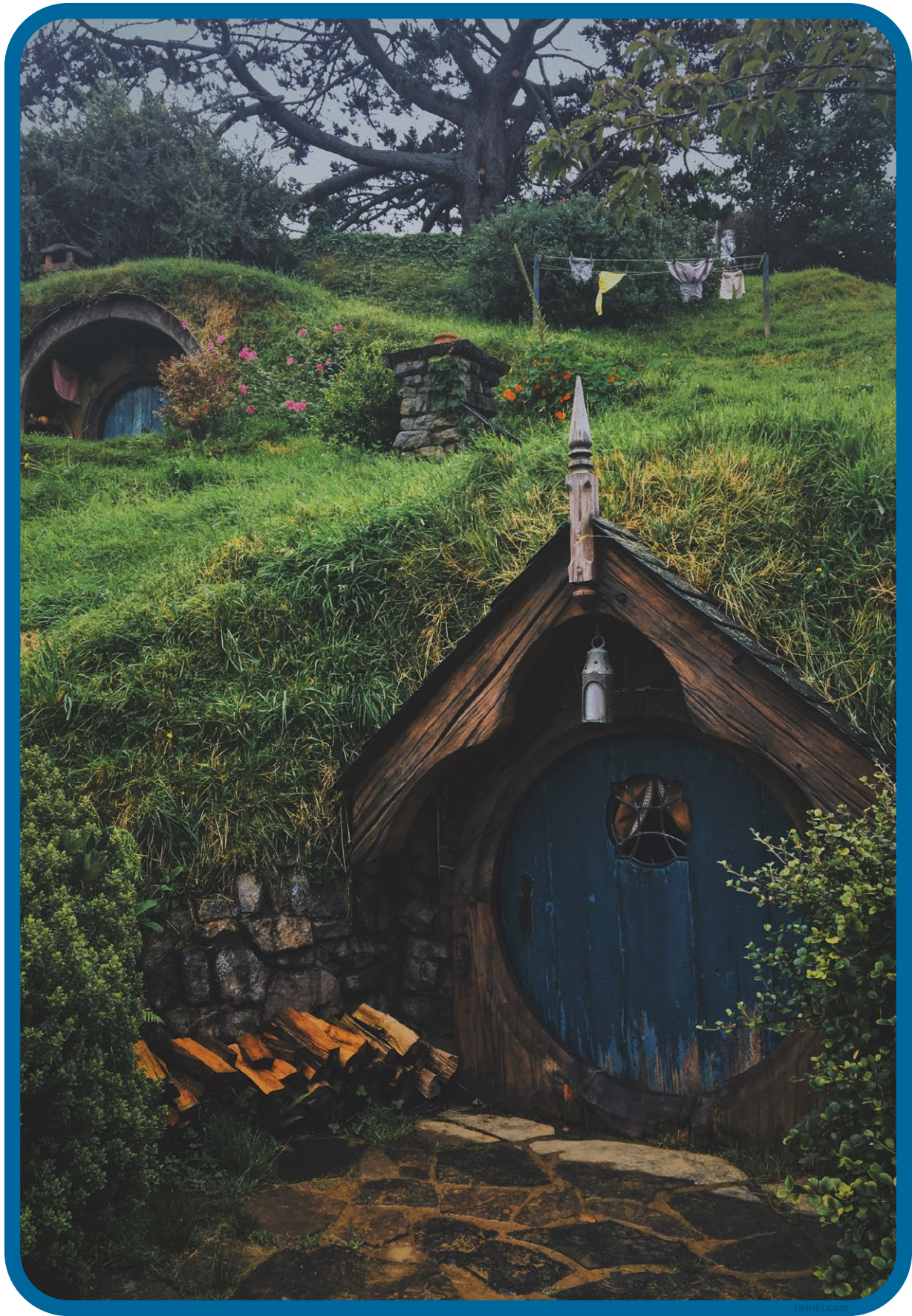
Internet Trolls

1. What is the difference between Trolling and cyber bullying? Use evidence to support your answer.

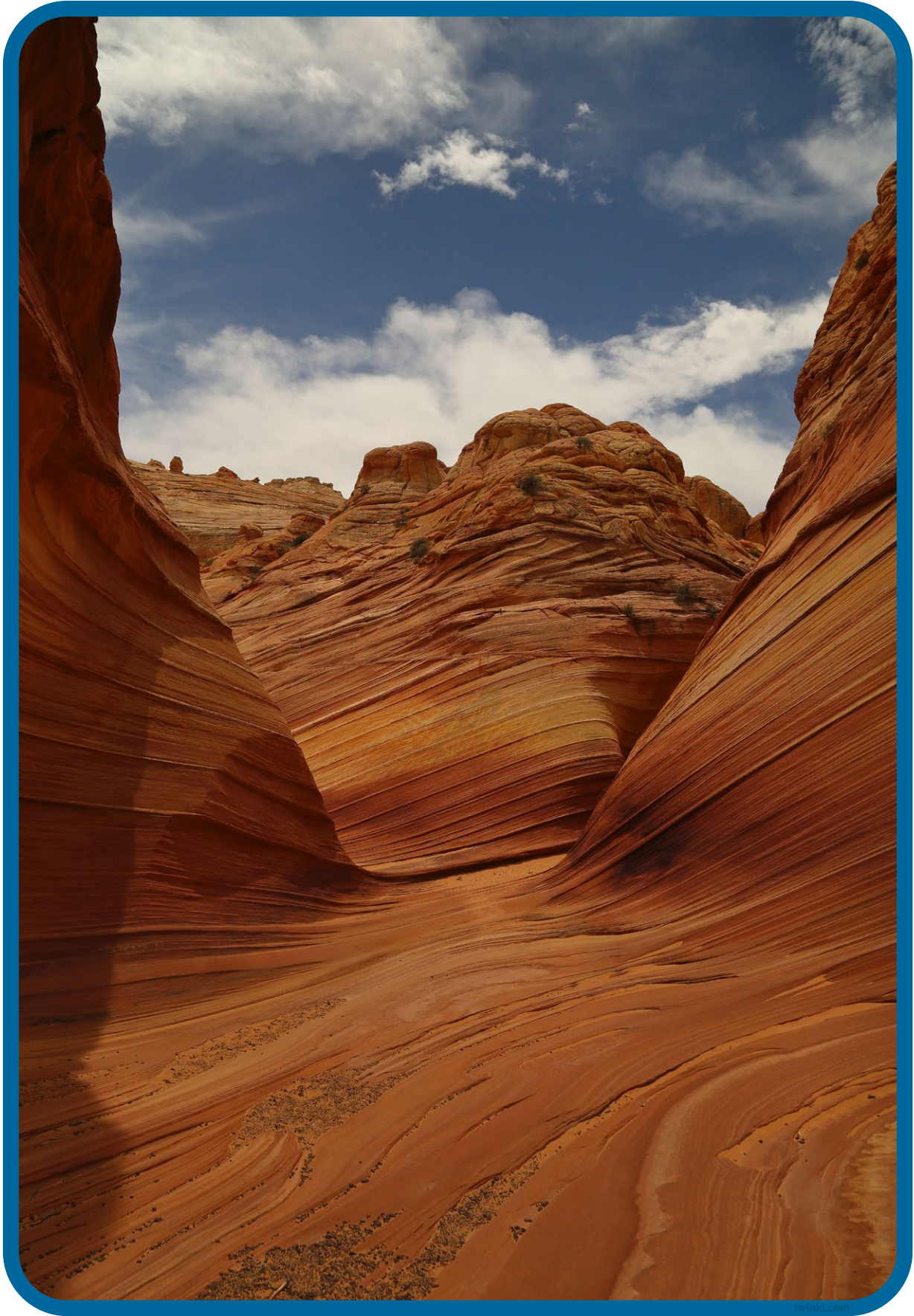
2. The author has stated 3 reasons why someone may want to hide who they are. List them and add another reason why someone would want to hide who they are online.

3. What are the different steps you can take if you think you're being cyberbullied? Support your understanding with evidence from the text.

4. Identify the authors message in text. Justify your thinking with evidence from the text and apply your own knowledge about the message.



Who could live here? When is this story set? Where could this be located? What kind of story could this be?



What kind of story is this? Who could the characters be? Where is this story set? What could be a possible problem in this story?



