



## Framework for Learning from Home – Early Stage 1 - Term 3, Week 10

You will need help from a parent/carer. Show each completed activity to your parents so they can check. These activities are designed to be completed over the next five school days. Challenge activities are optional. **Please keep Mathematics resources in a safe place so they can be used in future. They are also available on Google Classroom in the 'Classwork' tab.**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Task</b>	Plan and hold a picnic...even if it is in your backyard or lounge room!	Ask a parent or grandparent to tell you one of their favourite memories as a child.	Use the Go Noodle 'Think about it' channel and select an activity that promotes positivity and mindfulness.  <a href="https://family.gonoodle.com/channels/think-about-it">https://family.gonoodle.com/channels/think-about-it</a> (works best on Google Chrome)  Alternatively – Name some ways you can show appreciation towards someone.	Design and make a paper plane.	Swap a chore with someone in your family and complete it.
<p><b>Learning Superpower of the Week: Flexible</b> Flexible learners are able to think about something in a different way. How do you cope with changes? Can you change your plans or ideas when there is an unexpected change? Watch <a href="https://www.youtube.com/watch?v=J2HLc1MEec4">https://www.youtube.com/watch?v=J2HLc1MEec4</a> How was Sam flexible when plans changed? Can you think of a time when you were flexible?</p> <p><b>PBL Focus of the Week: Learn Always</b> This term, we have been learning from home. The expectation to 'Learn Always' applies to learning in different settings, at different times. We are always learning. The teachers at Lugarno Public School are very proud of the way you have taken on this new challenge and tried your best. Discuss: How have you demonstrated the expectation to 'Learn Always' while learning from home this term?</p>					

<p><b>Morning</b></p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics-er/ ir/ ur revision</b> Three ways to make one sound. Watch <a href="https://www.youtube.com/watch?v=INJGKrs8BGA">https://www.youtube.com/watch?v=INJGKrs8BGA</a></p> <p>Remember, when <b>er</b> is at the end of a word some children might pronounce the word with an 'u' sound. Even though you might say a word like this "sist-u", it is written with the er sound on the end, <b>sister</b>.</p> <p>Take a piece of paper and divide it in three to make some lists. At the top of one list write the title er. Do the same for ir and ur. <i>Can you remember some words you saw in the video to put in your lists?</i> Keep your lists in a safe place so you can add to them each day.</p> <table border="1" data-bbox="360 1222 647 1331"> <tr> <td style="text-align: center;"><b>er</b></td> <td style="text-align: center;"><b>ir</b></td> <td style="text-align: center;"><b>ur</b></td> </tr> <tr> <td>sister</td> <td>stir</td> <td>fur</td> </tr> <tr> <td>mother</td> <td>bird</td> <td></td> </tr> <tr> <td></td> <td>third</td> <td></td> </tr> </table>	<b>er</b>	<b>ir</b>	<b>ur</b>	sister	stir	fur	mother	bird			third		<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics-er/ ir/ ur revision</b> Watch <a href="https://www.youtube.com/watch?v=RVeIP8ZW8TQ">https://www.youtube.com/watch?v=RVeIP8ZW8TQ</a></p> <p>Take out your lists of words with er/ir/ur from yesterday. <i>Can you add more words to your list?</i></p> <p>Write your own sentence(s) with one of these words. Read over your writing and check it with the 6 Star Checklist.</p> <p><b>Phonic Knowledge- word endings</b> <a href="https://www.youtube.com/watch?v=3gVNqgnSA0c">https://www.youtube.com/watch?v=3gVNqgnSA0c</a></p> <p>Listen to the -ing word ending song. Think of some other action verbs with the -ing word ending. Make up a new verse of this song replacing the words running, swimming, eating, drinking and sleeping with your own words. <i>Can you</i></p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics-er/ ir/ ur revision</b> Watch <a href="https://www.youtube.com/watch?v=JY8bR9sRARQ">https://www.youtube.com/watch?v=JY8bR9sRARQ</a></p> <p>Take out your lists of er/ur/ir words. <i>Can you add some more words to your list?</i></p> <p>Challenge: Write a short story using as many of these words as you can. Read over your writing and check it with the 6 Star Checklist.</p> <p><b>Punctuation- ! ?</b> Watch the video to learn more about when to use an exclamation mark and a question mark. The video uses the word 'period'. We call this a full stop. <a href="https://www.youtube.com/watch?v=yakEk2VT9nQ">https://www.youtube.com/watch?v=yakEk2VT9nQ</a></p> <p><b>Sight Words</b></p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonic Knowledge- word endings</b> <a href="https://www.youtube.com/watch?v=nipQ0bNcpBg&amp;list=PLnkJenxdxgMXgr63LGRbNmrSKrPvB2WCB">https://www.youtube.com/watch?v=nipQ0bNcpBg&amp;list=PLnkJenxdxgMXgr63LGRbNmrSKrPvB2WCB</a></p> <p>Add the word endings -ed and -ing to the words below. Read the new words you have made.</p> <p>Challenge: Write sentences using each new word you have made.</p> <ul style="list-style-type: none"> <li>● shout</li> <li>● call</li> <li>● stomp</li> <li>● sniff</li> </ul> <p>e.g. I <i>shouted</i> at the cat because he jumped on the kitchen bench.</p> <p>All the <i>shouting</i> and yelling at the soccer game is hurting my ears!</p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonic Knowledge- word endings</b> Watch Matthew learn about word endings and breaking words with his teacher. <a href="https://www.youtube.com/watch?v=Q5abtRY-7SA">https://www.youtube.com/watch?v=Q5abtRY-7SA</a></p> <p>Have a go at breaking words on your own. Take a piece of paper or a whiteboard and divide it in three columns. In the first column write the word. (see list below )Now break the word into the base word and the ending. Write these in the other two columns. If you have magnetic letters you could do this activity with them.</p> <ul style="list-style-type: none"> <li>● looked</li> <li>● walking</li> <li>● jumped</li> <li>● smelling</li> <li>● rolled</li> <li>● clicking</li> </ul>
<b>er</b>	<b>ir</b>	<b>ur</b>															
sister	stir	fur															
mother	bird																
	third																

