

YEAR 4 OFFLINE LEARNING  
BOOKLET  
Term 3 Week 6



Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Term 3 – Week 6- Year 4 OFFLINE VERSION**

	Monday	Tuesday	Wednesday	Thursday	Friday FUN
<b>9:00</b>	<p><b>Spelling:</b> Complete the first page of unit 25 of your soundwaves book.</p>	<p><b>Reading eggspress</b> Login and complete assigned comprehension activity Reading Eggspress: Lesson 128</p>	<p><b>Spelling:</b> Spelling Word chart. Students will be practicing their spelling words and the word formation.</p>	<p><b>History</b> Today brings an investigation into Liverpool’s past. Students will source information about a historical landmark - list provided and present a report.</p>	<p><b>Edit Your Work</b> Go through your slides and find any mistakes. Change these with the colour red e.g. A story mistake, a math answer.  You may use your teacher's feedback to help or may find things on your own.</p>
<b>9:30</b>	<p><b>English:</b> Students review AFOREST (persuasive language techniques) and practice 3 techniques: alliteration, rhetoric questions and rule of 3.</p>	<p><b>English:</b> Writing topic: ‘If you fail at something, you should keep trying until you succeed’. Students will write on the topic and review their writing using the self assessment tool.</p>	<p><b>English:</b> Nonfiction “Planet” Read the text ‘Planet’ and complete the comprehension questions.</p>	<p><b>English:</b> Poem “Raccoon Rex” Read the text ‘Raccoon Rex’ and complete the comprehension questions.</p>	<p><b>Stem</b> *Design a rube Goldberg machine <a href="https://www.youtube.com/watch?v=X3vXwWfEfGM">https://www.youtube.com/watch?v=X3vXwWfEfGM</a></p>
<b>10.30-10.45</b>	<b>FRUIT BREAK</b>				
	<p><b>PDHPE:</b> Road Safety - Bike Safety L.I. Students recall and identify safe bike riding behaviours, students explore the Helmets and safety gear. *Students will complete the matchup up task about bike safety. *Students will read the information and respond to the questions. *Experiment: Protect an egg</p>	<p><b>History:</b> Students will examine two aspects of the local area that have a historical significance. The Liverpool Weir and the formation of Chipping Norton Lakes. They will consider the information presented and respond to questions</p>	<p><b>Premier’s reading challenge:</b> Read a book and record it for the premier’s reading challenge</p>	<p><b>Spelling:</b> Soundwaves complete the second page of unit 25 of your soundwaves book.</p>	<p><b>STEM</b> <u>Continue with your Rube Golberg machine.</u> *Students will record the amount of attempts and changes that were made.</p>
<b>11.30-12.25</b>	<b>LUNCH</b>				
	<p><b>Maths:</b> Area Students recognise the need for the square metre as a formal unit to measure area recognise the need for a formal unit larger than the square centimetre to measure area • construct a square metre and use it to measure the areas of large rectangles (including squares),</p>	<p><b>Maths:</b> Area Students recognise the need for the square centimetre as a formal unit to measure area measure the areas of rectangles (including squares) in square centimetres use efficient strategies for counting large numbers of square centimetres,</p>	<p><b>Maths:</b> Area Students recognise the need for the square centimetre as a formal unit to measure area record area in square centimetres using words and the abbreviation for square centimetres (cm<sup>2</sup> ), eg 55 square centimetres, 55 cm<sup>2</sup></p>	<p><b>Maths:</b> Area Students recognise the need for the square centimetre as a formal unit to measure area estimate the areas of rectangles (including squares) in square centimetres discuss strategies used to estimate area in square centimetres, eg visualising</p>	<p><b>Visual Arts:</b> Select a Visual Art Lesson Activity you might like to complete today from the grid.</p>

		eg using strips of 10 or squares of 100 (Problem Solving)		repeated units (Communicating, Problem Solving)	
<b>1.25-1.45</b>	<b>RECESS</b>				
<b>1:45-3:00</b>	<b>Science:</b> Today you will explore two questions about shadows and plan your investigations.	<b>Science:</b> Over the next 3 weeks, you will construct a model of Indigenous peoples' traditional shelters.	<b>PDHPE:</b> Physical activity grid - Students can choose from the PDHPE physical activity to complete.	<b>Art:</b> <b>Warm up :</b> Value scale and shading exercises teach students how to create three-dimensional fruit using the element of value.  Modern Mona Lisa- Give the Mona Lisa artwork a makeover.	<b>PDHPE:</b> *Sing along to your favourite Karaoke song <a href="https://www.youtube.com/watch?v=R2t3zFy9Tt8">https://www.youtube.com/watch?v=R2t3zFy9Tt8</a>

**Term 3 – Week 6- Year 4 ONLINE VERSION**

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10.30-10.45	<b>FRUIT BREAK</b>				
	<p><b>PDHPE:</b> Road Safety - Bike Safety L.I. Students recall and identify safe bike riding behaviours, students explore the Helmets and safety gear. Students will watch the video using the link provided and complete the slides on Google Classroom. <a href="https://youtu.be/D6mBF_P7Om0">https://youtu.be/D6mBF_P7Om0</a></p>	<p><b>History:</b> Students will examine two aspects of the local area that have a historical significance. The Liverpool Weir and the formation of Chipping Norton Lakes. They will consider the information presented and respond to questions.</p>	<p><b>Premier’s reading challenge:</b> Read a book and record it for the premier’s reading challenge.</p>	<p><b>Spelling:</b> Soundwaves complete the second page of unit 25 of your soundwaves book.</p>	<p><b>STEM</b> <i>Continue with your Rube Golberg machine.</i> *Students will record the amount of attempts and changes that were made.</p>
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		of 100 (Problem Solving)		Problem Solving)	
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# Unit 25



## or ore a aw au horse core ball paw sauce

### List Words

- wall \_\_\_\_\_
- hall \_\_\_\_\_
- talk \_\_\_\_\_
- fork \_\_\_\_\_
- before \_\_\_\_\_
- because \_\_\_\_\_
- sport \_\_\_\_\_
- sure \_\_\_\_\_
- poor \_\_\_\_\_
- floor \_\_\_\_\_
- storm \_\_\_\_\_
- store \_\_\_\_\_
- draw \_\_\_\_\_
- lawn \_\_\_\_\_
- order \_\_\_\_\_
- corner \_\_\_\_\_
- fourth \_\_\_\_\_
- towards \_\_\_\_\_
- autumn \_\_\_\_\_
- August \_\_\_\_\_
- transport \_\_\_\_\_
- caught \_\_\_\_\_
- bought \_\_\_\_\_
- thought \_\_\_\_\_
- brought \_\_\_\_\_

1 Circle the letters that represent or ore a aw au in the List Words.

2 Write any other letters that can represent or ore a aw au on the Grapheme Chart. Write one word example for each.



### Grapheme Chart

letters	words

3 Write one stroke for every sound in each List Word.

4 Unjumble the letters to make pairs of rhyming List Words.

klat	lalw	rawd	orpo	usre	thuacg
_____	_____	_____	_____	_____	_____
krof	lahl	etrso	orfol	efroeb	ugobht
_____	_____	_____	_____	_____	_____

5 Finish the word in each sentence by selecting the correct ending.

Put it in the h_____.	(awn, all)	He is very p_____.	(oor, alk)
I am not s_____.	(oor, ure)	My parrot can t_____.	(alk, all)
I mowed the l_____.	(awn, alk)	I went to the st_____.	(aw, ore)

6 Finish the words with **or**, **au**, **ar**, **ore**, **aw** or **ough** to represent or ore a aw au. Write each word in the right row. Colour the winning horse.

dr_____	_____der	c_____ner	_____gust	bec_____se
st_____	bef_____	sp_____t	br_____t	tow_____ds
l_____n	th_____t	_____tumn	b_____t	transp_____t
or				
au				
ore				
aw				
ough				
ar				



7 Join the word beginnings and endings to make List Words.

p	ort	_____
s	orm	_____
sp	oor	_____
dr	oor	_____
fl	ure	_____
st	aw	_____

be	wards	_____
or	gust	_____
to	cause	_____
au	ner	_____
cor	der	_____
Au	tumn	_____

8 Complete with the correct word.

one, two, three, \_\_\_\_\_

first, second, third, \_\_\_\_\_

eleven, twelve, thirteen, \_\_\_\_\_

ten, twenty, thirty, \_\_\_\_\_

9 Circle the  or ore a aw au words. Write them on the lines. Finish the sentences with your words.

★ The letters ough can represent different sounds.

rough	bought	although	_____	I _____ you were at home.
tough	thought	drought	_____	I _____ my books to school.
though	through	brought	_____	I _____ popcorn at the store.

10 Two words in each sentence have changed places. Rewrite the sentences with the words in the correct places.

Please poor a glass of milk for the pour lady.

\_\_\_\_\_

Dean court the ball on the tennis caught.

\_\_\_\_\_

The puppy we bought to school was brought at the pet store.

\_\_\_\_\_

I am shore he will wait for us on the sure.

\_\_\_\_\_

## Challenge

Replace a vowel with another vowel to make an  or ore a aw au word.



hill	_____	hall	_____	well	_____	mare	_____	barn	_____
farm	_____	worm	_____	smell	_____	shirt	_____		
flour	_____	drew	_____	spurt	_____	share	_____		
low	_____	care	_____	stare	_____	drown	_____		

# Unit 25



## or ore a aw au horse core ball paw sauce

### List Words

wall	3
hall	3
talk*	3
fork	3
before	4
because	5
sport	4
sure	2
poor	2
floor	3
storm	4
store	3
draw	3
lawn	3
order	3
corner	4
fourth	3
towards	6
autumn	4
August	5
transport	8
caught	3
bought	3
thought	3
brought	4

1 Circle the letters that represent or ore a aw au in the List Words.

2 Write any other letters that can represent or ore a aw au on the Grapheme Chart. Write one word example for each.



### Grapheme Chart

letters	words
al	talk*
ure	sure
oor	poor
our	fourth
augh	caught
ar	towards
ough	bought

3 Write one stroke for every sound in each List Word.

4 Unjumble the letters to make pairs of rhyming List Words.

klat	lalw	rawd	orpo	usre	thuacg
<b>talk</b>	<b>wall</b>	<b>draw</b>	<b>poor</b>	<b>sure</b>	<b>caught</b>
krof	lahl	etrso	orfol	efroeb	ugobht
<b>fork</b>	<b>hall</b>	<b>store</b>	<b>floor</b>	<b>before</b>	<b>bought</b>

5 Finish the word in each sentence by selecting the correct ending.

Put it in the h <u>all</u> . (awn, all)	He is very p <u>oor</u> . (oor, alk)
I am not s <u>ure</u> . (oor, ure)	My parrot can t <u>alk</u> . (alk, all)
I mowed the l <u>awn</u> . (awn, alk)	I went to the st <u>ore</u> . (aw, ore)

