Year Six

Week Seven

Online Learning Materials

Timetable and worksheets available from:

https://westbyfordprimaryschool.wa.edu.au/flexible-online-learning

Student Login Details:

Australian History Mysteries
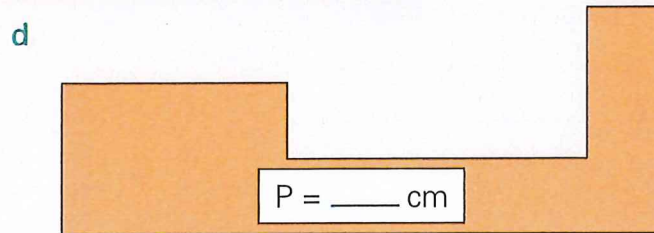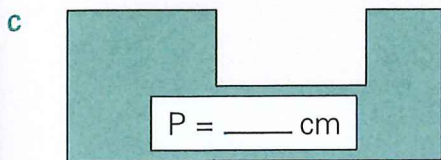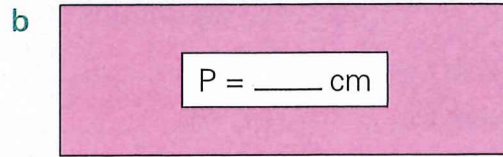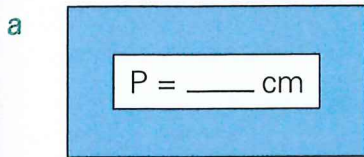
Username: WestByfordPS

Password: Quenda

Soundwaves (Spelling)

www.fireflystudents.com.au

Login code: card325

18 Measure the length of each side to calculate the perimeter of each shape.
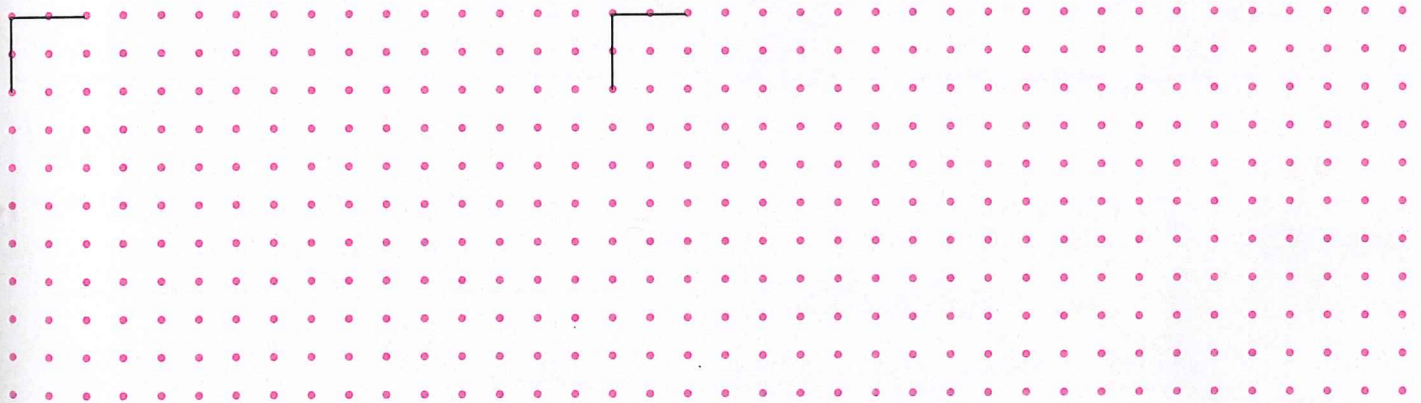
a P = _____ cm

b P = _____ cm

The perimeter is the distance around the outside of a shape.

c P = _____ cm

d P = _____ cm

19 Use the dot paper to make 2 staircase shapes. Make one with a perimeter of 12 cm and another with a perimeter of 16 cm.

a 12 cm perimeter

b 16 cm perimeter
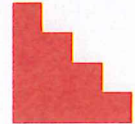
20 Calculate the perimeters of these triangles.

