

Home learning pack

Year 2

WEEK 3

Week beginning: 18th January – 22nd January

GROUP 1

Day	Core	Foundation
Monday 18 th January	Reading Maths Writing Handwriting Bonds practice	Thematic
Tuesday 19 th January	Reading Maths Writing Spelling Bonds practice	Science
Wednesday 20 th January	Reading Maths Writing Handwriting Bonds practice	PE PSHE
Thursday 21 st January	Reading Maths Writing Spelling Bonds practice	Art
Friday 22 nd January	Reading Maths Writing Handwriting Bonds practice	Spanish

Monday 18th January

Today's tasks:	
Reading	'Once upon a picture' – inference
Maths	Subtract pairs of 2 digit numbers.
Writing	Exclamation marks
Thematic	What was life like in the Victorian era?
Handwriting practice and number bonds practice	

Reading: inference



Take a moment to look at the picture.

1. What is the dad doing?
2. Why is she dragging a kite on the floor?
3. Has she said anything to him? Does he know she's there?
4. How is she feeling? What is she thinking?



Please send a photo of your work to your dojo page or portfolio for teacher feedback.

Monday 18th January

Daily bonds to 10 practise: <https://www.topmarks.co.uk/maths-games/hit-the-button>



Maths

White Rose: Subtract a 2-digit number from a 2-digit number - crossing ten - subtract ones and subtract tens

Follow the link to watch the video: <https://vimeo.com/468562834>



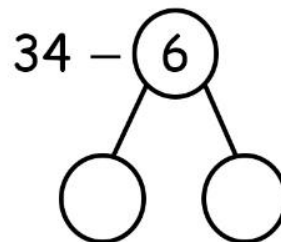
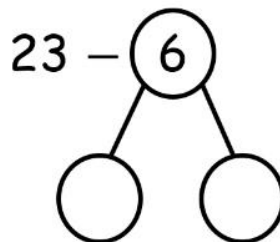
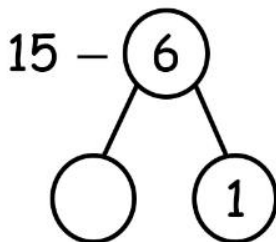
Getting ready task

1) Subtract the ones

$$3 - 3 = \square$$

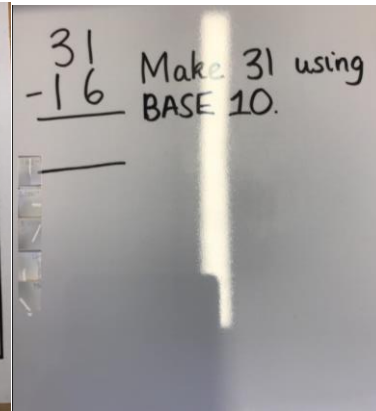
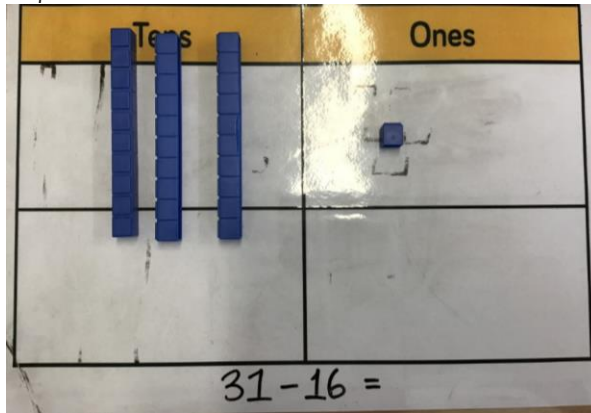
$$13 - 3 = \square$$