6 Finish the words with **or**, **au**, **ar**, **ore**, **aw** or **ough** to represent or ore a aw au. Write each word in the right row. Colour the winning horse.

dr <u>aw</u>	<u>or</u> der	c <u>or</u> ner	<b>Au</b> gust	bec <u>au</u> se
st <u>ore</u>	before	sp <u>or</u> t	br <u>ough</u> t	tow <u>ar</u> ds
l <u>aw</u> n	th <u>ough</u> t	<u>au</u> tumn	b <u>ough</u> t	transp <u>or</u> t

or	order	corner	sport	transport
au	August	autumn	because	
ore	store	before		
aw	draw	lawn		
ough	brought	thought	bought	
ar	towards			



7 Join the word beginnings and endings to make List Words.

p	ort	_____	poor	_____
s	orm	_____	sure	_____
sp	oor	_____	sport	_____
dr	oor	_____	draw	_____
fl	ure	_____	floor	_____
st	aw	_____	storm	_____

be	wards	_____	because	_____
or	gust	_____	order	_____
to	cause	_____	towards	_____
au	ner	_____	autumn	_____
cor	der	_____	corner	_____
Au	tumn	_____	August	_____

8 Complete with the correct word.

one, two, three, four  
eleven, twelve, thirteen, fourteen

first, second, third, fourth  
ten, twenty, thirty, forty

9 Circle the **ore** or **aw** words. Write them on the lines. Finish the sentences with your words.

★ The letters **ough** can represent different sounds.

rough	<u>bought</u>	although	_____	<u>bought</u>	I	<u>thought</u>	you were at home.
tough	<u>thought</u>	drought	_____	<u>thought</u>	I	<u>brought</u>	my books to school.
though	through	<u>brought</u>	_____	<u>brought</u>	I	<u>bought</u>	popcorn at the store.

10 Two words in each sentence have changed places. Rewrite the sentences with the words in the correct places.

Please poor a glass of milk for the pour lady.

**Please pour a glass of milk for the poor lady.**

Dean court the ball on the tennis caught.

**Dean caught the ball on the tennis court.**

The puppy we bought to school was brought at the pet store.

**The puppy we brought to school was bought at the pet store.**

I am shore he will wait for us on the sure.

**I am sure he will wait for us on the shore.**

## Challenge

Replace a vowel with another vowel to make an **ore** or **aw** word.

hill	<u>hall</u>	well	<u>wall</u>	mare	<u>more</u>	barn	<u>born</u>
farm	<u>form</u>	worm	<u>warm</u>	smell	<u>small</u>	shirt	<u>short</u>
flour	<u>floor</u>	drew	<u>draw</u>	spurt	<u>sport</u>	share	<u>shore</u>
low	<u>law</u>	care	<u>core</u>	stare	<u>store</u>	drown	<u>drawn</u>



# AFOREST

Alliteration

Facts

Opinions

Repetition (and rhetorical questions)

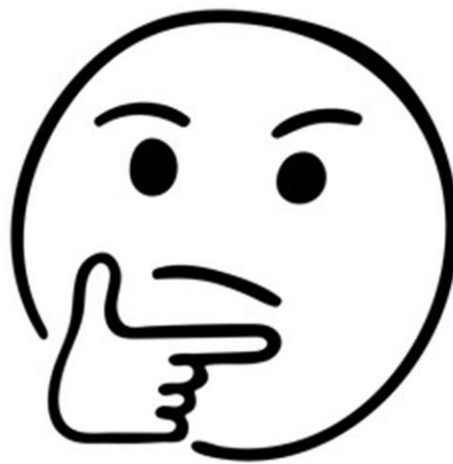
Emotive language (and exaggeration)

Statistics

Three (rule of)

How many  
techniques can  
you use in your  
next persuasive  
writing?

Which techniques have you tried  
to use in your writing so far?



WALT use alliteration to create  
interest in our writing

*Remember: alliteration is about sounds, not always letters!*

**You are going to create a sentence using the alliteration rule. Use the first *sound* of your name and make a list of words that begin with that sound.**

**My sound is:**

**My words:**

**My sentence:**

# WALT use Rhetoric Questions to create interest in our writing

*Rhetoric questions encourage our readers to think critically and deeply about the facts and opinions in our persuasive writing.*

**We are going to create a rhetoric question for the topic of 'dogs'.**

- ✓ **Have you ever had a best friend with 4 legs and a body covered in fur?**
- ✓ **Would you consider adopting a slobber machine into your family?**

***Notice that I have used my opinions to form the questions....***

**My rhetoric questions:**



# WALT use Rule of 3 to create interest in our writing

*Why use the Rule of 3?*

*When we see 3 things we are more likely to:*

- *Feel satisfied*
- *See the humour*

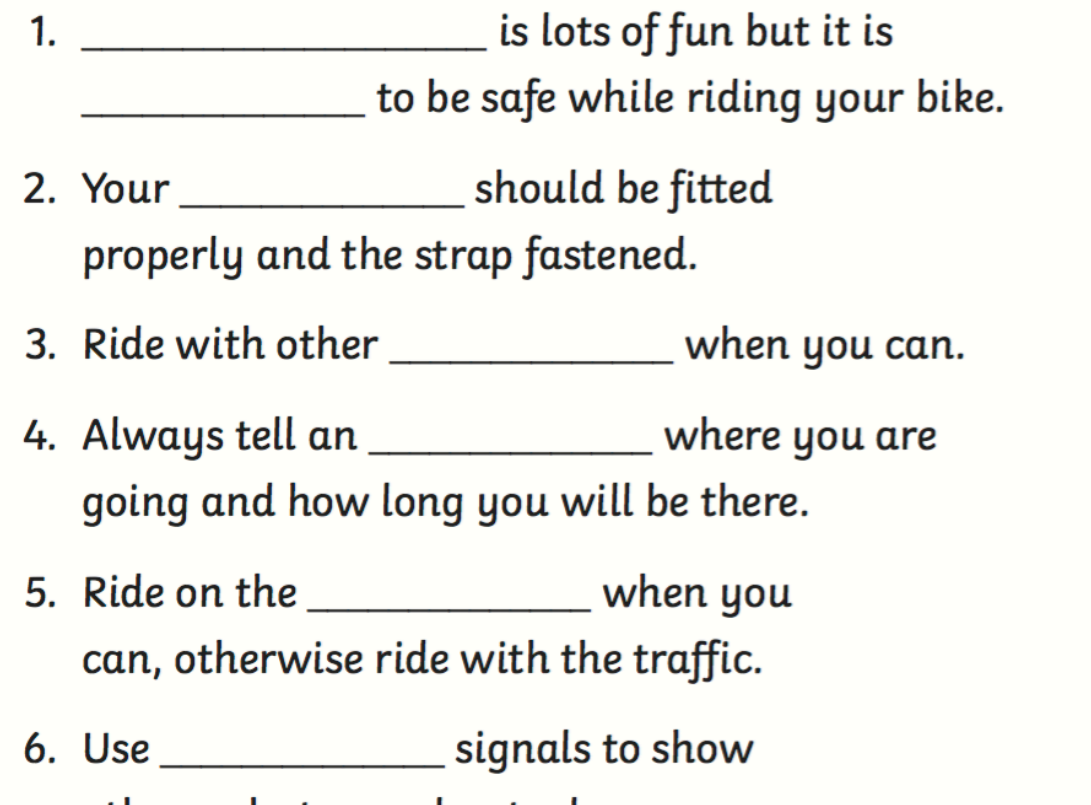
**Today you are going to describe your favourite meal. We need to use the Rule of 3.**

- ✓ **I love the drippy, salty, cheesy lasagne my mum makes!**
- ✓ **Have you tried my fruit salad? It is so colourful, super sweet and very delicious.**

**My Rule of 3 sentence:**

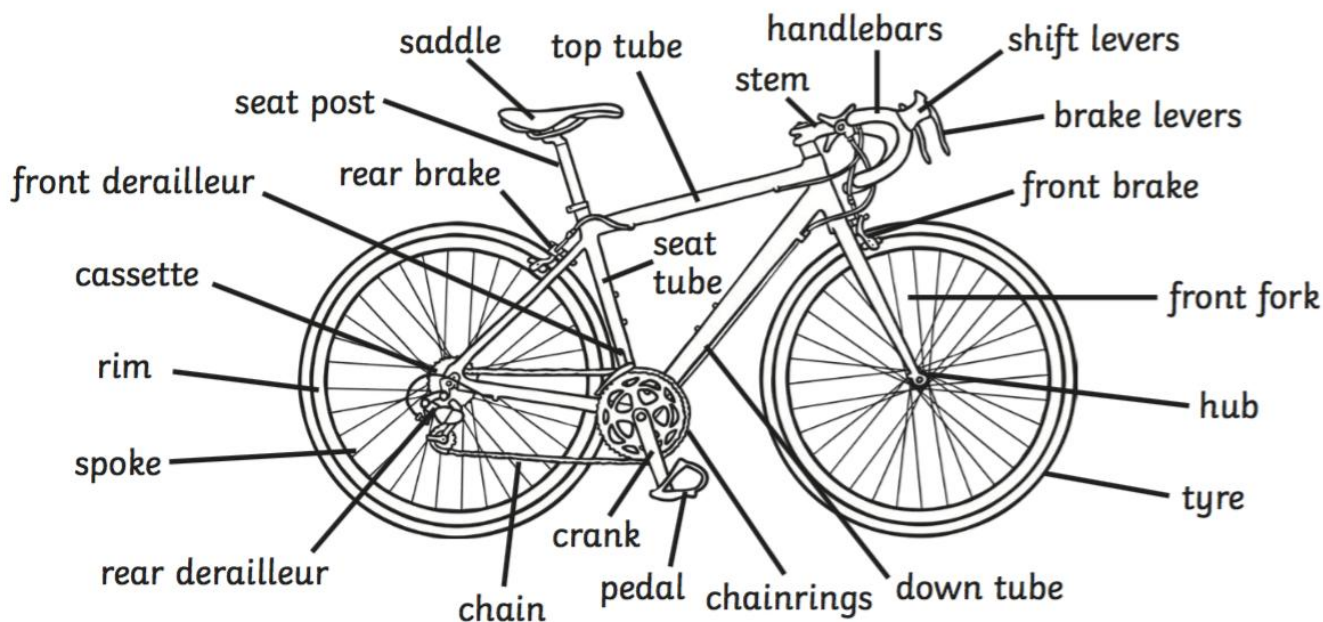
# Bike Safety

night	middle	adult
hand	helmet	pathway
people	Bike riding	hazards
signals	important	straight

- 
1. \_\_\_\_\_ is lots of fun but it is \_\_\_\_\_ to be safe while riding your bike.
  2. Your \_\_\_\_\_ should be fitted properly and the strap fastened.
  3. Ride with other \_\_\_\_\_ when you can.
  4. Always tell an \_\_\_\_\_ where you are going and how long you will be there.
  5. Ride on the \_\_\_\_\_ when you can, otherwise ride with the traffic.
  6. Use \_\_\_\_\_ signals to show others what you plan to do.
  7. Do not ride in the \_\_\_\_\_ of the road or swerve around cars. Ride in a \_\_\_\_\_ line.
  8. Reflectors, on your clothes and bike, will help you be seen, especially at \_\_\_\_\_.
  9. Be aware of \_\_\_\_\_ or obstacles around you.
  10. Always follow the traffic \_\_\_\_\_ and lights.