A 6.5 m 6.5 m 6.5 m
P = _____

B 4 m 5 m 3 m
P = _____

C 10.7 m 10.7 m 7.6 m
P = _____
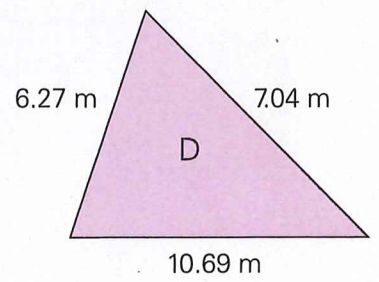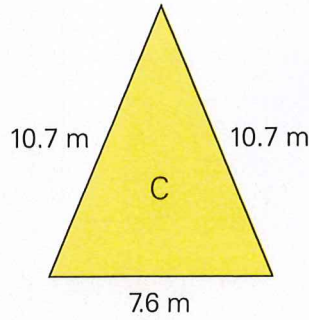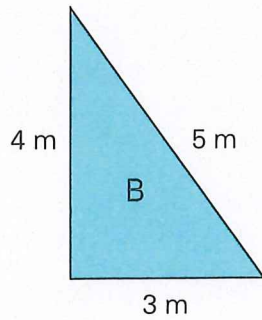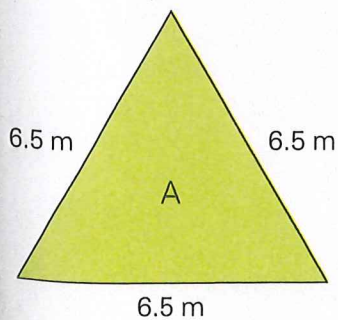
D 6.27 m 7.04 m 10.69 m
P = _____

21 Find a short way to calculate the perimeter of these shapes then record the perimeters in millimetres inside each shape.

a

b

c

d
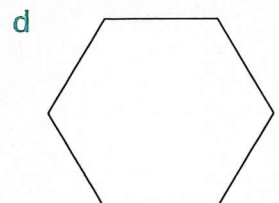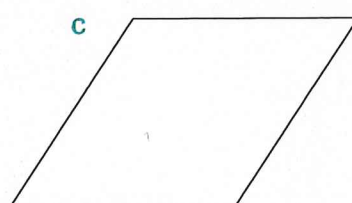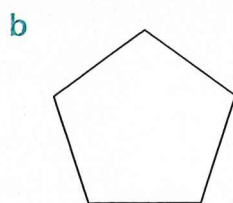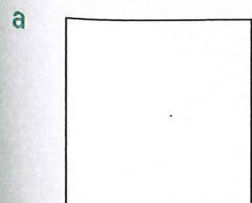
Shortcuts can be used to find the perimeter of some polygons.
E.g. The perimeter of a square with sides of 3 cm can be found by
multiplying the sides by 4. (3 cm × 4 = 12 cm)

3 cm
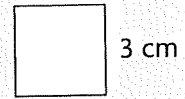
12 Calculate and record the perimeter of each triangle.

a

4 m   3 m

P =   m

5 m

b

4 m   4 m

P =   m

4 m

c

5 m

2 m   P =   m

5 m
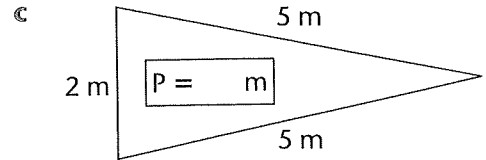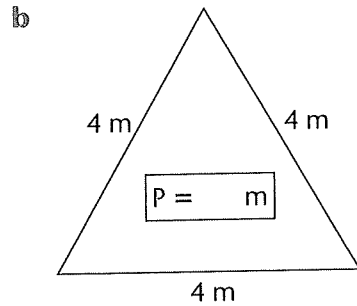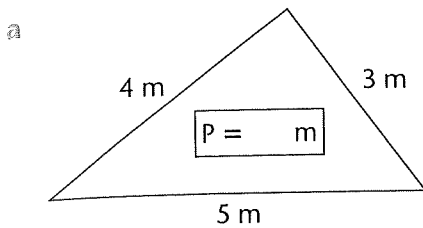
13 Can you see a shortcut method to find the perimeter of any of the triangles?