**Phonic Knowledge- word endings**

Last week we discussed the word ending -ed. When we say words with -ed on the end of a word it might sound like it has a ‘t’ or ‘d’ or even ‘id’ sound at the end. When we write these words we need to remember they have the e and d together, **ed**! Verbs with -ed endings tell us that something has already happened, it is in the past.

Another ending we often see on words is -ing. When we add -ing to a verb it means that it is happening right now.

Watch

<https://www.youtube.com/watch?v=gWi1a9ePym0>

Make a list of verbs that can have -ing on the end?

<https://www.youtube.com/watch?v=DI8g2pZ82ME>

**Sight Words**

**into, any, many, animal**

Read the new sight words. Write your sight words. Write each consonant in blue and

*think of some actions that go with your song?*

**Sight Words**

Use something in your house to make your sight words (you could use pasta, wool, gumnuts or lego to make your words)

**Shared Reading- Making Connections and Vocabulary**

Before reading: Let’s think about the title and author of the text. The title is *Let’s Learn About Cows!* The people that made the video are called *KidO TV*. *Do you think it will be an informative (information, true, facts) or imaginative (made up, story) text? Why do you think this? Who do you think this text is for, children, teenagers or adults? Why do you think this?*

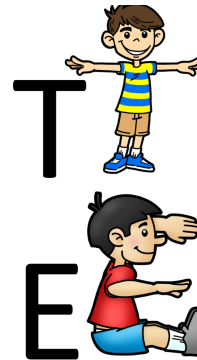
Watch the text.

<https://www.youtube.com/watch?v=qQeNqJaBJOM>

After reading:

In this text are some words that we don’t usually use. *Do you know what ‘intelligent’ means?*

Use your body to spell out the letters for each word. You might use your fingers or your whole body. You might even use a family member to help make some letters. Be imaginative!