2) Find the missing parts

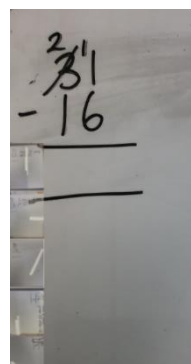
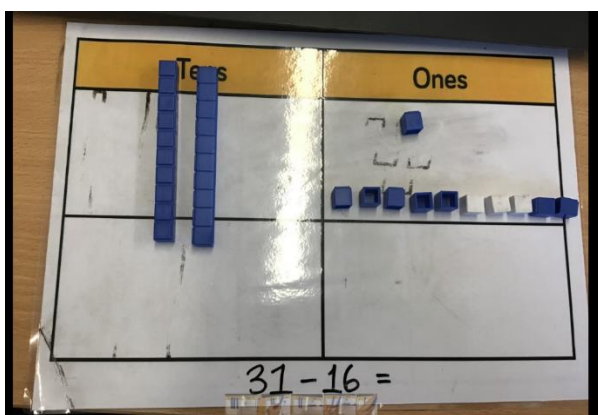
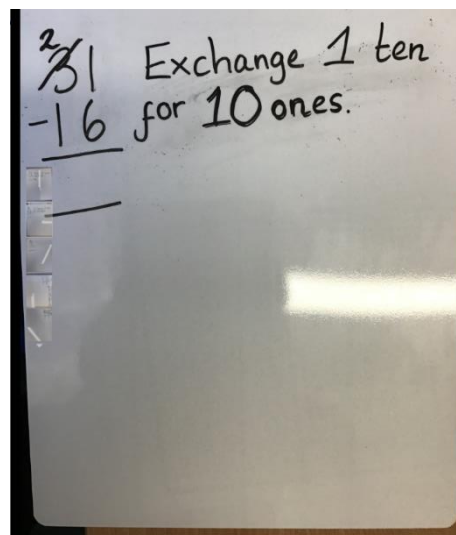
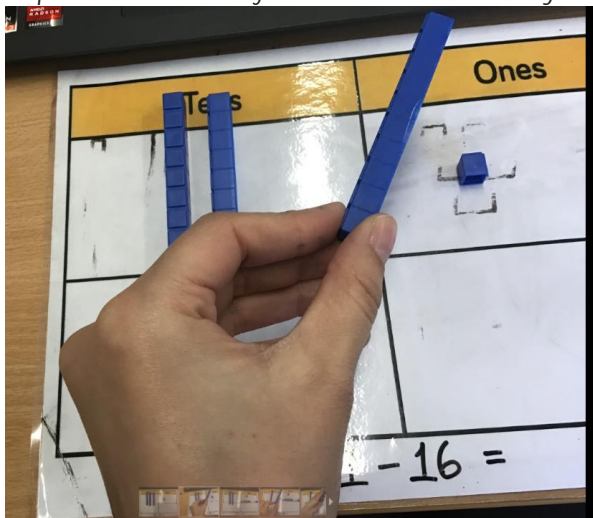


Step by step guide to subtracting pairs of 2 digit numbers:

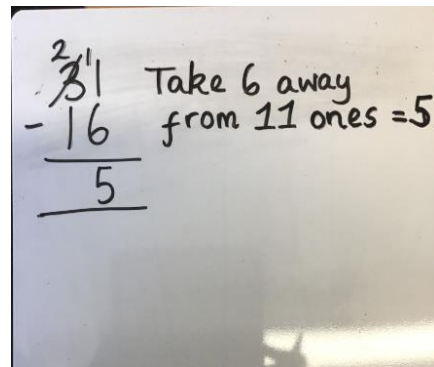
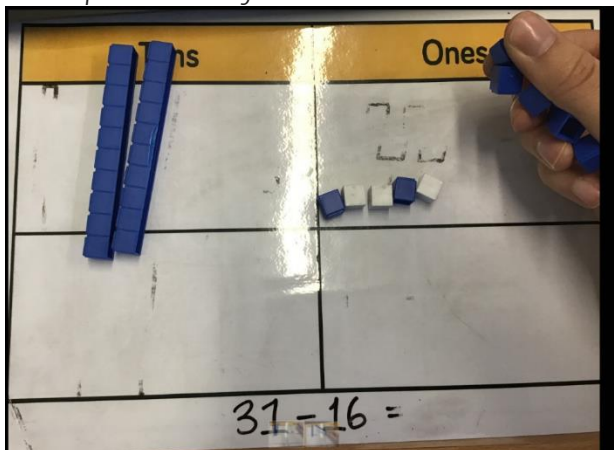
Step 1:



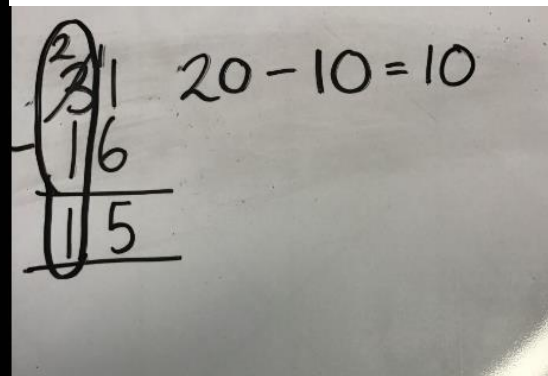
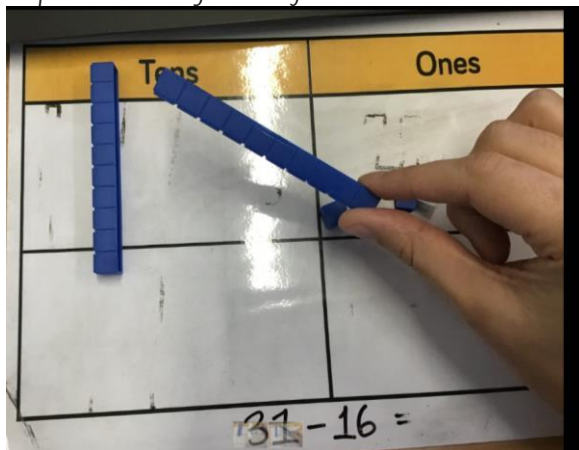
Step 2: I cannot take 6 from 1 so I need to exchange 1 ten for 10 ones,



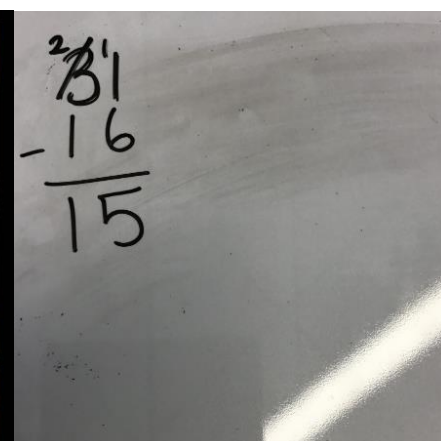
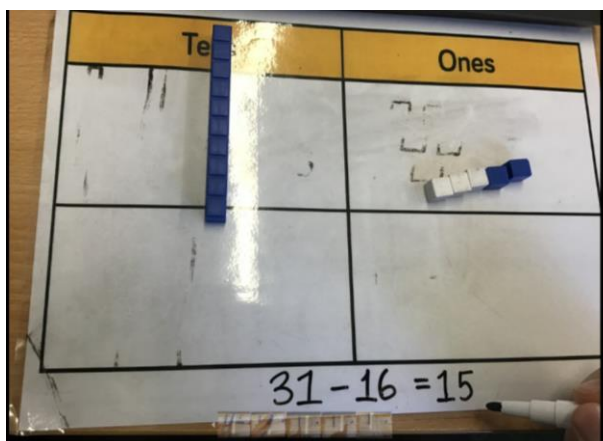
Step 3: Take away the ones



Step 4: Take away the ten from the 20.



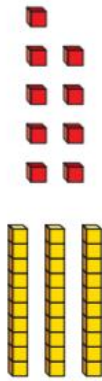
Step 5: What do you have left?



Subtract 2-digit numbers (2)



1 a) What number is represented?