_____

14 Calculate and record the perimeter of each polygon on the shape.

a

3 cm   3 cm

3 cm   3 cm

cm

3 cm

b

8 cm

4 cm

cm

8 cm

c

3 cm

2 cm

5 cm   4 cm

cm

7 cm

9 cm

d

5 cm   5 cm

5 cm   5 cm

cm

5 cm   5 cm

e

3 m   4 m

5 m

m

3.5 m

6 m

f

7 cm   7 cm

7 cm

cm   7 cm

7 cm   7 cm

7 cm

g

5 m   3 m

m

4 m

h

6 cm

3 cm   cm   3 cm

6 cm
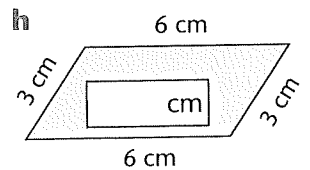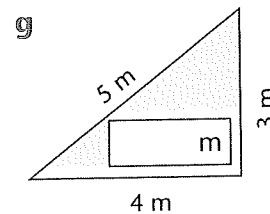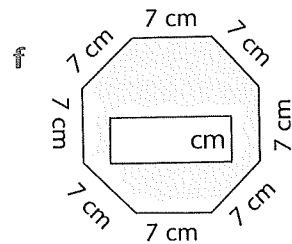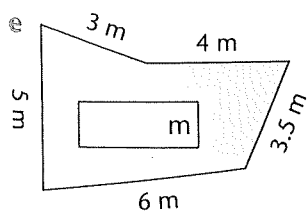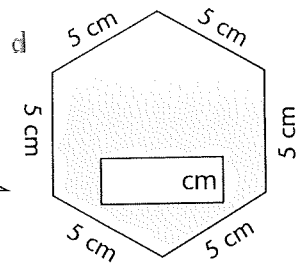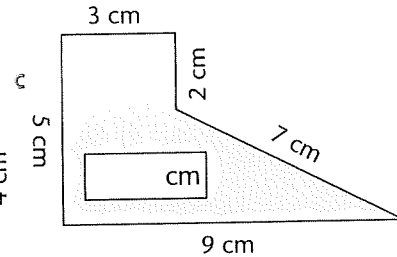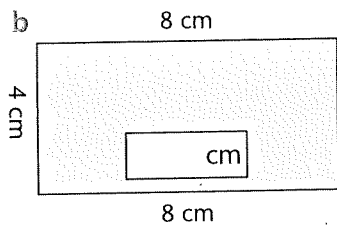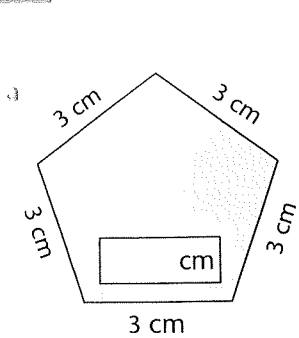
15 On which polygons above is it appropriate to use a shortcut to find the perimeter?

_____

16 Calculate the perimeter of these shapes.

		Perimeter
a	A regular hexagon with sides of 8 centimetres.	
b	An equilateral triangle with sides of 5 centimetres.	
c	A regular decagon with sides of 10 centimetres.	

17 Describe a regular polygon that has a perimeter of 40 centimetres.
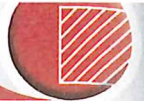
15 Calculate the perimeter of each shape in millimetres.

a
P = _____ mm

b
P = _____ mm

c
P = _____ mm
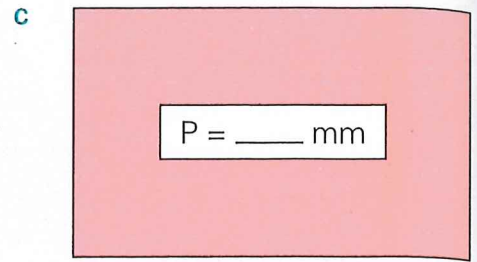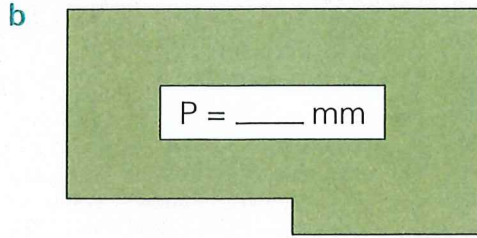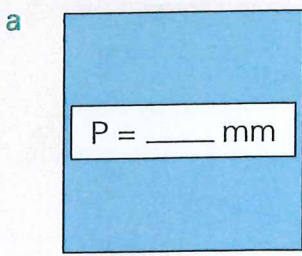
16 Explain how you could use a short cut to find the perimeters of these shapes.