**Shared Reading- Comprehension and Writing Response**

Watch the text again (see Tuesday)

This text is an informative (information, true, facts) text all about cows. When we listen to it we learn things about cows that are true. We can usually get a clue if a text is going to be informative because they use photographs or videos instead of drawings, paintings or cartoons.

You are going to watch and listen to the text **again** and

**Sight Words**

Read all the sight words taught this year or play an online sight word spelling game.

Choose Level pre-primer or primer (or something higher for a bit more challenge)

[https://www.abcya.com/games/dolch\\_sight\\_word\\_spelling](https://www.abcya.com/games/dolch_sight_word_spelling)

**Vocabulary**

Let’s look again at one of the words we discussed on Tuesday: **intelligent**. Complete the attached vocabulary worksheet.

**Shared Reading- Verbs**

Before reading:

In this information text, verbs are important because they tell us the different things cows do.

Let's go on a verb hunt through the text to find some verbs.

During reading:

Watch the text again (see Tuesday).

*Can you find some verbs in the text?* Complete the worksheet attached. For every verb you find, make sure you act it out.

word	base	ending
talked	talk	ed
standing	stand	ing
looked		
walking		

**Sight Words**

Exclamation marks are used at the end of a sentence when we want to add emphasis, give a strong command or show a powerful emotion. The feelings we want to show could be surprise, excitement or delight, but also anger, fear or shock. *Can you use an exclamation mark in your sentences?* Don’t forget to check your work using the 6 Star Checklist.

<https://www.youtube.com/watch?v=5fTjQOMaFik>

**Writing**


Persuasive text: *School holidays are better than school term time.*

What is your opinion? Which do you prefer? Why? What are your reasons? Can you try and persuade me to think the same way as you?

Write your own persuasive sentence, using ‘because’ between your opinion and the reason why you think this.

	<p>each vowel in red. Remember the vowels are: <i>a, e, i, o, u</i>. The consonants are all the other letters!</p> <p>e.g. <b>into</b> <b>many</b></p> <p><b>Writing</b> Weekend Recount <i>What did you do on the weekend? When did it happen? Where were you? Who were you with?</i> The purpose of a recount is to tell somebody about something that has already happened. The first sentence in a recount tells your reader when it happened, who was there, where you were and what happened. The next sentences of the recount tell the important events, in the order they happened. We might use words like <i>first, after that, then</i> and <i>finally</i>. The last sentence may be your personal response. e.g. <i>On Sunday, my family and I had a picnic in the backyard. First, we prepared all the food we wanted to eat. After that, we set up the picnic rugs and outdoor chairs. We brought</i></p>	<p>'Intelligent' is the word we use to describe people or animals who are clever or smart. When we describe things that are not intelligent we might say they are foolish or silly. Say your own sentence with the word intelligent in it to a family member. <i>Do you know what the word 'heifer' means?</i> Children don't usually use this word. It is a word they use in the text that you may never have heard before. Good readers listen carefully to texts. Sometimes the text tells us the meaning of new or unusual words. Go back to the text. Watch from 0.33-0.42. <i>Do they tell you the meaning of the word 'heifer'? What is a heifer?</i> A heifer is a <b>young cow who has not had a calf yet</b>. <i>Are there any other new words you do not know?</i> Discuss these words with a family member. <i>Can you make a connection between this text and something else you have seen or heard? Does this</i></p>	<p>while it is playing you are going to listen for particular information. It may be information that you hear or information that you see. Be ready to pause the video so you can write down what you learn. <i>Where do cows live? What do they look like? What do cows eat? What do we learn about a cow's young (baby)? Is there something new you learned that you thought was really interesting?</i> Use the worksheet attached to record your learning. Don't forget to write in a full sentence. Challenge: Use the back of the worksheet to record other interesting facts learnt about cows from the text.</p>	<p>After reading: Look at all the different action words you found. <i>Can you use one of these verbs in your own sentence?</i> Write your own sentence with a verb. Read over your work and check it using the 6 Star Checklist.</p>	<p>e.g. I think school holidays are better than school term time because... Read over your writing. Use the 6 Star Checklist to edit your work. Do you see any problems that need fixing? Challenge: So that you are really convincing, write more than one sentence with more than one reason.</p>
--	--	---	---	---	---