# Learn and Label Parts of a Bike

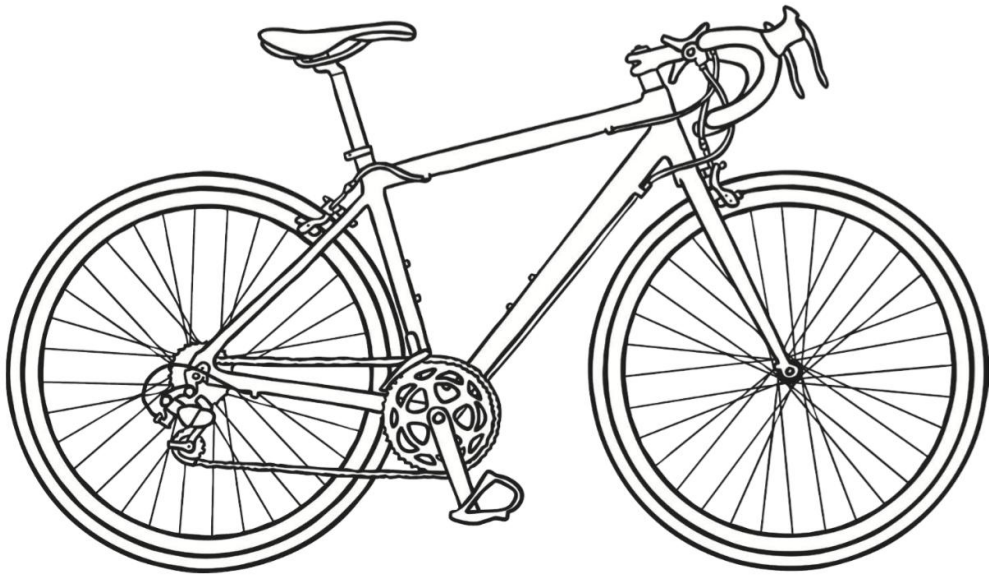
1. Study the diagram below and read the labels out loud. Which names have you heard before? Decide which labels you are going to use to label your own diagram and highlight them or underline them - you can choose to use the most simple labels or all 22.
2. Cut out your words from below and stick them down onto the black diagram on the next page. See if you can add arrows to match the right part of the bike with the word.
3. When all your labels are stuck down and your arrows are drawn, check back to this page and see if you were right.



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cassette	handlebars	rim	spoke	rear derailleur
front fork	seat post	stem	tyre	front derailleur
rear brake	chainrings	saddle	crank	pedal
front brake	shift levers	spoke	chain	
brake levers	handlebars	seat tube	hub	

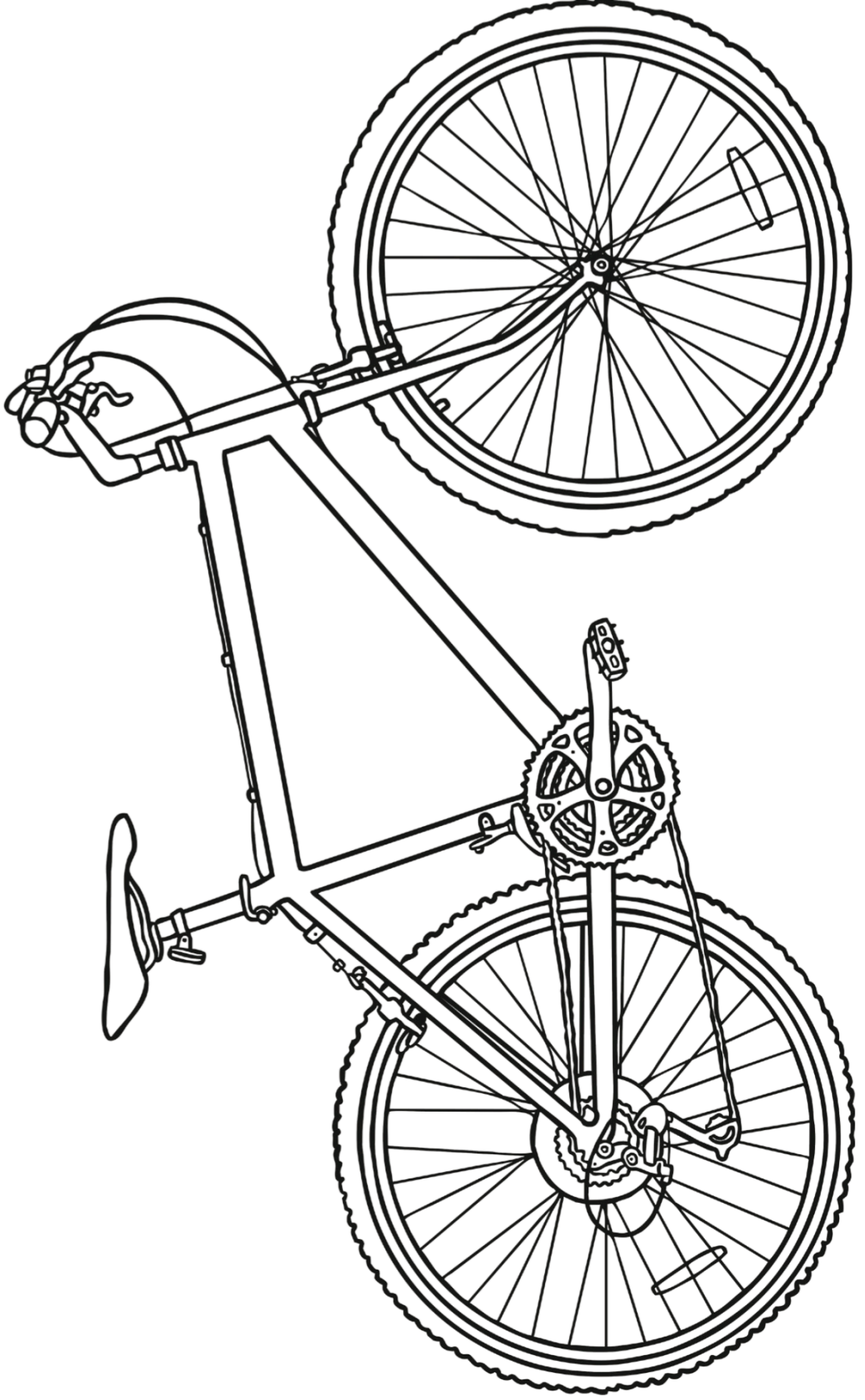
## My Labelled Bike





# Ride to School Day

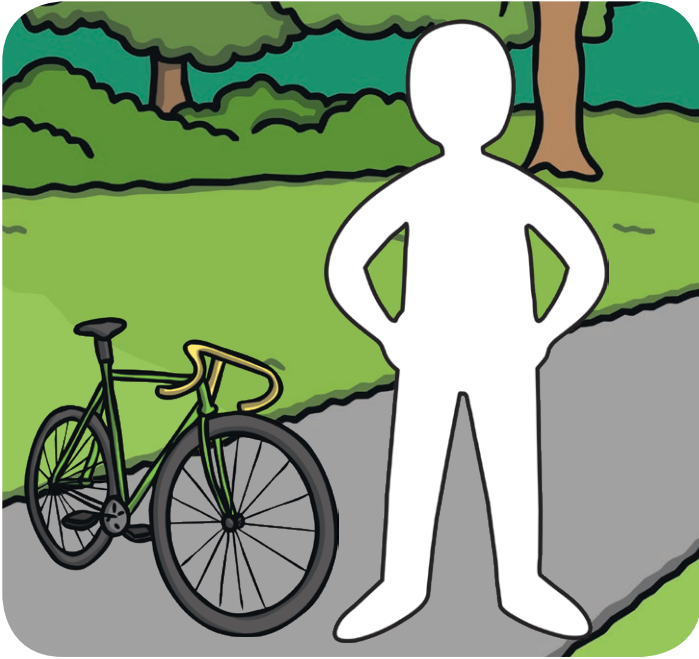
Decorate the picture of the bicycle in a theme of your choice.



# Clothes for Bike Riding

Draw the clothes, which are best for bike riding, on the person.

Cut and paste the clothes needed for bike riding.













Why did you choose those clothes?



visit [twinkl.com.au](https://www.twinkl.com.au)



 pants	 goggles	 hard hat	 jumper	 shorts	 crown	 sneakers	 helmet	 sandals	 tshirt
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## Protect an egg

1. Design and make a protective cover for your egg using the materials collected.
2. Drop the covered egg into a bucket of water, onto a tray of sand, onto a patch of grass and onto cement. What happened to the cover and to the egg each time it was dropped?
3. Remove the cover from the egg and repeat Step 2.
4. Record your findings in the table below.

Surface	What happened to the egg and cover?	What happened to the uncovered egg?
Water		
Sand		
Concrete		
Grass		

Why is wearing a helmet important?

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# Science Term 3 Week 6

## L1: Investigation Shadows - Planning it out

### You will need:

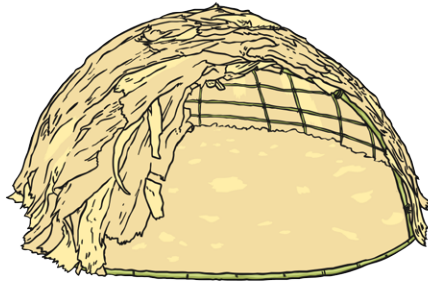
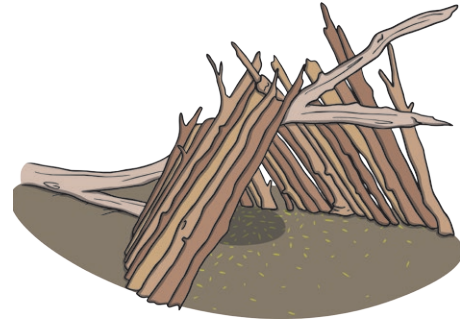
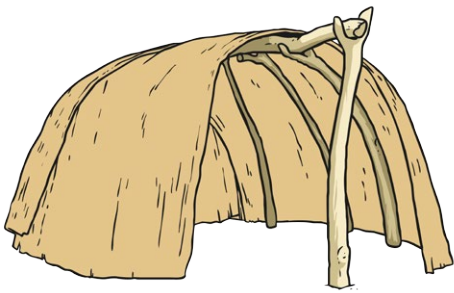
- a stick (Shadow stick) - you decide how long or short.
- A4 or A3 paper
- a timer or watch
- self-adhesive notes / small note pad
- an area that will be sunny throughout the day



### Lesson steps

- 1 You will investigate the questions:
  - **What happens to the length and direction of shadows during the day?**
  - **When are shadows at their longest and shortest?**
- 2 Use the 'Shadow stick investigation planner' (Page 1 of Resource sheet 3) and record the two questions above for investigation.
- 3 Make predictions and provide reasons for your predictions.
- 4 **How can you use the shadow stick to observe the shadow?** Possibly, place a large sheet of paper under your shadow stick. Place your shade stick on top. Mark out the length and position of the shadow every hour.  
Do you have your own way? .....
- 5 What **could affect** the length and direction of the shadow?  
On self-adhesive notes, make a list of factors/things that might affect the length and direction of shadows.
- 6 What are '**variables**'? Things that can be changed, measured or kept the same in an investigation.
- 7 **Why** do you think it is **important** to keep **some things** the **same** when you are measuring changes?  
.....  
.....
- 8 Using the answers on the self-adhesive notes, move them to the column: **Change, measure/observe or keep the same**. That means during the experiment, you are deciding what things you changed, what you have measured or observed and what you kept the same.
- 9 Complete the rest of the first page of the investigation planner. Next week you will be observing and measuring shadows.
- 10 What did you learn today? .....