a
3 cm
_____
_____
Perimeter = _____ cm

b
6 cm
_____
_____
Perimeter = _____ cm

Bedroom
4 m
4 m

Hall
6 m   1 m

Bathroom
2 m
3 m

Kitchen
4 m
3 m
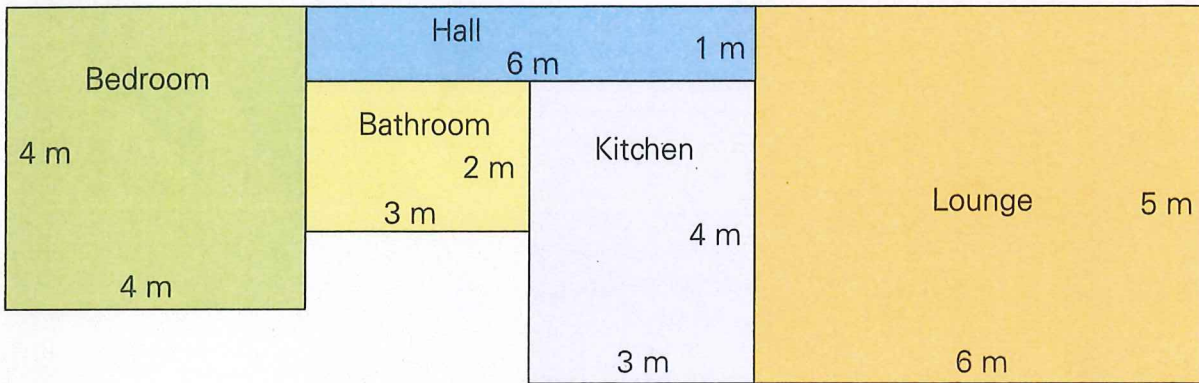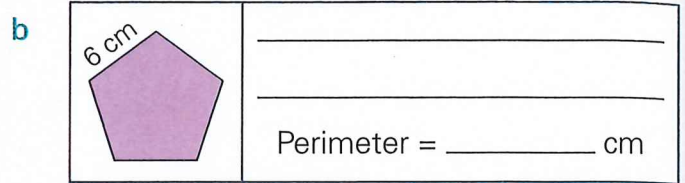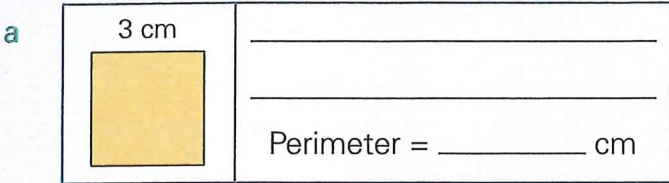
Lounge   5 m
6 m

17 Calculate the perimeter of each room.

a Bedroom _____ m   c Bathroom _____ m   e Lounge _____ m

b Hall _____ m   d Kitchen _____ m

18 Calculate the area of each room using the formula **Length × Width = Area**.

a Bedroom _____ m²   c Bathroom _____ m²   e Lounge _____ m²

b Hall _____ m²   d Kitchen _____ m²

19 Solve the problems. (You may need note paper.)

a Calculate the cost of carpeting the bedroom at $100 per square metre of carpet. $ _____

b Calculate the cost of carpeting the lounge at $90 per square metre of carpet. $ _____

c Calculate the cost of tiling the bathroom at $80 per square metre of tiles laid. $ _____

d How much is it to lay a timber floor in the kitchen at $70 per square metre? $ _____

e What would be the perimeter of a regular octagon with 16 cm sides?   _____

f What would be the area of a square courtyard with sides of 9 m?   _____

g What would be the area of a backyard with sides of 9 m and 27 m?   _____

Soundwaves Unit: ___7___

Phoneme: Date:

List Words	Key Features	1	2	3	T

Words From Writing	Key Features	1	2	3	T

Subject Specific Words	Key Features	1	2	3	T

Total
/20

Segment the Focus Words. **Highlight** the graphemes for ◌.

image															
include															
building															
guilty															
exist															
listen															
liberty															
interpret															
innocent															
English															
abyss															
pyramid															
mystery															
symmetry															
millionaire															
eliminate															
individual															
preliminary															
disconnect															
disorganised															
misunderstood															
illegal															
incomplete															
irregular															
immature															

Segment the Extension Words. **Highlight** the graphemes for 🔊.

dissipate																
ignorant																
incredibly																
miniature																
significance																
existence																
impenetrable																
initially																
mythological																
skiing																
facilities																
impetuously																
insolent																
perspective																
succinct																
frivolous																
inanimate																
literary																
petition																
synchronise																

Persuasive language – Rhetorical devices are often used in advertising, formal speeches, propaganda and debating.