	<p><i>all the food out and so nothing was broken, we used plastic plates and cups. Our naughty cats tried to join the picnic too and eat our lunch!</i></p> <p>Write your own weekend recount.</p>	<p><i>text remind you of something?</i></p> <p>Finish this sentence: <i>This video makes me think about...</i></p> <p>Write your sentence/s.</p>			
<p><b>Break including physical activity</b></p>					

<p><b>Middle</b></p>	<p><b>Mathematics</b>  <b>Counting forward</b>          Counting - forward counting fitness game: This game can be played with any resources. eg. ball to roll/ throw/ bounce, soft toy to throw, etc With another family member, take turns to practice counting forward as high as you can by exercising at the same time. eg. If you are using a ball, you could throw/bounce it to the other player as you say “1”, the second player throws/bounces it back to you and says “2”, you throw/bounce it back and say “3”, etc. What is the largest number you can count forward to?</p> <p><b>Volume</b>          Volume is the amount of space a 3D object takes up. Remember, everything around you that you can hold or touch is a 3D object - even if it does not look like a regular 3D object such as a sphere, cylinder, cone or cube.</p>	<p><b>Mathematics</b>  <b>Counting by twos</b>          We learn to count by 2s to make it easier for us to count objects that are in groups of 2. When we count by 2s, we say one number and skip the next - you can say it in your head but don’t say it out loud. You could also tap your head then shoulders (and repeat) as you count - Don’t say the number out loud as you tap your head, say only the number as you tap your shoulders. 2, 4, 6, 8... Sing and count by 2s. <a href="https://www.youtube.com/watch?v=hae10bsW_CM">https://www.youtube.com/watch?v=hae10bsW_CM</a>          *Challenge: Count beyond 30 by 2s.</p> <p><b>Numbers in between</b>          Help the rocket blast off to space by selecting the number <b>in between</b> the two other numbers that you hear. Use a hundreds chart to help you. Remember, <b>in between</b> means <b>in the middle of</b>. <a href="https://www.topmarks.co.uk/learning-to-count/blast-off">https://www.topmarks.co.uk/learning-to-count/blast-off</a>          Select ‘In between’ 10-30</p>	<p><b>Mathematics</b>  <b>Representing Numbers</b>          View the ‘Representing Numbers’ Google Slides in the Classwork tab. Choose a number between 11-30. How many ways can you represent it? eg. collect that many objects, show it on a tens frame, draw objects, write the number, show the number using tally marks, build a tower to represent the number with lego pieces, show it as groups of tens and ones, write a fact that equals to that number: eg doubles, addition or subtraction sentences</p> <p><b>Wellbeing Wednesday</b>  <b>Take the time to do something you enjoy, have a break and reset.</b></p> 	<p><b>Mathematics</b>  <b>Counting - backward</b>          Counting fitness game: This game can be played with any equipment. eg. ball to roll/ throw/bounce, soft toy to throw, etc With another family member, take turns to practice counting backward from 30 and exercising at the same time. eg. If you are using a ball, you could start by throwing/bouncing it to the other player as you say “30”, the second player throws/bounces it back to you and says “29”, you throw/bounce it back and say “28”, etc.          *Challenge: Start counting backward from a larger number. eg. 40 or 50          *What is the largest number you can count backward from?</p> <p><b>Counting by tens</b>          Get moving and count by tens:  <a href="https://www.youtube.com/watch?v=W8CEOIAOGas">https://www.youtube.com/watch?v=W8CEOIAOGas</a>          What do you notice about the last digit of each number as you count by tens?  <b>Challenge:</b> Can you write the</p>	<p><b>Mathematics</b>  <b>Counting - Backward number order</b>          Practise counting backward from 30 (and beyond when confident) while you exercise. <a href="https://youtu.be/WHuuuh9GgP8">https://youtu.be/WHuuuh9GgP8</a>          *Challenge: Count backward from 50  <a href="https://www.youtube.com/watch?v=YtNskltyAOE">https://www.youtube.com/watch?v=YtNskltyAOE</a>          *Super challenge: Count backward from 100  <a href="https://www.youtube.com/watch?v=8jMmZaFvRpE">https://www.youtube.com/watch?v=8jMmZaFvRpE</a></p> <p><b>Reading numbers</b>          Help the rocket blast off into space by selecting the numbers that you hear. Select ‘Find a number 10-30’.          * Challenge: select 30-60 or 60-99  <a href="https://www.topmarks.co.uk/learning-to-count/blast-off">https://www.topmarks.co.uk/learning-to-count/blast-off</a></p> <p><b>Division</b>          When we share groups of objects, we need to make sure that each group has an equal amount or a fair share.</p>
----------------------	---	---	---	---	---