# Australian Indigenous Shelters



Shelters are made using some of these things:



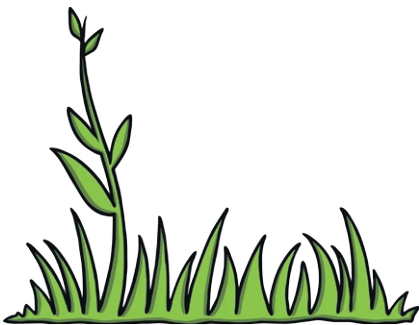
branches



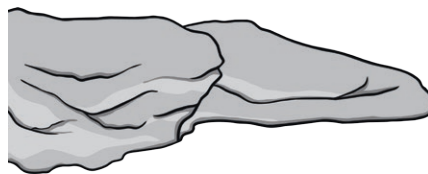
leaves



bark



grass



stones



mud

# Shadow stick investigation planner

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Other members of your team: \_\_\_\_\_

What are you going to investigate?       Can you write it as a question?	What do you predict will happen? Why?       Give scientific explanations for your prediction
---	---

**To make this a fair test what things (variables) are you going to:**

Change?	Measure/Observe?	Keep the same?
Change only one thing	What would the change affect?	Which variables will you control?

Describe how you will set up your investigation       Use drawings if necessary	What equipment will you need?       Use dot points
--	---

**Write and draw your observations in your science journal**

## Recording and presenting results

Record your results in a table.

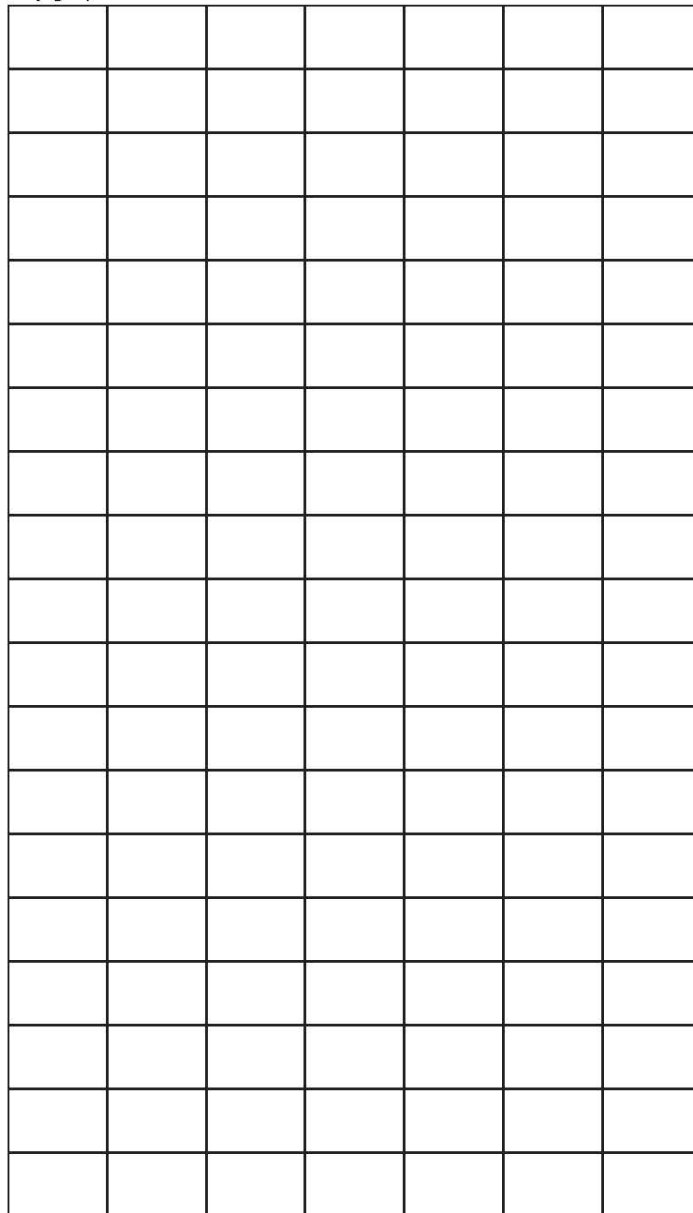
Length of shadows at different times

Time of observation	Length of shadow (cm)

Present your results in a graph.

My graph title:

Length of shadow (cm)



Time of day

## Explaining results

Review the results of your investigation to answer the following questions.

What happened to the length of the shadow during the day?

When was the shadow the shortest? When was it the longest?

Why did the length of the shadow change?

What happened to the direction of the shadow during the day?

What happened to the position of the Sun during the day?

Why did the direction of the shadow change during the day?

## Evaluating the investigation

What challenges did you experience doing this investigation?

How did you, or how could you, overcome them?

How could you improve this investigation (fairness, accuracy)?

## Lesson 128 • Architecture

Name \_\_\_\_\_



### Finding Facts and Information

To find facts and information in a text, we usually ask the questions **Who? What? Where?** or **When?** The answers can be clearly seen in the text.

### Read the passage.

Circle the answer to question 1.

Highlight the number of entries the State Government received.

Colour the name of the winning entrant.

Many famous buildings become icons. The Sydney Opera House has become an icon of Australia.

In 1955, the State Government decided that Sydney needed an opera house. It wanted one of the world's great buildings, so it ran a competition. There were 233 design entries from 32 countries.

The winner was Joern Utzon, a Danish architect. He worked with Ove Arup, an English civil engineer. Work began in March 1959 at Bennelong Point on Sydney Harbour.

Underline the winning entrant's nationality.

Put a box around the date work on the Sydney Opera House began.

Highlight where in Sydney the Opera House stands.

### Colour the correct answers.

- According to the text, **what** do many famous buildings become?
  - ruins
  - tourist attractions
  - icons
  - world heritage sites
- Who** designed the Sydney Opera House?
  - Ove Arup
  - Joern Utzon
  - the State Government
  - the Australian Government
- From **how many** entries was the winner of the competition chosen?
  - 232
  - 32
  - 233
  - 323
- Where** did the winning architect come from?
  - Denmark
  - Australia
  - England
  - the United States
- When** did work on the Sydney Opera House begin?
  - in 1955
  - in 1995
  - in 1963
  - in 1959



# Lesson 128 • Architecture



Name \_\_\_\_\_

## Read the passage.

Underline the words that help to answer question 1.

Circle the name of the architect of *Fallingwater*.

Highlight the year that *Fallingwater* was designed.

An architect thinks about the land, and where it is, when designing. This is called responding to the site.

Fallingwater is a house famous for the way its design responds to its site. It was designed by an American architect, Frank Lloyd Wright, in 1935.

The site was owned by Edgar Kaufmann. It had a stream and a waterfall. Kaufmann thought Wright would design a house with a view of the waterfall. Instead, Wright placed the house right over it. He told Kaufmann, "I'm designing a building to the music of the stream."

Put a box around the nationality of the architect who designed *Fallingwater*.

Colour the words that tell us where the architect placed *Fallingwater*.

1 **What** does an architect think about when designing a building?

---

---

---

2 **Who** designed the house, *Fallingwater*? \_\_\_\_\_

3 **When** did the architect design *Fallingwater*? \_\_\_\_\_

4 **Where** did the architect who designed *Fallingwater* come from? \_\_\_\_\_

5 Explain **how** the architect responded to the site when designing *Fallingwater*.

---

---

---

---

## Planet Earth

Why do we live on Earth? Well, Earth is the only planet in our solar system that has all the things we need to live: oxygen in the air to breathe, water to drink and all at just the right temperature warmed by the Sun.

### The Blue Planet

Earth, the third planet from the Sun after Mercury and Venus, is referred to as 'The Blue Planet' because of how it looks from space. This is because over  $\frac{2}{3}$  of the Earth's surface is covered in water.



#### Did you know?

- Age: approximately 4.54 billion years
- Diameter: 13,000 km
- Distance to Sun: 150,000,000 km
- Surface Temperature: 15°C
- Highest point: Mount Everest 8.8 km
- Lowest point: Challenger Deep 10.9 km below sea level

### I'm Spinning Around

The Earth spins on its axis once every 24 hours – that's what gives us day and night as we spin to face the Sun and then away from it again. You wouldn't notice but the Earth's spin is actually slowing down by 17 milliseconds per hundred years. Eventually this will lengthen our days but it will take around 140 million years before our day will have increased from 24 to 25 hours. I wonder if children 140 million years from now will have an extra hour at school.

Whilst it is spinning, the Earth is also orbiting the Sun, which takes  $365\frac{1}{4}$  days to do one full circuit. This gives us the length of our years. Our seasons are also dependent on the orbit of the Earth as our planet is tilted at an angle. This means that around one side of the Sun we are tilted towards it – giving us warmer temperatures and longer days...our summer. However, around the other side of the Sun we are tilted away from it giving us less light and cooler temperatures – so this is our winter. All in all, it's a pretty amazing planet and I, for one, am glad to call it home.

## Questions

1. How high is the highest mountain on Earth?

---

---

2. How long does it take the Earth to spin once on its axis?

---

3. Will the Earth always spin at this speed? If not, how will it change?

---

4. How many planets are between us and the Sun and can you name them?

---

---

5. Why do we experience summer around one side of the Sun?

---

---

6. Why is Earth also called 'The Blue Planet'?

---

---

7. What 3 things make it possible for us to survive on Earth?

---

---

8. Why do we need to add an extra day to our year every 4 years?

---

---

9. Which fact or piece of information has amazed you the most and why?

---

---



If you fail at something, you should keep trying  
until you succeed.  
*Planning template*

Point of View/Argument: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Body**

<p>Reason 1:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Reason 2:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Reason 3:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Evidence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--	--

### **Conclusion**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Example opening paragraph (not the same topic)

### Children Should Bring Technology To School

*title*

*Painting a word picture*

*alliteration*

Bored children sat like sleepy statues at their desks. They have been reading for what feels like days. Yesterday they only practiced for NAPLAN, completing past paper after past paper. Break times feel short and unfair. The teacher would not stop droning on and on. This is what classrooms are like if we don't have any technology. Students should bring in their own technology every single day.