Rhetorical Devices Dictionary

Amplification:	Used to enlarge or extend a definition, explanation or argument. e.g. I was <u>exhausted by</u> the trek through the dense jungle, <u>exhausted by</u> the lack of food and <u>exhausted by</u> the heat.
Command:	A rhetorical command is not a normal command. It does not expect us to literally obey the command. It is a statement, and only in the form of a command for effect, not meaning. e.g. In advertising ➡ You simply must buy this car.
Hyperbole:	The opposite to understatement. A hyperbole is a figure of speech that uses exaggeration for effect or emphasis. e.g. My bag weighs a tonne. (The bag is really heavy.)
Intonation:	The variation of tone and pitch used when speaking. e.g. "Pe……..ter! Get down from there!"
Metaphor:	Metaphors are a way of describing something. A metaphor can imply a comparison between two things that are in many ways unalike but are similar in one important way. e.g. The sun was a furnace. (The sun was hot.)
Pausing:	A natural pause speakers use when talking to create effect. A rhetorical pause is not created by punctuation.
Repetition:	Involves repeating words or phrases to provide emphasis and to gain the audience's emotional involvement. e.g. "**We shall** not flag or fail. **We shall** go on to the end. **We shall** defend our island…" Winston Churchill, 4 June 1940.
Rhetorical questions:	A question that does not expect an answer. It is merely used for effect as the answer is usually obvious or provided by the questioner. e.g. • "Why me?" OR • In response to the question – "Did you turn the iron off?", someone might answer – "Do fish swim?" ➡ obviously means 'yes'.
Understatement:	When a writer or speaker makes a situation seem less serious or less important than it really is. e.g. in response to a footballer receiving a deep wound, he could say, 'It's just a scratch'.

Hyperbole

1 Match the hyperbole on the left with its literal meaning on the right.

a	My hands were frozen.
b	I called you a million times.
c	My bag weighs a tonne.
d	I need a truck to carry all my things.
e	I'm so hungry I could eat a horse.
f	The road went on forever.

The road was very long.
I am very hungry.
My bag is very heavy.
I called you many times.
My hands were very cold.
I have a lot of things to carry.

2 Interpret each hyperbole and write its meaning. e.g. My bag weighs a tonne. ➡ My bag is very heavy.

a   He is a saint.   _____

b   She's a one-eyed Tigers supporter.   _____

c   He kicked the ball sky-high.   _____

d   He remembers the dinosaurs.   _____

Australia before Federation – 1

Before Federation, Australia was a group of six sparsely populated, self-governing colonies belonging to a country on the other side of the world. Distances between the major settlements were vast and the colonies were developing like separate countries with no common goal.

In New South Wales, they want free trade between colonies. It's crazy having to pay import taxes on goods every time you want to cross a border.

We'd all be better off with free trade because it would keep prices down and we wouldn't have to pay import taxes.

In Victoria, they want people to buy locally produced goods to keep the farmers and manufacturers in business.

They protect their economy by adding taxes to goods that are imported from other colonies or countries. This makes them more expensive, so people will buy Victorian goods instead.

What would happen if the Germans or French tried to invade one of the colonies? They've got bigger armies and navies than any of us. We wouldn't stand a chance against them!

Even if all the colonies agreed to help the one being invaded, who would organise the operation? The invaders would sneak in easily while our lot were arguing about who should be in charge!

Not only that but It would take forever to mobilise all units because Australia is such an enormous continent.

Have you ever crossed the border into another colony by train? What a nuisance! When the railways were being built, the different colonies didn't talk to each other about what size track to use. So now, when you get to a border, you have to change trains, even if it's the middle of the night, because the tracks are different sizes.

The train would have to be unloaded at the border anyway for all passengers and freight to be checked by customs officials.

There are far too many foreigners coming into Australia. Many thousands of Chinese have come over since the gold rushes. If we're not careful, there will soon be more of them than there are of us! This is a British colony and we must keep it that way!

We shouldn't be employing them when there are plenty of white men looking for work!