Who could the characters be in this story?
What would you see, smell, taste, hear and feel in this setting?



What kind of story is this? Who could the characters be?
What could be a possible problem in this story?



BRAINSTORM

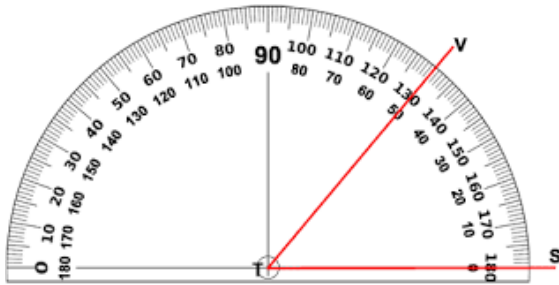




Before we can classify an angle as an acute, Obtuse or a right angle, we are required to measure the angle using a protractor



Measure then classify the angle below.



How did you obtain the answer?

I have used my Protractor and placed it over the angle. I ensured that one side is placed on the zero line (s-f) and read the line (f-v) which says 50. That means my VFS angle is an **Acute** as the degree measures less than 90.

Types of Angles

Acute: the degree measures less than 90 (to 89 degrees)



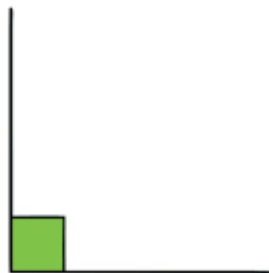
Obtuse Angle: The Angle is between 90 and 180 degrees. It is larger than an acute and Right angle.



Right Angle: Is exactly 90 degrees. This Angle is shown by a box in the corner of the angle.

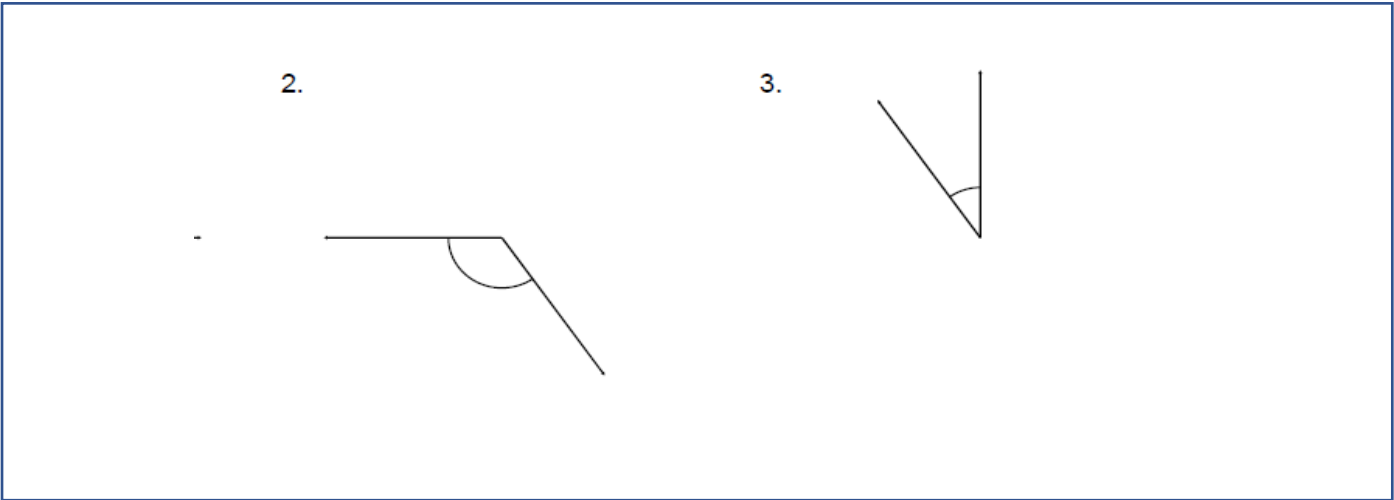


Question 1: Measure the angle below and classify the angle according to its degree.



Question 2: Classify the Angle above. What did you do to get your answer?

Question 3: Draw your own Acute angle with a Degree of 75. Explain how you have drawn your angle.