*adjectives*

*simile*

*Past tense*

*Your opinion*

## Example argument paragraph (not the same topic)

The Higher School Certificate (HSC) is a critical part of growing up in Australia. It is the key to entering university and going on to complete a degree in a field of your desire. 98% of students that complete their HSC before the age of 20 will find exceptional employment in the field of their choice. If students leave high school early to compete in the olympics, their chances of accomplishing a degree and job in the field they want diminishes. This is why children should not compete in the olympics.

My opinion

Evidence  
(statistics)

Explaining  
the  
evidence

Back to the  
topic

Present tense

Blank lined writing area (top section).



Blank lined writing area (bottom section).

A series of 24 horizontal lines for writing, spanning the width of the page.



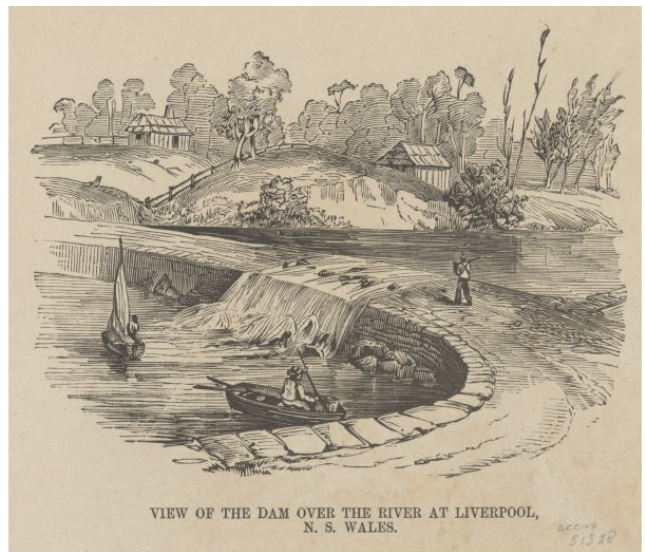
## Stage 2 Week 6 Liverpool History

A long time ago people could only cross the river by canoe or boat.



When the European people arrived in the area, they used the land around them for farming.

They used the water from the river for their needs and to water their crops. Eventually they built a WEIR which is like a dam that separated the freshwater from the salty water that came up from the sea.



In the



photo you can see the first bridge that was built

across the river. You can see the new bridge as well. The photos are black and white because colour film was not invented



Chipping Norton Lakes - Look online and find information about this. Then answer the questions.

In your own words tell us why Chipping Norton lakes is important?

What are some things that you can do here?

How do you think we can protect the Chipping Norton Lakes?

What is the Liverpool Weir?

Why was it built?

## INDOOR PHYSICAL ACTIVITY GRID

<p><b><u>Clean-up race:</u></b> Put on a song and make sure your room is cleaned up before the end of the song.</p> <p><i>Equipment: Music, Untidy room</i></p>	<p><b><u>Hallway bowling:</u></b> Fill up water bottles and use any ball you have to bowl them over. If you don't have a ball for indoor use, use a pair of socks rolled up.</p> <p><i>Equipment: Containers/ Ball/socks</i></p>	<p><b><u>Popcorn pushups:</u></b> Put a small bowl of popcorn on the floor. Do a pushup and on the down and stick out your tongue to get a piece of popcorn.</p> <p><i>Equipment: bowl of popcorn</i></p>	<p><b><u>Exercise Jenga</u></b> Write some exercises onto jenga blocks. Perform that exercise when you remove the block.</p> <p><i>Equipment: Jenga blocks</i></p>
<p><b><u>Dance party:</u></b> Turn on the music and dance. If you have a Wii fit - then dance away.</p> <p><i>Equipment : Music</i></p>	<p><b><u>Marble Toe Race</u></b> Find two large bowls, and place some marbles inside. Pick up the marbles and place them in another bowl by using only your feet. The first one who can get all the marbles in the other bowl wins. Alternatively fill the bowls with water.</p> <p><i>Equipment: 2x Bowls, Marbles</i></p>	<p><b><u>Balance Beam</u></b> Roll out some tape that will not damage the floor to form a line. Walk only on that line. You can even stick the tape in a zigzag to make it more fun. If you fall off the line you need to do an exercise eg: Sit ups, star jumps etc.</p> <p><i>Equipment: Tape</i></p>	<p><b><u>Obstacle Course</u></b> Set up the room to form a makeshift obstacle course. "Crawl under the table." "Climb over the chair." etc. Time yourself trying to better your time each time you do the course.</p> <p><i>Equipment: Furniture, Timer</i></p>
<p><b><u>Penguin Waddle:</u></b> Place a balloon or ball between your knees and waddle across the room without dropping it. Make it more challenging by going around a few obstacles. If you drop it, you have to go back to the start.</p> <p><i>Equipment : Ball / Balloon</i></p>	<p><b><u>Balloon Taps:</u></b> Hang a balloon by a string from the doorway so it is a little bit higher than your arm reach. Try to tap it with your hand. Count how many you can do in a row without missing. Variation: jump and touch the balloon with the top of your head.</p> <p><i>Equipment : Balloon, string</i></p>	<p><b><u>Balloon Foot Balance:</u></b> Lie on the ground with your legs up in the air and try to balance the balloon on your feet.</p> <p><i>Equipment : Balloon</i></p>	<p><b><u>Backhand Balloon Balance:</u></b> Balance a balloon on the back of your hand, and see how long you can do it before it falls to the ground.</p> <p><i>Equipment : Balloon</i></p>
<p><b><u>Wall Bop</u></b> Write different point values on 12 post it notes and stick them on a door. Using a pair of rolled up socks you get 10 throws to try and hit as many points as you can. Take the points off the door when it has been hit.</p> <p><i>Equipment : Post it Notes , Socks</i></p>	<p><b><u>Floor Bop:</u></b> Write a different exercise on 6 pieces of paper and place them on the floor. Using a pair of rolled up socks you get 5 throws and need to perform the exercise when you land on the piece of paper. Take the paper off the floor when it has been hit.</p> <p><i>Equipment : A4 Paper , Socks</i></p>	<p><b><u>Ping Pong Ball Catch:</u></b> Use plastic cups and a few ping pong balls (or any small object that will fit in the cup) and toss the ball to a partner and try to catch it in the cup. Start out close together and then keep taking a step backwards to increase the challenge. For a single-player, they can simply throw the ball in the air and try to catch it.</p> <p><i>Equipment: Ping Pong Ball, Plastic Cups</i></p>	<p><b><u>Jumping Rope</u></b> Using a skipping rope see how many turns you can do in a minute. If you don't have a rope then just jump straight up and down for a minute.</p> <p><i>Equipment : Skipping Rope</i></p>
<p><b><u>Hula Hoop</u></b> Try to hula hoop for 20 seconds without the hoop touching the floor. Keep trying until you can reach it.</p> <p><i>Equipment : Hula Hoop</i></p>	<p><b><u>Laundry Netball</u></b> Using a laundry basket on a shelf and a pair of rolled up socks try to shoot the socks into the laundry basket.</p> <p><i>Equipment: Laundry Basket , Socks</i></p>	<p><b><u>Volley Up</u></b> Use either a balloon, blow up a beach ball or a pair of socks and see how many hits you can keep the balloon up in the air for a minute. Repeat and try to better your score.</p> <p><i>Equipment: Balloon / Beach Ball / Socks</i></p>	<p><b><u>Animal House Tour</u></b> Decide which animal walk to do in each room of the house. Walk around the house performing the selected animal walk. Repeat this activity and see if you can complete it in a faster time.</p> <p><i>Equipment : None</i></p>



## OUTDOOR PHYSICAL ACTIVITY GRID

<p style="text-align: center;"><b><u>Soccer</u></b></p> <p>Set up a goal and dribble and kick into the goal.</p> <p style="text-align: center;"><i>Equipment: Soccer ball</i></p>	<p style="text-align: center;"><b><u>Hills Hoist laps</u></b></p> <p>Run laps around the clothes line - vary the form eg: run, hop skip. Time how many laps you can do in 2 min. Try to improve on it the next day.</p> <p style="text-align: center;"><i>Equipment : Timer</i></p>	<p style="text-align: center;"><b><u>Tetherball</u></b></p> <p>Tie a ball or some socks to the clothes line and see how many times you can hit it before you miss. If you don't have a raquet, use your hands.</p> <p style="text-align: center;"><i>Equipment: Clothes Line, Ball, Racquet</i></p>	<p style="text-align: center;"><b><u>Laundry Stretches</u></b></p> <p>Do a squat to pick up some pegs and reach up to peg them onto the clothes line. See how many pegs you can hang in a minute. Try to improve your score.</p> <p style="text-align: center;"><i>Equipment: Clothes Line, Pegs, Timer.</i></p>
<p style="text-align: center;"><b><u>Ball Catch</u></b></p> <p>Toss the ball at a short distance and, with each catch, take a step back and continue tossing to see how far you can get before missing. If you're playing with water balloons, the first one to get wet loses.</p> <p style="text-align: center;"><i>Equipment: Balls / Water balloons</i></p>	<p style="text-align: center;"><b><u>Capture the Flag</u></b></p> <p>This game needs at least 4 people to play to make two teams who each defend their own flag (or some specific light object like a beach ball or even a stuffed animal) from home base. The object of the game is to capture the other team's flag and successfully return it to home base without getting tagged.</p> <p style="text-align: center;"><i>Equipment: Flag</i></p>	<p style="text-align: center;"><b><u>Paper Plate memory game</u></b></p> <p>Select 5 exercises. Write each exercise on the front of two paper plates /paper . Turn the plates over like a memory card game. Once you have made a match, perform that exercise.</p> <p style="text-align: center;"><i>Equipment : Paper Plates/ paper</i></p>	<p style="text-align: center;"><b><u>Cricket</u></b></p> <p>Use a pool noodle and balloons or balls to play a game of outdoor cricket. If not enough people for cricket throw and hit with a partner.</p> <p style="text-align: center;"><i>Equipment: Pool Noodles and balloons</i></p>
<p style="text-align: center;"><b><u>Naughts and Crosses</u></b></p> <p>You will need two people to play this game. Use tape or chalk to make an outdoor naughts and crosses grid. Use paper plates or towels for your naught or crosses. Pile them near a start place. You need to run from the start to place your naught or cross - run back to collect the next one. Continue until there are three in a row.</p> <p style="text-align: center;"><i>Equipment: Tape, Paper Plates / towels</i></p>	<p style="text-align: center;"><b><u>Bulls Eye</u></b></p> <p>Use chalk to draw 5 circles inside each other. Allocate points to each circle with the most going to the smallest circle, Use sponges to throw and score your points. Vary your starting position.</p> <p style="text-align: center;"><i>Equipment: Chalk, sponges.</i></p>	<p style="text-align: center;"><b><u>Egg and Spoon Race</u></b></p> <p>Using a ping Pong ball or hard boiled egg and a spoon. Run races around the backyard and time yourself. Try to better your time. Vary it by adding obstacles.</p> <p style="text-align: center;"><i>Equipment: Hardboiled egg/ping pong ball, spoon</i></p>	<p style="text-align: center;"><b><u>Kan Jam</u></b></p> <p>Throw a Frisbee, or disc into a garbage-can sized container or laundry basket. The goal is to score the most points.</p> <p style="text-align: center;"><i>Equipment: Frisbee, container</i></p>
<p style="text-align: center;"><b><u>Outdoor Checkers</u></b></p> <p>Using sidewalk chalk draw a giant square, then outline the horizontal and vertical lines to make up the board. Mark an "X" in the alternating boxes that should represent the white squares, Use paper plates as checkers.</p> <p style="text-align: center;"><i>Equipment: Chalk. Paper Plates</i></p>	<p style="text-align: center;"><b><u>Walk</u></b></p> <p>With your parents, go for a walk or take the dog for a walk.</p> <p style="text-align: center;"><i>Equipment: none</i></p>	<p style="text-align: center;"><b><u>Bean Bag Ladder Toss</u></b></p> <p>Use a ladder and label each rung with points. Throw bean bags/ balls/ rolled up socks between the rungs and try to get as many points as possible.</p> <p style="text-align: center;"><i>Equipment: Ladder, Paper, Beanbags</i></p>	<p style="text-align: center;"><b><u>Hula Blockers</u></b></p> <p>One person tosses their bean bags into the other hoop, while blocking bean bags from entering their hoop.</p> <p style="text-align: center;"><i>Equipment: Hoops, bean bags/ socks</i></p>