But they need foreigners in Queensland! They wouldn't be able to harvest the sugar cane crops if it wasn't for the Pacific Islanders.

They put up with poor working conditions and don't ask for as much money as white men would.

I was born in Australia, mate.

I know all about the 'homeland' from my folks but this is my home ... this beautiful red land with acres of blue sky.
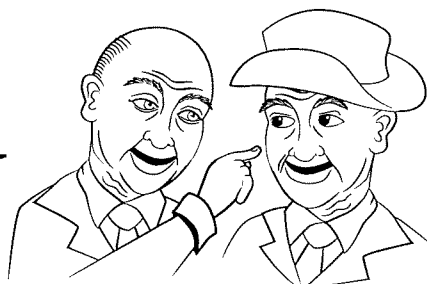
Yeah, me too, cobber. I'm a true blue Australian native.

This place is in my blood. I can't explain it but when I see those paintings by Roberts and McCubbin or read the latest Banjo poem, I think, 'Yeah, that's Australia, mate!'

Australia before Federation – 2

Read the information on page 3 and discuss the questions with a partner before writing your answers.

1. How might free-trade and protectionism have affected people living close to the border between New South Wales and Victoria, prior to Federation?

Free trade	Protectionism

2. If one colony had been invaded by German or French troops, how do you think this might have affected the other colonies?

3. Why do you think having rail tracks of different sizes in each colony would have been a greater problem after Federation?

4. What were the main arguments for and against immigration of non-white people to Australia?

For	Against

5. At the time of Federation, Australia had been colonised for over 100 years. How do you think the links with the 'homeland' had changed with each generation?

FACT FILE While travelling in Australia in 1895, the famous American novelist, Mark Twain, described the problem of different train track gauges as the 'most baffling and unaccountable marvel that Australia can show'.

Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government (ACHHK113)

DIGITAL CITIZENSHIP QUIZ

1. I should stop and THINK before sharing things about myself online:

   a. Not at all – thinking takes too much time!
   b. Sometimes, but only if I think I'll get in trouble.
   c. Always, because the information I share is never private online.
   d. Sometimes, because privacy is only important sometimes.

2. Sometimes I share passwords with my friends:

   a. It's OK to share passwords with friends if we never fight and I trust them.
   b. It's never OK to share my passwords with anyone except my parents.
   c. I only share my password with my best friend.
   d. My password is just my name, so anyone can guess it anyway.

3. Sometimes I use my friend's name and post things pretending to be them as a joke:

   a. Yes, a joke is a joke, and I can pretend to be my friend for fun!
   b. No, but I probably would if I could figure out their password!
   c. Never, it's called identity theft and can cause big problems for both of us.
   d. Yes, because I only go online for fun and so do my friends.

4. When going online at school, it is important to know:

   a. The agreed rules for going online at school.
   b. How to work well with others and get the most out of using the internet.
   c. How to choose and use the right language so I don't upset anyone or get into trouble.
   d. All of the above.

5. When I say something online in class or at home, I should:

   a. Say whatever I want.
   b. Ask a teacher or parent about what's OK to say online.
   c. Use a fake name if I want to say anything hurtful.
   d. Do whatever everyone else is doing – if it's fine for everyone, it's fine for me.

6. How long I spend online:

   a. Can affect my health if it's too many hours a day.
   b. Can affect how I sleep.
   c. Can help me learn about the world and help me with homework.
   d. All of the above.

7. Giving private information to strangers or companies online is:

   a. No problem if I think they look like good people or companies.
   b. Nothing to worry about if I know they don't live near me.
   c. Never OK, no matter what the circumstances are.
   d. Always OK; I have nothing to hide.

8. If I can tell someone is being bullied online:

   a. I should just stay away from it – I don't want to be the next!
   b. Ignore it if I don't like who's being bullied anyway.
   c. Think about what it would feel like if it was happening to me or my best friend and get help.
   d. Why does it matter? A bit of bullying toughens you up.

9. I try to be positive and helpful online:

   a. Always – it's important to treat others well online.
   b. Yes, being positive is a good habit to get into.
   c. Yes, even though I sometimes have to think carefully to make sure I say the right thing.
   d. All of the above.

10. If I'm allowed to buy or download things online:

   a. I don't bother checking with my parents, they don't understand!
   b. I check with my friends to see if something is good.
   c. I check with my parents each time because there are scams and tricks online as well as great stuff.
   d. I use my instinct to tell if it's good or not.