	<ol style="list-style-type: none"> <li>1. Draw and label an animal that takes up a lot of space (volume). eg. an elephant</li> <li>2. Draw and label an animal that takes up a little bit of space (volume). eg. a mouse</li> <li>3. Move your body and freeze in a position that makes you take up a lot of space.</li> <li>4. Move your body and freeze in a position that makes you take up a little bit of space.</li> <li>5. Tell someone, or write some words we use to describe things that take up a lot of space. eg. enormous</li> <li>6. Tell someone, or write some words we use to describe things that take up a little bit of space. eg. tiny</li> </ol> <p><u>Challenge:</u> Use the words that describe how much volume/space something takes up in a sentence.</p> <p><b>Optional- Mathletics</b>  <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>	<p><u>*Challenge:</u> Select 'In between' 30-60 or 60-99</p> <p><b>Volume</b>  What is volume? Discuss this with an adult. Volume is the amount of space a 3D object takes up.  Name something that has a large volume. What are some words that you brainstormed yesterday that can be used to describe things that have a large volume?  Name something that has a small volume. What are some words that you brainstormed yesterday that can be used to describe things that have a small volume?  Complete the worksheet 'Volume and Capacity - Volume'. The focus of this sheet is to compare things that have <b>less volume</b>, <b>more volume</b> and the <b>same volume</b> as others.  <u>Challenge:</u> Choose 5 things and draw them in order of which takes up the least amount of space to which takes up the most amount of space (smallest to largest volume). eg. a pencil, a book, a chair, a car, a house</p>		<p>numbers as you count by tens forward to 100? 10, 20, 30...</p> <p>Now write the numbers as you count by tens backward from 100. 100, 90, 80, 70...</p> <p><b>Volume</b>  Revise: What is volume?  Use 10 pieces of Lego, Duplo, or blocks. If you do not have the above objects, use 10 other objects that have a similar shape that you can stack; such as erasers, shoe boxes, containers, tupperware, cushions, etc</p> <p>Activity: Make as many different shaped towers/buildings as you can, using <b>all 10 objects each time</b>.  Discuss: Does one building take up more space than the others? All of the buildings you have made will look different but will have the same volume because they are made of the same 10 objects.  <i>Mathletics task</i> - compare the volumes of different objects by completing the following Mathletics activity:  Topic: 'Volume, Length and Mass', and select the activity titled 'Comparing Volume'.</p>	<p>Resources: 20 small objects, paper, pencils  Draw yourself and two others (family or friends) on the paper. Make sure they are spaced out, not too close to each other.  Share your objects between each person equally to match the questions below. Work out:</p> <ol style="list-style-type: none"> <li>1. 14 shared between 2 people is __</li> <li>2. 18 shared between 2 people is __</li> <li>3. 20 shared between 2 people is __</li> <li>4. 18 shared between 3 people is __</li> <li>5. 15 shared between 3 people is __</li> </ol> <p><u>*Challenge:</u> Use 30 objects and draw 4 people.  Share your objects between each person equally to match the questions below. Work out:</p> <ol style="list-style-type: none"> <li>1. 20 shared between 5 people is __</li> <li>2. 24 shared between 4 people is __</li> <li>3. 30 shared between 3 people is __</li> <li>4. 30 shared between 2 people is __</li> <li>5. 28 shared between 4 people is __</li> </ol> <p><b>Optional- Mathletics</b>  <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>
--	--	---	--	---	--

Physical Education

Refer to the Physical Education Grid and choose an activity to complete.