Question 4: Measure the angles above and explain how they are different. Use terminology that include angle, degree, different, measure and size in your reasoning.

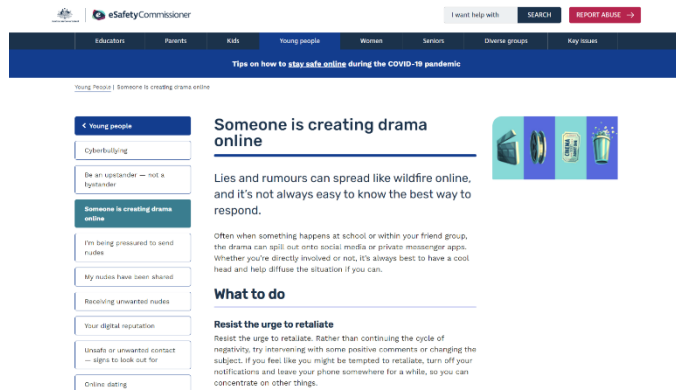


Question 5: Compare the two angles above. Are the angles similar or different? Explain your mathematical thinking.

Wednesday Week 2 Reading 13/10/21

Someone is creating drama online.

<https://tinyurl.com/yah4d288>



Lies and rumours can spread like wildfire online, and it's not always easy to know the best way to respond.

Often when something happens at school or within your friend group, the drama can spill out onto social media or private messenger apps. Whether you're directly involved or not, it's always best to have a cool head and help diffuse the situation if you can.

What to do

Resist the urge to retaliate

Resist the urge to retaliate. Rather than continuing the cycle of negativity, try intervening with some positive comments or changing the subject. If you feel like you might be tempted to retaliate, turn off your notifications and leave your phone somewhere for a while, so you can concentrate on other things.



Offer a new perspective

If you see a one-sided mean post about someone you know, rather than scrolling by, you could shake it up and offer a new perspective. It could be as simple as offering a different side to the story or saying something really nice about the person they're targeting. Even offering something completely off topic can help to interrupt the stream of abuse.

'One time a girl in our year posted a photo of some text messages from another girl and tried to paint the situation in a certain way and a lot of other people in the year group were commenting on it saying

"wow —can't believe she would say that".

I knew the full story and she had only posted her side of it. I commented on the photo saying, "guys there is way more to this, stop posting mean comments". When people realised that the post wasn't the full story, they were sorry, and my friend that I stuck up for was really grateful.'

DM the person being targeted

Reach out to the person being targeted and let them know you've got their back. Even if they're not your best mate, sending them a message to make sure they're OK can have a huge impact on another person.

Report the post


If the post, messages or photos are on a social media service, you should report it. Reporting is anonymous on most social media services and can be an effective way to put a stop to the drama. For more info, check out the [eSafety Guide](#).

Get outside help

If the drama is getting serious, it might be time to reach out for more help. Speak to a trusted adult, or someone with a bit more authority who would be able to help you out with the situation. Encourage whoever it is targeted at to seek help too. If they are feeling really down, let them know that they can reach out to a [counselling or support service](#) that is right for them.

Wednesday Week 2 Reading 13/10/21

Someone is creating drama online.

 eSafety Commissioner

[I want help with](#) [SEARCH](#) [REPORT ABUSE](#) [→](#)

[Educators](#) [Parents](#) [Kids](#) [Young people](#) [Women](#) [Seniors](#) [Diverse groups](#) [Key issues](#)

Tip on how to stay safe online during the COVID-19 pandemic

[Young people](#) / [Someone is creating drama online](#)

< Young people

Cyberbullying

Be an upstander — not a bystander

Someone is creating drama online

I'm being pressured to send nudes

My nudes have been shared

Receiving unwanted nudes

Your digital reputation

Unsafe or unwanted contact — signs to look out for

Online dating

Someone is creating drama online


Lies and rumours can spread like wildfire online, and it's not always easy to know the best way to respond.

Often when something happens at school or within your friend group, the drama can spill out onto social media or private messenger apps. Whether you're directly involved or not, it's always best to have a cool head and help diffuse the situation if you can.