Question	Answer
1. I should stop and THINK before sharing things about myself online.	C: Even the most careful online user can never be sure of privacy. Treat everything you share as if it would eventually be made public, and always think before risking your privacy.
2. Sometimes I share passwords with my friends.	B: Passwords are needed for almost everything we do online. Keeping track of them is not always easy but is extremely important. Change them regularly and never share them with anyone except your parents, not even your closest friends. In fact, sharing passwords may cause serious problems between friends and in friendship groups.
3. Sometimes I use my friend's name and post things pretending to be them as a joke.	C: Pretending to be as someone else online or using their passwords to buy things or say things online is identity theft. It can cause serious problems and is never a joke.
4. When going online at school, it is important to know:	D: Going online at school is a great way to extend learning beyond the classroom. To get the most out of it, you need to learn the rules about how to be responsible and respectful towards yourself, your classmates, and your school.
5. When I say something online in class or at home, I should:	B: Sometimes it's hard to remember that what we say and do online is permanent and there for everyone to see. This means that using bad or negative language, even as a joke, might be much stronger than when spoken aloud. The same goes for images you create. To avoid trouble, simply ask a teacher or parent about some of their expectations for your behaviour online, and always stop and think before you post.
6. How long I spend online:	D: Spending time online is fun, entertaining and can help you learn. However, too much time online can have serious negative effects, such as disrupting your sleep, causing bad or sad feelings, and affecting your physical fitness. It's important to get the right balance to keep yourself healthy and keep enjoying your time online.
7. Giving private information to strangers or companies online is:	C: Giving private information out to strangers online is never OK. It's impossible to tell who someone really is online, and there are many reasons that people may try to get personal information about you or your family online. It's important to protect details about your identity, your school, your family, and your address. There are lots of ways to make friends and interact online without needing to reveal private information.
8. If I can tell someone is being bullied online:	C: Bullying online, often called cyberbullying, is complicated. Some of us may have experienced being bullied, and some may have even bullied others. In many cases of bullying there are bystanders who witness the bullying but don't want to get involved. It's important to act responsibly as a bystander and help the person being bullied. If you can't help easily by yourself by using calm, positive words, do report it right away to a teacher or parent.
9. I try to be positive and helpful online:	D: Being helpful, using positive language and trying to include others is what we can do every day to be good digital citizens. It makes time online better for everyone, including yourself.
10. If I'm allowed to buy or download things online:	C: It's important to check with your parents before buying or downloading things online, even if you are allowed to. There are a lot of scams and tricks online as well as great stuff, and your parents know more about that, even if you think they won't understand the technology.

Provide groups of 3-4 students at least two of the following scenarios to discuss.
Ask them to discuss, evaluate, and answer the following questions:

- *Is this an example of being a good digital citizen? Why or why not?*

- *What are the rights and/or responsibilities being demonstrated (or not) in each scenario?*

- *What possible consequences (good and bad) may occur because of the actions in each scenario?*

- *What would you do differently (if anything) to make this scenario an example of being a good digital citizen?*

1. Helene took photos at a party last week. Liz posts the photos she thinks she looks great in on Facebook. Then she tags other friends who are in it.

2. Matthias is doing research on a famous author for his English class paper. In his online search, he finds some interesting information and facts on Wikipedia and a blog. He's not a great writer so he copies and pastes the parts he likes from both websites into his paper. After adding some of his own words, he hands it in to his teacher.

3. Sybel has a hard time taking notes and listening to her teacher Mr. Smith's lecture at the same time. She records his lecture with her phone so she can use it as a study aid later on. She posts it online on YouTube.

4. Andre is on an online gaming site playing with his friends. He knows who his friends are by their user names. A new user name pops up and starts chatting with him. After some time, the new user asks Andre his name and what school he goes to.

5. Shane updates his social media status with a post that brags about how he got "a pack of smokes", even though he doesn't smoke.

6. Zane needs to print his homework in the computer lab. He inserts his USB drive from home into the computer. A message pops up that the security scan has detected a virus. He really needs his homework, so he opens and prints it anyway.

7. James takes a photo of his test in science class. At lunch, he talks his friend Kai who is taking the same test the next period. He shows him the photo.