Break	Break	Break	Break	Break	Break
<p>Afternoon</p>	<p><b>Creative Arts- Visual Art</b> <b>Spring Has Sprung!</b></p> <p>Today is all about sunflowers. Sunflowers bring us life, light and happiness. Follow the guided video to draw a cute sunflower! <a href="https://www.youtube.com/watch?v=i_pQWFkZlrc">https://www.youtube.com/watch?v=i_pQWFkZlrc</a></p> <p>You will need: A piece of paper, pencil, colours.</p>  <p><b>Screen Free Optional Task:</b> Create your own sunflower using anything at home- chalk, cardboard, material, petals, rocks, pipe cleaners.</p>	<p><b>Geography/Science</b> <b>From Paddock to Plate</b></p> <p>This afternoon you have a choice of two activities.</p> <p><b>Activity One</b> Help prepare a healthy dish using foods you get from a farm. For example a fruit salad with yoghurt, a healthy sandwich or salad. You may like to write a sentence about the dish you helped prepare and the ingredients you used.</p> <p>or</p> <p><b>Activity Two</b> Draw a picture of a farm. You could draw a dairy farm, a farm where fruits or vegetables are grown, any farm you like. You may like to label your picture or write a sentence about your farm.</p>	<p><b>Wellbeing Wednesday</b></p> <p>Take the time to do something you enjoy, have a break and reset.</p> 	<p><b>Library</b></p> <p>Fly, Fly, Fly! Little Birdy! by Jacob Munroe</p>  <p>Listen to the audio reading of the book at: <a href="https://www.storynory.com/fly-fly-fly-little-birdie/">https://www.storynory.com/fly-fly-fly-little-birdie/</a></p> <p>Discuss these questions with a family member.</p> <p><i>Did you like this book?</i> <i>How did you enjoy listening to the book being read?</i> <i>What was your favourite part of the book?</i> <i>Can you work out if there is a message in this story?</i></p> <p>Draw an image from the story.</p> <p>Challenge: Write your responses to the questions above.</p>	<p><b>Family Time / Catch up</b></p>



### Physical Activity grid

<p style="text-align: center;"><b><u>Ride along</u></b></p> <p>Complete physical activity on something you can ride or that has wheels. Eg. scooter, bicycle, roller skates/blades, skate board</p>	<p style="text-align: center;"><b><u>Visit your local park</u></b></p> <p>Walk to your local park and complete physical activity there. Activities might include: Frisbee, ball games, running games, riding a bike, chasing games, etc</p>	<p style="text-align: center;"><b><u>Learn something new</u></b></p> <p>Learn how to play a new sport or learn a new skill. eg. Learn how to: ride a bike or skate, skip with a rope, play elastics etc</p>	<p style="text-align: center;"><b><u>Ball games</u></b></p> <p>Complete physical activity that involves using a ball. You might play the game or practise ball skills for this game. Some examples include: hand ball, basketball, netball, cricket, softball, football, oztag, tennis, volleyball.</p> <p>Tip – use a net or bucket as a hoop to shoot balls into</p>
<p style="text-align: center;"><b><u>Free choice</u></b></p> <p>Complete 30 minutes of your own choice of physical activity.</p>	<p style="text-align: center;"><b><u>Walking or jogging</u></b></p> <p>Go for a walk or jog with an adult (and your dog if you have one!) around your neighbourhood or local park. Challenge yourself by choosing paths that have hills or stairs.</p>	<p style="text-align: center;"><b><u>Cosmic Kids Yoga</u></b></p> <p>Access Cosmic Kids Yoga <a href="https://cosmickids.com/watch/">https://cosmickids.com/watch/</a> Access a yoga experience from the Cosmic Kids Yoga website.</p>	<p style="text-align: center;"><b><u>Ball games</u></b></p> <p>Complete physical activity that involves using a ball. You might play the game or practise ball skills for this game. Some examples include: hand ball, basketball, netball, cricket, softball, football, oztag, tennis, volleyball. Tip – use a net or bucket as a hoop to shoot balls into</p>