# THEN & NOW

## LIVERPOOL

Liverpool has an interesting history choose one of the following landmarks or one that you would like to research and present a

report



Choose one of these landmarks to research.

Collingwood House

Old Liverpool Hospital

Paper Mill

Powerhouse Museum Casula

St Luke's Church

Use the sheet provided to plan your report.

You can present it on paper or using technology.

# My Informative Prewriting Template

Fact

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Fact

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Topic

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Fact

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Fact

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Name: \_\_\_\_\_

# Raccoon Rex

by Ruth Donnelly

I walk by night, in darkness.  
I sneak without a sound.  
I overturn the garbage can.  
Oh! What a treat I've found!

I grab the picnic sandwiches.  
(I haven't yet been seen.)  
I take my bounty to the brook,  
And wash it squeaky clean.

I creep up to the campers' tent  
And snatch a hot dog bun.  
The campers yell. They scream and shout.  
But I'm just having fun!

A mask of fur around my eyes,  
A smile upon my face,  
My paws can open garbage cans.  
I move with stealth and grace.

I steal from people's garden plots,  
From porches and from decks.  
Yes, I'm a fearless bandit--  
And my name is Raccoon Rex!



Name: \_\_\_\_\_

# Raccoon Rex

by Ruth Donnelly

1. According to the poem, a raccoon is much like a....

- |             |              |
|-------------|--------------|
| a. gardener | b. carpenter |
| c. thief    | d. chef      |



2. How do the campers feel in this poem?

- |                 |              |
|-----------------|--------------|
| a. disappointed | b. exhausted |
| c. satisfied    | d. angry     |

3. The seventh line of the poem says, "*I take my bounty to the brook.*"  
What does this mean?

---

---

4. The sixteenth line of the poem says, "*I move with stealth and grace.*"  
Define the word *stealth*. Use a dictionary if you need help.

---

---

**Challenge:** Look up the word raccoons in an encyclopedia.  
Find out what raccoons eat in the wild.

Name: \_\_\_\_\_

# Raccoon Rex Vocabulary Match



Re-read "Raccoon Rex" and complete the vocabulary table.

Line Number	Word from the Poem	Synonym
Line 9	creep	
Line 3		flip
	snatch	
Line 19		outlaw
	fearless	
Line 8		shining
Line 7		creek



Name: \_\_\_\_\_

# Raccoon Rex

## Creative Writing Task



How might campers protect their food from being stolen by Raccoon Rex? On the lines below, write a paragraph to describe your idea. Then, on a separate sheet of white paper, draw a detailed picture to illustrate your idea.

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## ANSWER KEY

# Raccoon Rex

by Ruth Donnelly

1. According to the poem, a raccoon is much like a... **c**

- a. gardener
- b. carpenter
- c. **thief**
- d. chef



2. How do the campers feel in this poem? **d**

- a. disappointed
- b. exhausted
- c. satisfied
- d. **angry**

3. The seventh line of the poem says, "I take my bounty to the brook." What does this mean?

**The raccoon takes the sandwiches (food) to the creek.**

4. The sixteenth line of the poem says, "I move with stealth and grace." Define the word stealth. Use a dictionary if you need help.

**Stealth means to move around without being noticed.**

**Challenge:** How might campers protect their food from raccoons?  
Write your answer on the back, or on a separate sheet of paper.

**Answers will vary.**

## ANSWER KEY

# Raccoon Rex Vocabulary Match



Re-read "Raccoon Rex" and complete the vocabulary table.

Line Number	Word from the Poem	Synonym
Line 9	creep	<u>sneak</u>
Line 3	<u>overturn</u>	flip
<u>Line 10</u>	snatch	<u>grab</u>
Line 19	<u>bandit</u>	outlaw
<u>Line 19</u>	fearless	<u>brave</u>
Line 8	<u>squeaky</u>	shining
Line 7	<u>brook</u>	creek



## Value Worksheets

Value scale and shading exercises teach students how to create three-dimensional fruit using the element of value.

### *Included:*

#### ACTIVITY SHEETS:

Shade by Number Pear and Value Scale

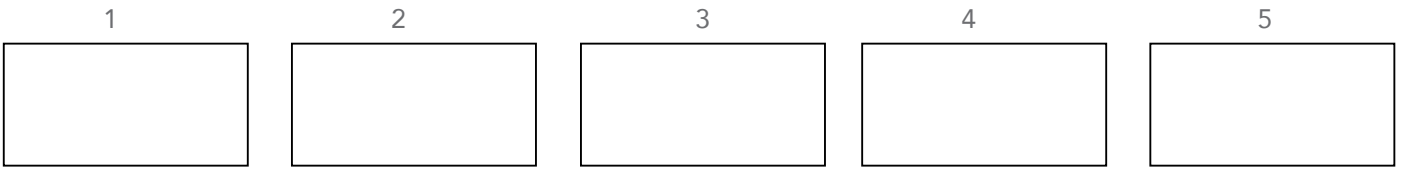
Shade Apple Worksheet

# VALUE

Name: \_\_\_\_\_

Value is the light to dark in an artwork and all the shades in between. A value scale is an exercise where you start with the lightest color and try to shade darker as you move across the scale. So on the scale below you start with white then shade across until you get to the far right, which will be very dark.

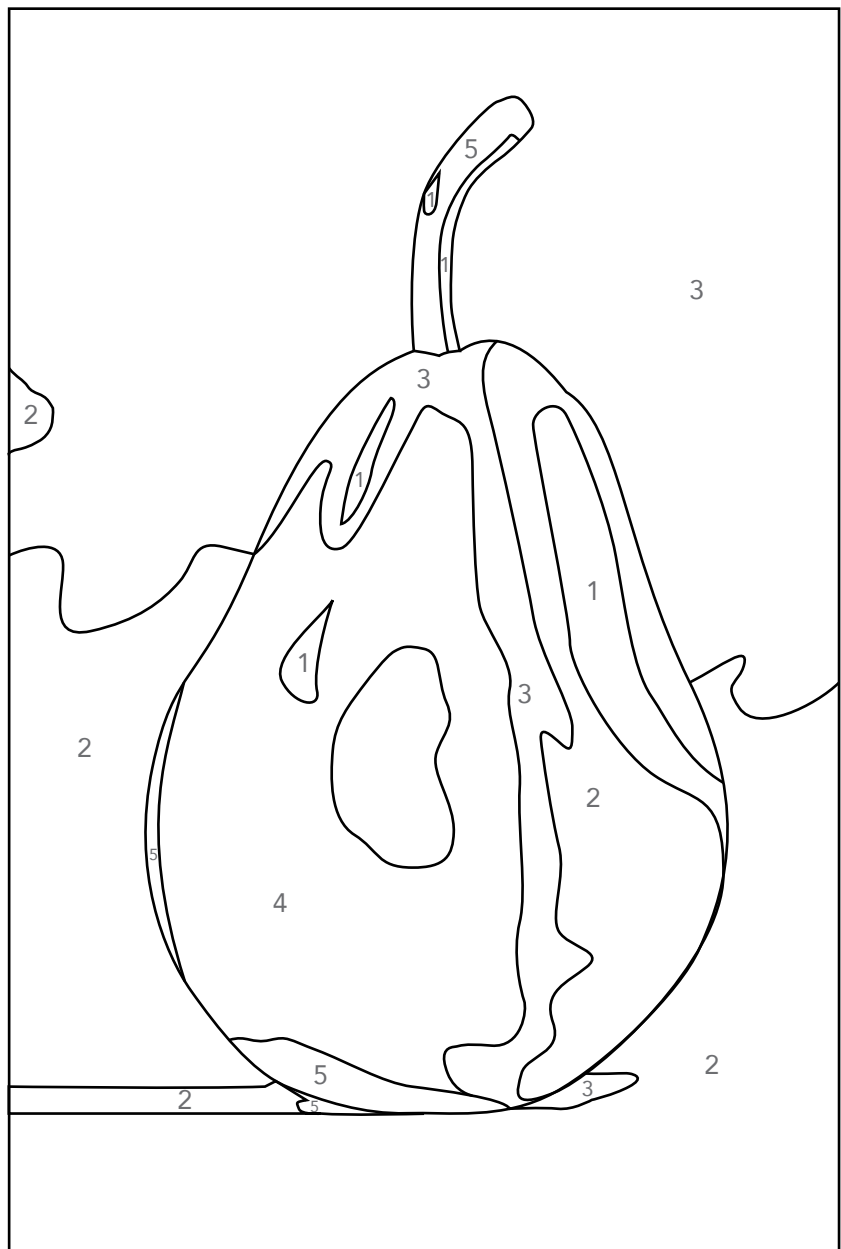
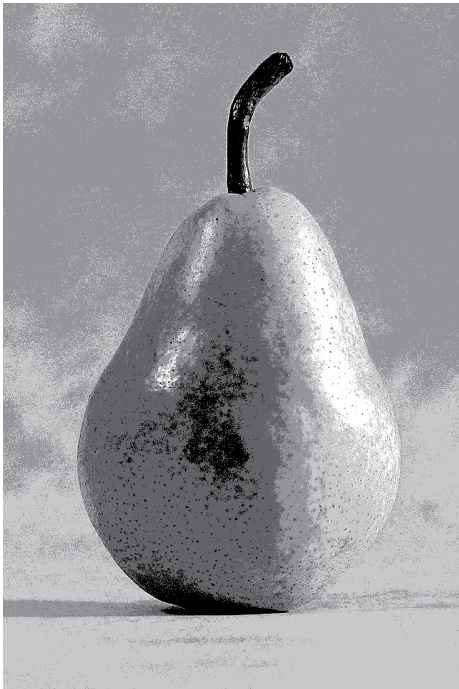
Use the side of a 2B pencil to shade from light to dark. Use a blending stump or paper towel as needed.