8. Brooke's best friend Kim lives in Oklahoma where a tornado damaged her home and school. Brooke decides to raise money to help Kim, her family, and her community rebuild. She starts a Facebook page to raise awareness and spread the word, then keeps track of all the donations in a Google Doc spreadsheet.

9. Kiki is bored in class. She's already finished her homework and doesn't feel like talking to anyone. She pulls out her Dsi gaming console and starts to play.

10. Prem is creating a presentation for history class. He found some great photos online on Google and Flickr to add to his presentation. He includes the source for each in his presentation.

11. Aitana is filling out an online survey for her English class. Under a comment box asking who her favorite poet is, she writes: "IDK."

12. Ichiro's soccer coach leaves him out of the starting line up of their game. On the bus ride home, Ichiro tweets about how much he hates his coach.

13. Nam is surfing the web for movies. Her friend had told her about a new movie she had downloaded. She comes across a site where she can download music and movies for free from other users.

14. Ernesto is making a music video "mash-up" of skating for fun to his favorite song. He uses movie-editing software to combine images and videos he's found on YouTube and Facebook. He adds in some of his own footage that he took of his buddies skateboarding. A few weeks later he sees that someone else on YouTube has taken his video mash-up and used it in his own video without asking Ernesto or giving him any credit.

15. Jade wants to spread the word and raise money about her favorite animal: the endangered Leatherback Sea Turtle. To raise awareness, she starts a blog with photos and information on the turtle, and a sends weekly email updates to friends, family, and people in her community.

WHAT MAKES A GOOD DIGITAL CITIZEN?

Name: _____

R E T P N Z S D Q K N E P P D

E V S S U O N X I O T Q A O E

M I U K E E I N G A D L S S M

R S R I I C D T R K E E S I R

E U T R J N U E S A Z I W T O

L L F V E F D R R E C H O I F

B C N S X I D N E A U Y R V N

I N S Y S E S E F A S Q D E I

S I R N A P P R O P R I A T E

N R O P L E H T T C E P S E R

O C K S A D K O Z A D Q K H R

P X L U W K U L C K F N F T O

S L N P R I V A C Y I Z Q E X

E M Q A Z O O W T H S E H X A

R Z M Q J U B M T G Y M T I N

APPROPRIATE	ASK	CONSIDERATE
FRIEND	HELP	INCLUSIVE
INFORMED	KINDNESS	LEARN
PASSWORD	POSITIVE	PRIVACY
QUESTION	RESPECT	RESPONSIBLE
SAFE	SECURE	THINK
TRUST		

–	E	T	–	N	–	–	D	–	K	–	E	P	P	D
–	V	S	S	–	O	N	–	I	–	T	–	A	O	E
–	I	U	–	E	E	I	N	–	A	–	L	S	S	M
–	S	R	–	I	C	D	T	R	–	E	–	S	I	R
E	U	T	R	–	N	U	E	S	A	–	–	W	T	O
L	L	F	–	E	–	D	R	R	E	–	–	O	I	F
B	C	–	S	–	I	–	N	E	–	U	–	R	V	N
I	N	S	–	S	–	–	E	F	A	S	Q	D	E	I
S	I	–	N	A	P	P	R	O	P	R	I	A	T	E
N	–	O	P	L	E	H	–	T	C	E	P	S	E	R
O	C	K	S	A	–	–	–	–	–	–	–	K	–	–
P	–	–	–	–	–	–	–	–	–	N	–	–	–
S	–	–	P	R	I	V	A	C	Y	I	–	–	–	–
E	–	–	–	–	–	–	–	H	–	–	–	–	–
R	–	–	–	–	–	–	–	T	–	–	–	–	–

(OVER,DOWN,DIRECTION)

APPROPRIATE(5,9,E)

ASK(5,11,W)

CONSIDERATE(2,11,NE)

FRIEND(3,6,NE)

HELP(7,10,W)

INCLUSIVE(2,9,N)

INFORMED(15,8,N)

KINDNESS(10,1,SW)

LEARN(12,3,SW)

PASSWORD(13,1,S)

POSITIVE(14,1,S)

PRIVACY(4,13,E)

QUESTION(12,8,NW)

RESPECT(15,10,W)

RESPONSIBLE(1,15,N)

SAFE(11,8,W)

SECURE(4,2,SE)

THINK(9,15,NE)

TRUST(3,5,N)