What to do

Resist the urge to retaliate

Resist the urge to retaliate. Rather than continuing the cycle of negativity, try intervening with some positive comments or changing the subject. If you feel like you might be tempted to retaliate, turn off your notifications and leave your phone somewhere for a while, so you can concentrate on other things.



1. What is the author's message in this text? Use evidence to support your answer.

2. Why is it important to offer a new perspective on the situation? Use evidence to justify your thinking.

3. What are the different kinds of steps you can take to prevent drama online? Support your understanding with evidence from the text.

4. Do you believe that it is important to reach out to someone that you can trust to talk about issues that you come across online?

Sub Heading:

Sub Heading:

Today we will be looking at understanding what simple probability is and how it can be represented in different forms, for examples fractions.

Looking at example below of how probability can be represented for a bag of marbles.


Question: What is the chance of getting a blue marble?

Answer: It is a 5/12 chance to get a blue marble

Simple Probability

$$\text{Probability} = \frac{\text{Favorable outcomes}}{\text{Total outcomes}}$$

Example:


$$P(\text{red}) = \frac{7}{12}$$

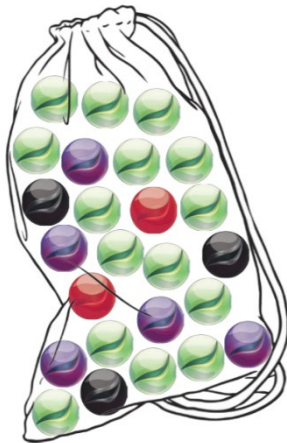
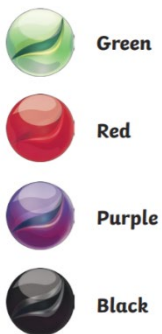
← Number of red marbles
← Total number of marbles (sample space)

$$P(\text{blue}) = \frac{5}{12}$$

← Number of blue marbles
← Total number of marbles (sample space)

Answer the following questions below and don't forget to explain your thinking.

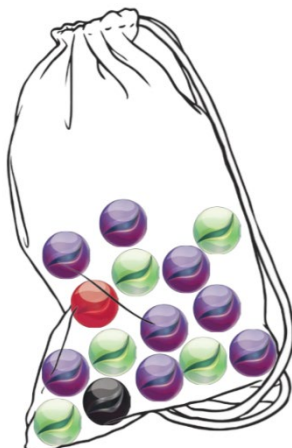
Here is a bag of different coloured marbles:



Question 1:

What is the likelihood of getting a red marble?

Here is a bag of different coloured marbles:



Question 2:

Is there an even chance of pulling out both a purple and red marble?

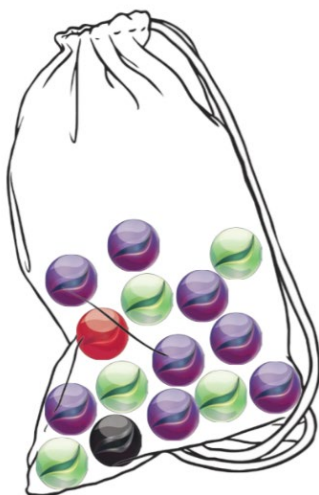
Here is a bag of different coloured marbles:



Question 3:

Is it likely to pull out a purple marble out of the bag? Justify your thinking.

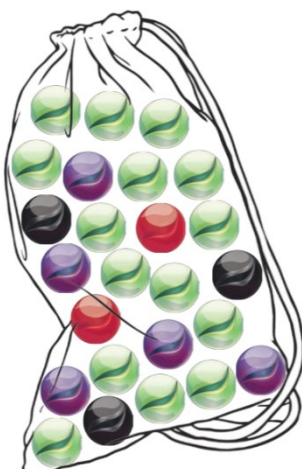
Here is a bag of different coloured marbles:



Question 4:

Is it possible to draw out an orange marble? Explain your thinking.

Here is a bag of different coloured marbles:



Question 5:

If I put 7 black marbles back and pull out another 7 marbles, will I get the same marble colour again? Why /why not? Justify your thinking

The Matchbox Diary Activity



After listening to a recording of The Matchbox Diary by Paul Fleischman, you are going to create your own Matchbox Diary. In order to complete this task, you need to pick a box in your house and place an item of significance for you. You then need to write out the meaning behind your Matchbox Diary.