White

—————> Very Dark  
(Values should get darker as you go, you should be able to see difference in each value.)

Use the value scale and photo of pear below to shade the line drawing of the pear on the right.

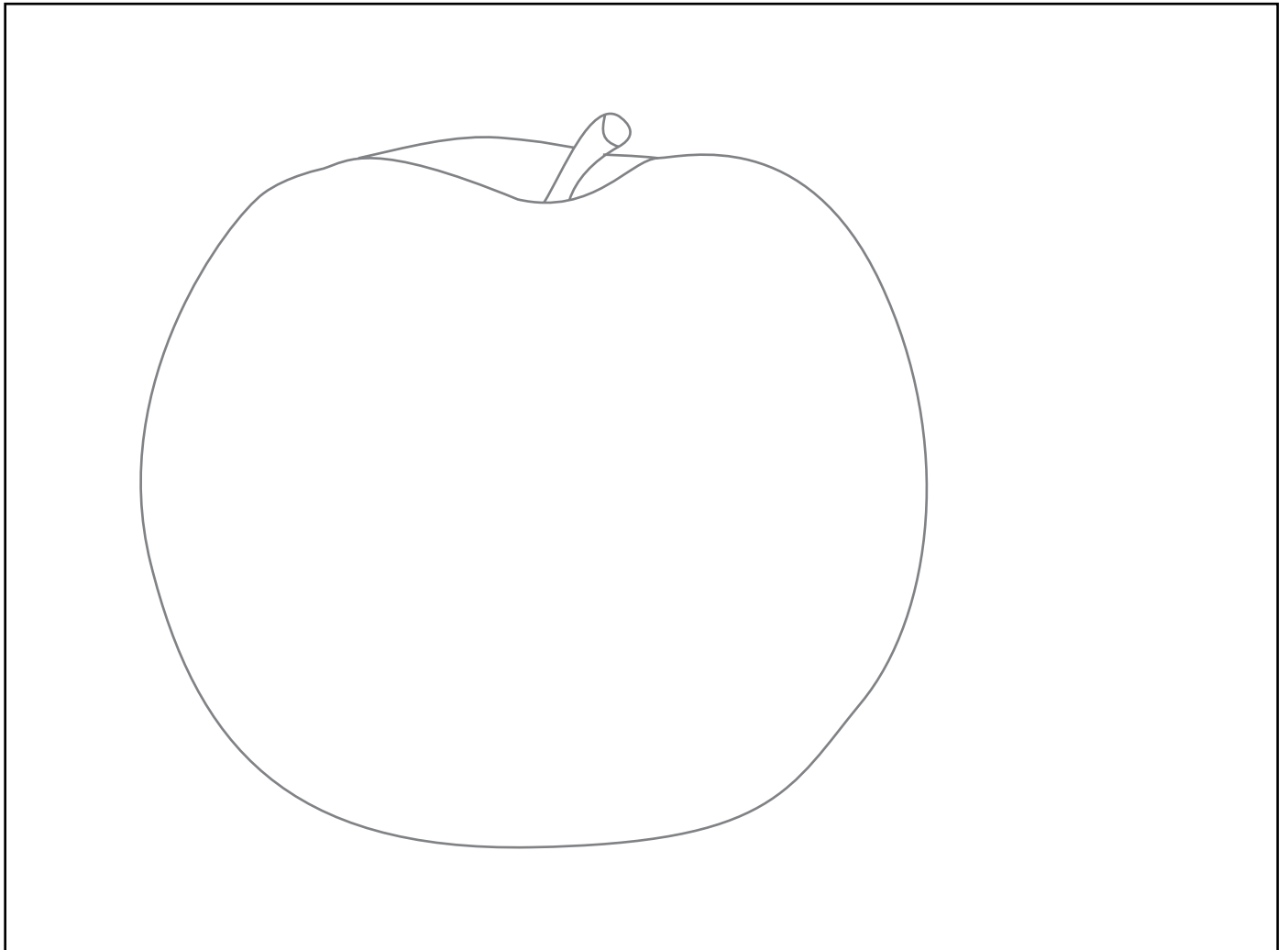


VALUE

# SHADING EXERCISE

Name: \_\_\_\_\_

This time use only the contour line drawing and photographic reference below to shade the apple. Be sure to add the shadow and the background.



VALUE



# MODERN MONA

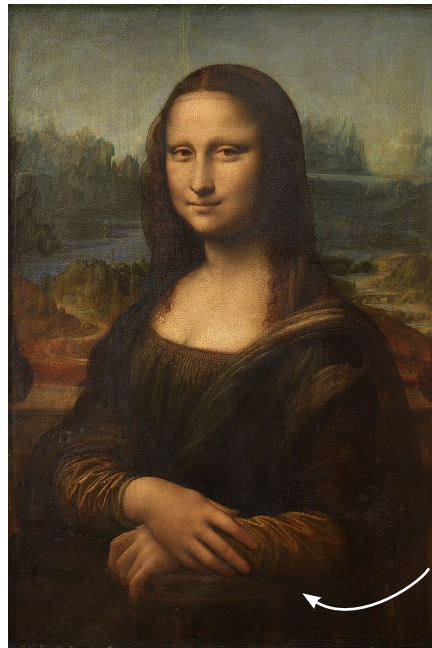
This is your chance to give Mona an update! You can see below what the real Mona Lisa looks like. It was painted by Leonardo da Vinci from 1503-1506. (But experts aren't really sure about the date.)



What can you do to make the Mona more modern?

Here are few ideas:

- Add a caption of what she might be saying.
- Let her attend your favorite kind of event. (Like a concert or game.)
- Add something flying in the sky.
- Make her inside a room.
- Add a hat or give her dress a new pattern.
- Make the colors brighter.
- Put something in her hand.
- Add a little makeup & jewelry.



What do you think is below  
her left hand?  
A book, a phone, a TV remote?  
What will you make it?

Once you've given Mona a modern makeover, go over any pencil lines with colored or black marker lines. Use a combination of markers and crayons to color her in. Even though I used crazy colors in my example, I tried to keep the value similar. For example, her skin is still light and her hair and clothes are darker than her skin or the background.



**MODERN MONA**

**BY**

## Visual Art Option Grid:

### Painting:

Mix some coffee or coloured spices in water and use it to paint a landscape, portrait, abstract, or still-life.

Find something else in the kitchen or bathroom that would make interesting paint.



### Printing:

Look for some interesting leaves and plants in your backyard. Push them into the dirt and see what patterns they make.

Use the 'paint' you made to make prints on a plate from the kitchen using your finger and hand prints. Wash the plate when you're done!



### Collage:

Make a landscape, portrait, still-life or abstract using:

- Things you find in your garden
- Bits of torn paper and cardboard from your recycling bin
- Newspaper or magazine



### Drawing:

Find a character from a book, TV show, comic or movie that you like.

Can you draw them?

Can you draw them in the same style as the artist who made them?

What can you see outside your window?

See if you can draw it.



### Sculpture:

Make some salt dough:

- 2 cups flour
- 1 ½ cups salt
- 1 ½ cups water

Mould the dough into a figure of your choosing. Put it in a sealed container in the fridge when you're done.



### Construction:

Collect and clean boxes and containers from your recycling and create a building, car, house, or something you can play with.

With sticks, leaves and interesting things from your garden, build a house for an imaginary creature to live in.



# Area

Name: \_\_\_\_\_

Measure the length and the width of these regular shapes then calculate the area.

Area = length X width.

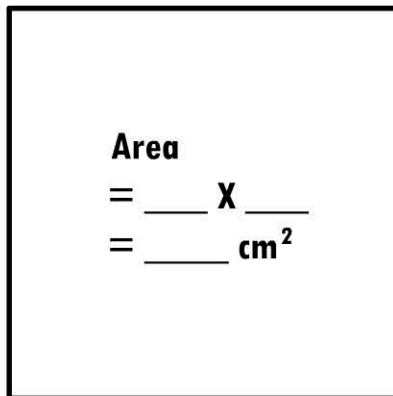
Area = \_\_\_ X \_\_\_  
= \_\_\_ cm<sup>2</sup>

Area  
= \_\_\_ X \_\_\_  
= \_\_\_ cm<sup>2</sup>

Area  
= \_\_\_ X \_\_\_  
= \_\_\_ cm<sup>2</sup>

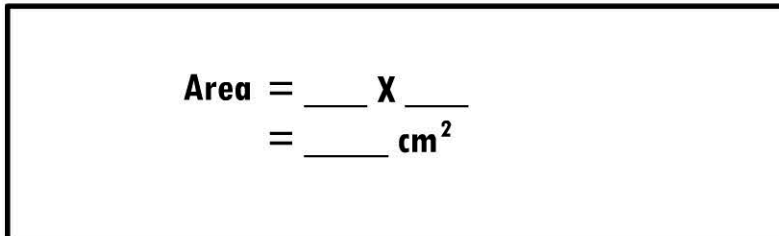


Area  
= \_\_\_ X \_\_\_  
= \_\_\_ cm<sup>2</sup>



Area  
= \_\_\_ X \_\_\_  
= \_\_\_ cm<sup>2</sup>

Area  
= \_\_\_ X \_\_\_  
= \_\_\_ cm<sup>2</sup>

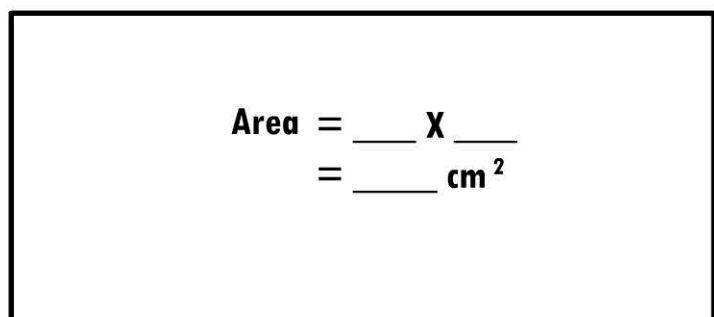


Area = \_\_\_ X \_\_\_  
= \_\_\_ cm<sup>2</sup>

Area  
= \_\_\_ X \_\_\_  
= \_\_\_ cm<sup>2</sup>



Area  
= \_\_\_ X \_\_\_  
= \_\_\_ cm<sup>2</sup>



Area = \_\_\_ X \_\_\_  
= \_\_\_ cm<sup>2</sup>

Area  
= \_\_\_ X \_\_\_  
= \_\_\_ cm<sup>2</sup>

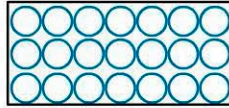
Area = \_\_\_ X \_\_\_ = \_\_\_ cm<sup>2</sup>

# Area

Name:

Date:

1. How many circles are used to cover the rectangle?.



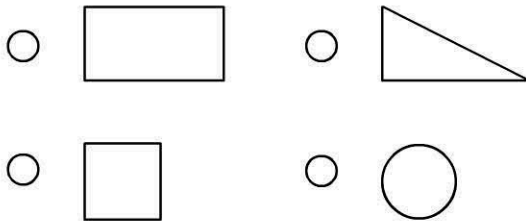
- 15                       20  
 18                       21

2. How many squares are needed to completely cover this shape?

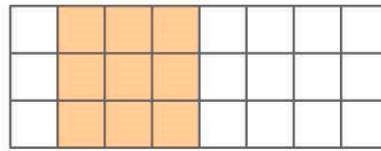


squares are needed to cover this shape.