Name:

Date:

# Fact File

Where it lives

About it's young

What it looks like

Animal

What it eats

Interesting fact

Picture

# WORDS

Drawing

Focus word:

intelligent

A sentence using the focus word:

---

---

---

---

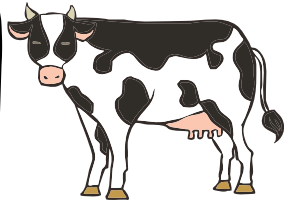
---

---

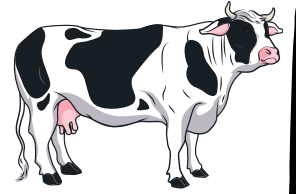
A word with the opposite meaning:

Another word with the same meaning:

Name:



# VERBS- COWS



Watch and listen to the cow informative text. Find the verbs in the text. Write them in the boxes provided.

0.11

e

2.56

d

1.15

l

3.15

r

1.23

s

3.15

r


1.52

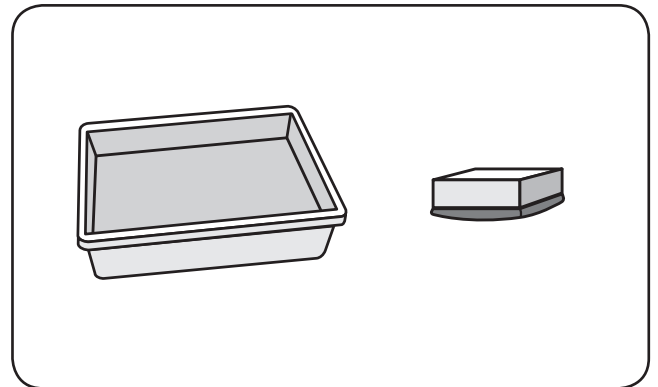
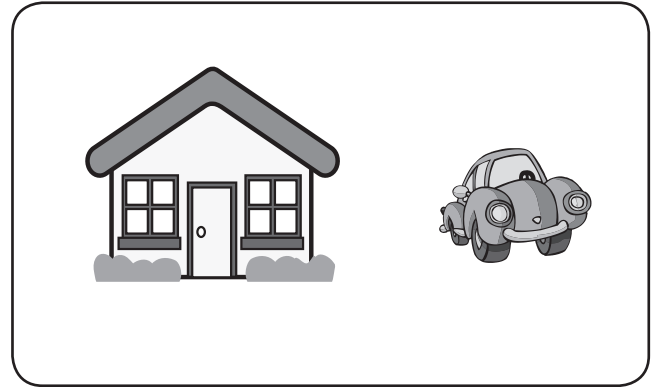
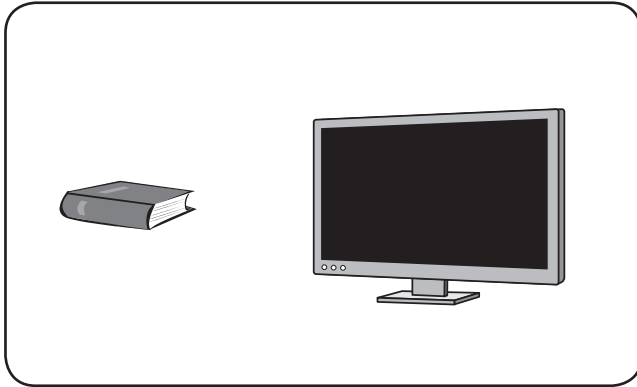
s

3.40

r

# Volume and capacity – volume

1  Look at the objects. Loop the one that takes up more space.

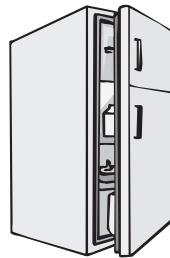


2  Draw something that

takes up **more** space than this



takes up **less** space than this



takes up **about the same**  
space as this