You can take a photo of your Matchbox Diary and upload it to ClassDojo. Make sure you include your description as well.

What is in your Matchbox Diary and what significance does it hold?



<https://tinyurl.com/ybcdcab5>



These tips will help you stay safe online

- 1) **Explore together** — ask your mum, dad, carer or a trusted adult to play new games or apps with you at first.
- 2) **Stay close by** — when you use a phone, tablet or computer by yourself, make sure your mum, dad or carer is nearby so you can get help if you need it.
- ❖ **Bonus tip** — don't use your device alone in your bedroom.
- 3) **Ask before you download, install or buy anything** — check with your mum, dad or carer first.
- 4) **Keep your personal information private** — don't give out your address, which school you go to, phone number or passwords.
- 5) **Check your privacy settings and talk about what to share** — make your online accounts private and talk to your mum, dad or carer about the kinds of photos and information it is OK for you to share online.
- 6) **Cyberbullying** — if you receive a mean message, or a message that is mean about someone else, try not to respond and don't forward it. Tell an adult you trust about it.
- 7) **If you see something online you don't like** — show your mum, dad, carer or a trusted adult immediately.
- 8) **If someone you don't know sends you a message or you receive a message that makes you feel uncomfortable or unsafe** — tell your mum, dad, carer or an adult you trust straight away.
- 9) **Only 'friend' or add people you know in real life** — remember that not everyone online is who they say they are, so don't accept friend requests or followers you don't know.
- 10) **Don't meet up with online friends** — It is best to keep 'online friends' online, so if you do chat to other kids in online games don't meet up with them in person.

Staying Safe Online



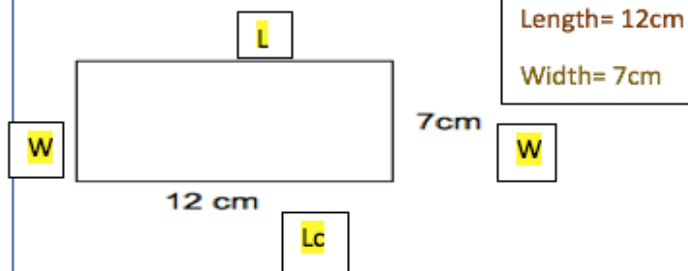
1. What kind of text is this and what is its purpose? Support your answer with information from the text and/or descriptions of writing tools used by the author.

2. The advice to speak with, “your mum, dad, carer or an adult you trust,” is given many times on this text. Why do you think this is? Share your thoughts.

3. The online world can be dangerous for young people. Identify 2 potential dangers outlined in the text.

4. What advice will you take from this text to use in your life? Use information from the text to explain why you have chosen this piece of advice to act on.

1. Find the perimeter and area of the following



Length= 12cm

Width= 7cm

To work out the perimeter of this rectangle all you need to do is add up all the sides.

$$P = L + W + L + W \quad P = 12 + 7 + 12 + 7$$

$$P = 38\text{cm}$$

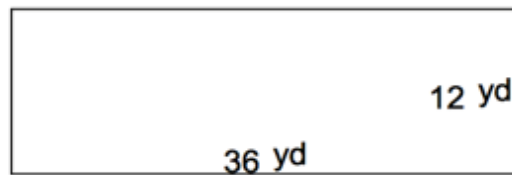
To work out the area of this rectangle all you need to do is multiply the length by the width

$$A = L \times W \quad A = 12 \times 7$$

$$A = 84\text{cm}^2$$

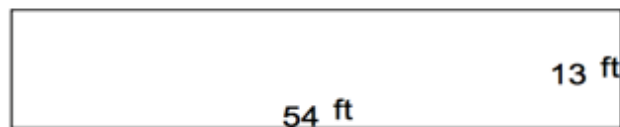
Question/ thinking/ reflection: Describe the formula used to work out the area of a rectangle – The formula that we use when working out area is Area = Length x Width.