3. Which shape has the greatest area?



6.



= 1 cm<sup>2</sup>

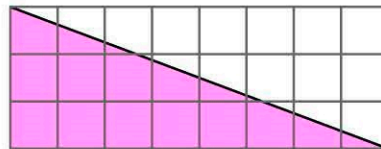
What is the area of the shaded space?

- 3cm<sup>2</sup>                       9cm<sup>2</sup>  
 6cm<sup>2</sup>                       24cm<sup>2</sup>

7. What is the area of the unshaded space?

- 15cm<sup>2</sup>                       12cm<sup>2</sup>  
 18cm<sup>2</sup>                       24cm<sup>2</sup>

8.



The area of the triangle.

- 8cm<sup>2</sup>                       16cm<sup>2</sup>  
 12cm<sup>2</sup>                       20cm<sup>2</sup>

4.



How many orange squares are needed to cover this shape?

- 3                                       10  
 7                                       12

9. Shape = square Sides = 5cm

area =  cm<sup>2</sup>

10.

area = 10cm <sup>2</sup>	area = 10cm <sup>2</sup>
area = 10cm <sup>2</sup>	area = 10cm <sup>2</sup>

What is the area of the whole shape?

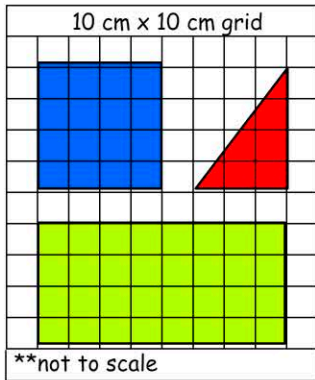
cm<sup>2</sup>

5. Which is the correct abbreviation for square metre?

- msq                                       m  
 msq<sup>2</sup>                                       m<sup>2</sup>



Name:



1. The area of the square is:

- 8 cm<sup>2</sup>       12 cm<sup>2</sup>  
 16 cm<sup>2</sup>       18 cm<sup>2</sup>

2. Calculate the area of the rectangle.  cm<sup>2</sup>

3. The area of the triangle is about:

- 4 cm<sup>2</sup>       8 cm<sup>2</sup>  
 6 cm<sup>2</sup>       10 cm<sup>2</sup>

4. Which is true?

- The area of the triangle is half the area of the square.  
 The area of the square is half the area of the rectangle.  
 Four triangles have the same area as the rectangle.

5. If two triangles were placed side by side, what would the combined area be?

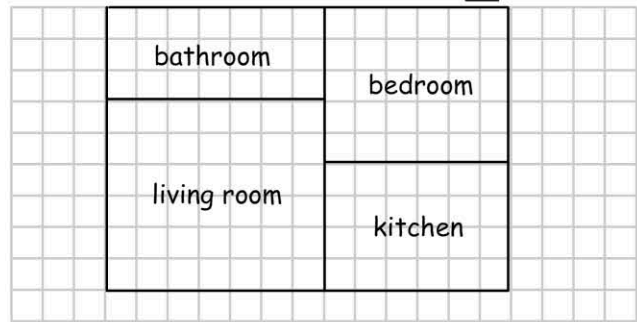


- 18 cm<sup>2</sup>       10 cm<sup>2</sup>  
 16 cm<sup>2</sup>       12 cm<sup>2</sup>

### Doll's House Plan

\*\*not to scale

= 1 cm<sup>2</sup>



6. Which has the greatest area?

- bedroom       kitchen  
 living room       bathroom

7. The area of the kitchen is 24cm<sup>2</sup>. What's the area of the bedroom?

- 24 cm<sup>2</sup>       30 cm<sup>2</sup>  
 28 cm<sup>2</sup>       36 cm<sup>2</sup>

8. Which room has an area that is half the area of the living room?

- bedroom       kitchen  
 living room       bathroom

9. Difference, in area, between the bathroom and the living room.

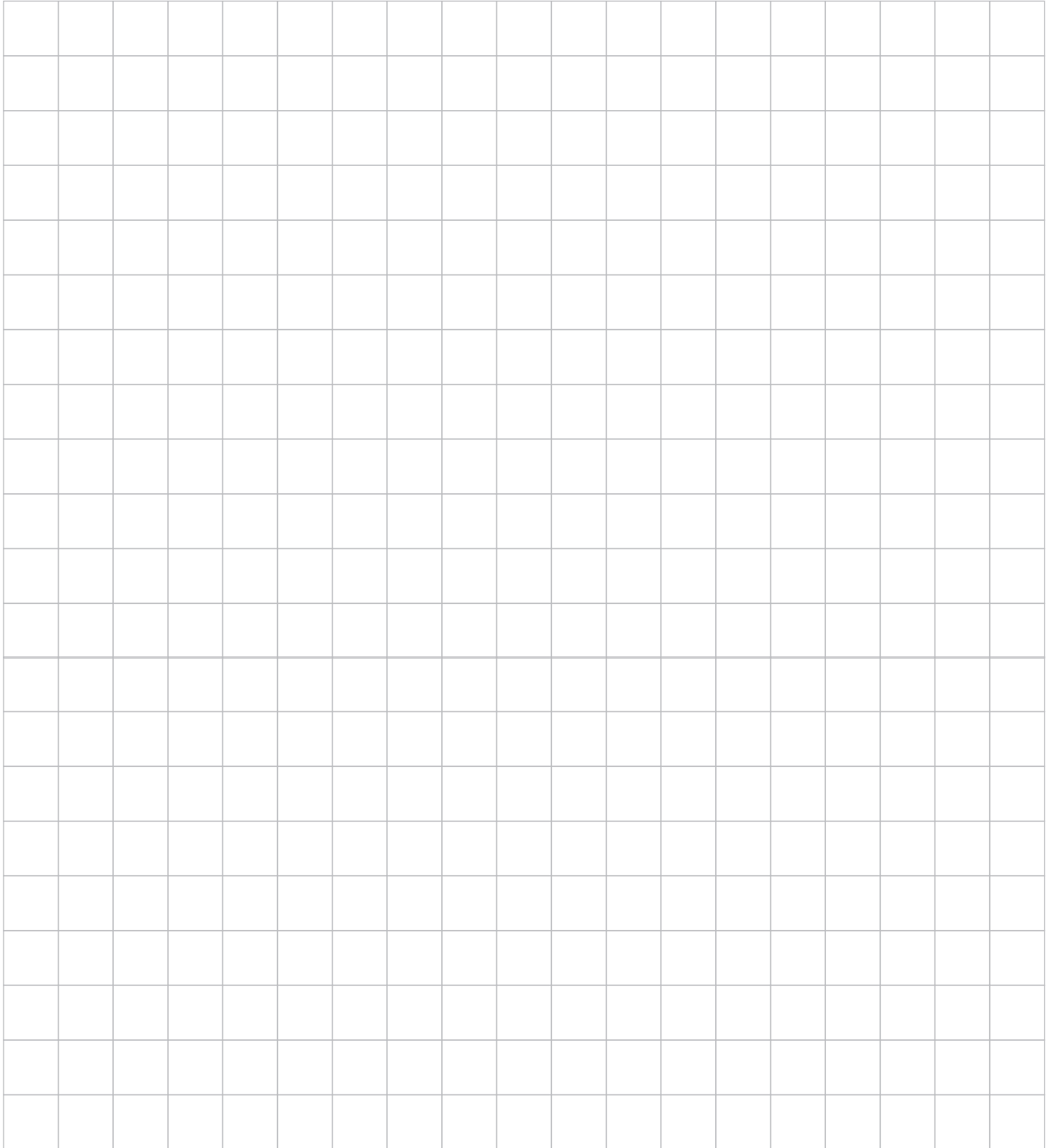
cm<sup>2</sup>

10. Difference, in area, between the kitchen and the bedroom.

cm<sup>2</sup>



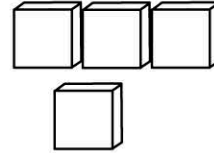
- 1) Draw three regular shapes that each have an area of 36 square units.
- 2) Draw an irregular shape that has an area of 36 square units.



Name: \_\_\_\_\_

# Area

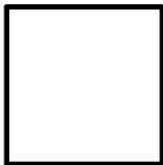
- 1) Use 1cm blocks to cover these shapes.  
2) Count how many blocks are needed.



This shape is the same as  
\_\_\_\_\_ blocks



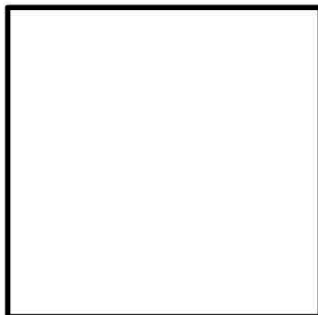
This shape is the same as  
\_\_\_\_\_ blocks



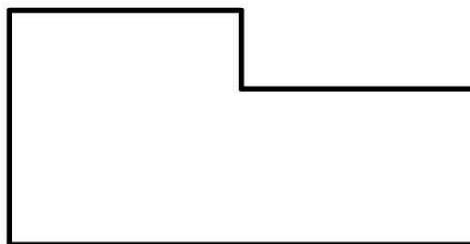
This shape is the same as  
\_\_\_\_\_ blocks



This shape is the same as  
\_\_\_\_\_ blocks



This shape is the same as  
\_\_\_\_\_ blocks



This shape is the same as  
\_\_\_\_\_ blocks