2. Find the perimeter and area of the following



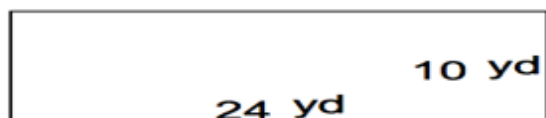
Question/ thinking/ reflection: Describe the formula used to work out the perimeter of a rectangle

3. Find the perimeter and area of the following



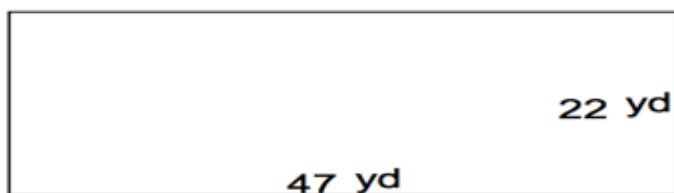
Question/ thinking/ reflection: Describe the difference between perimeter and area

4. Find the perimeter and area of the following



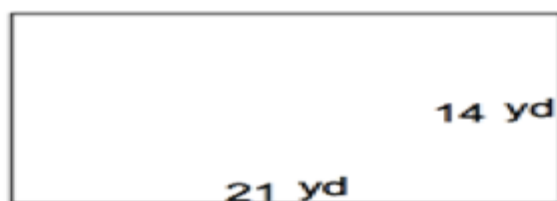
Question/ thinking/ reflection: Why is it important that we look at both the length and width of a rectangle

5. Find the perimeter and area of the following



Question/ thinking/ reflection: Describe why you think it is important to follow a formula when calculating both perimeter and area

6. Find the perimeter and area of the following



Question/ thinking/ reflection: Describe the steps you followed to find the perimeter and area of this rectangle



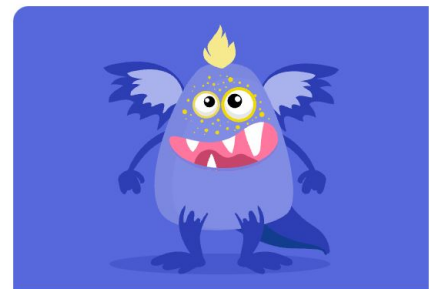
<https://tinyurl.com/wn2tmw39>



Student home

It's time for you to learn how to be secure when using a computer, tablet or phone.

Watch the video below so you have all the information you need to get the quiz answers right!



Please note: This is an online resource only. Please use a device to watch the video. There is even an interactive quiz you can do to test your knowledge!



Now it's time to take the quiz!

Collect the badge at the end of each topic. When you have finished all four topics your certificate will be complete!

LET'S GO →



1. The girl telling the story keeps saying “My House” but she is not talking about her real house. What is she talking about?

2. Why is it important to check your location settings?

3. List 3 ways you can keep your online profile and yourself safe

4. Give 2 examples of ways the author has used sound effects and music to help engage the reader and tell this story.



BRAINSTORM



There are 2 different types of rules that a number pattern can be based upon:

- 1 A recursive rule – used to continue the sequence by doing something to the **number** before it.
- 2 A function rule – used to predict any number by applying the rule to the **position** of the number.

A function rule is a rule based on the position of a number.

Consider this. Lucia was given this number pattern: 5 10 15 20 25

Her teacher asked her to work out what the 20th number would be without continuing the sequence. Lucia used a table to work out the rule between the position of a number and the number in the pattern. She worked out the rule to be $\times 5$.

Position of number	1	2	3	4	5	20
Function rule	$\times 5$	$\times 5$	$\times 5$	$\times 5$	$\times 5$	$\times 5$
Number pattern	5	10	15	20	25	100

So, following the rule based on the position of a number, the 20th number is 100.

This is a function rule.

Question: Use the function rule and then apply the rule to position 20.

Position of number	1	2	3	4	5	20
Function rule						
Number pattern	6	12	18	24	30	

What is the rule (number) that is occurring?

Position of number	1	2	3	4	5	20
Function rule						
Number pattern	4	8	12	16	20	

How are you working out what the 20th number would be?

Position of number	1	2	3	4	5	20
Function rule						
Number pattern	8	16	24	32	40	

What is the rule (number) that is occurring?

Position of number	1	2	3	4	5	20
Function rule	$\times 4 +$					
Number pattern	7	11	15	19	23	

Hint in the last pattern, the rule has 2 operations. What are the 2 operations?