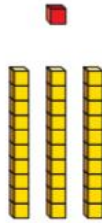


Subtract 12

What number is left?

$$\begin{array}{|c|} \hline \square \\ \hline \end{array} - 12 = \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

b) What number is represented?



Subtract 12

What number is left?

$$\begin{array}{|c|} \hline \square \\ \hline \end{array} - 12 = \begin{array}{|c|} \hline \square \\ \hline \end{array}$$

What is the same about your answers?

What is different?

2 Use base 10 to complete the subtractions.

a) $23 - 6 =$

d) $45 - 26 =$

b) $33 - 7 =$

e) $63 - 35 =$

c) $33 - 17 =$

f) $82 - 24 =$

3 Tommy is working out $43 - 5$

				T	O				
			3	4	1	3			
			-		5				
						3	8		

Talk about Tommy's method with a partner.

4 Complete the subtractions.

a)

		T	O	
		2	3	
		-	6	
		<hr/>		
		<hr/>		

d)

		T	O	
		4	5	
		-	2	6
		<hr/>		
		<hr/>		

b)

		T	O	
		3	3	
		-	7	
		<hr/>		
		<hr/>		

e)

		T	O	
		6	3	
		-	3	5
		<hr/>		
		<hr/>		

c)

		T	O	
		3	3	
		-	1	7
		<hr/>		
		<hr/>		

f)

		T	O	
		8	2	
		-	2	4
		<hr/>		
		<hr/>		

5 Dexter has 33 bricks.



Rosie has 19 bricks.



a) How many bricks do Dexter and Rosie have altogether?

b) How many more bricks does Dexter have than Rosie?

Monday 18th January

English

Writing – what are exclamation marks?

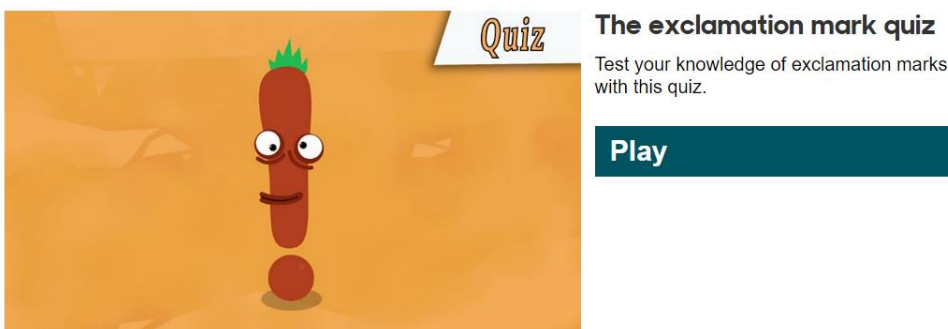
Access the link to watch the video about exclamation marks:

<https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcmsg>

Scroll down to complete the task:



Then complete the quiz on exclamation marks:



Monday 18th January

Thematic:

Review: What key events or inventions happened during the Victorian era?

What was life like in the Victorian era?

Spend some time looking at the painting below, 'The Crossing Sweeper' by William Frith, 1858.



Now, answer the questions below:

What do you think city life like in the Victorian times?

What do you think the little boy is doing?

How do you think the woman is feeling? Why do you think this?

Monday 18th January

Please read the facts below:

Facts about Victorian Jobs and Education

- Schools were not free until 1891. In early Victorian England, most children never went to school at all and grew up unable to read or write. Instead, they were sent out to work to earn money for their families. Only the upper and middle class children went to school. Up until then children had to pay to go to school.
- Children in poor families would have jobs that were best done by people who weren't very tall. They would have to crawl in small spaces in mines, or underneath machines in textile mills. It was very dangerous!
- Children from rich families were taught at home by a governess until they were 10 years old. Once a boy turned ten, he went away to Public schools like Eton or Harrow. There were very few schools available for girls, however, until near the end of the Victorian time. Wealthy girls were mostly educated at home.
- Victorian schools were very strict – your teacher might even beat you if you didn't obey the rules.
- Factories were built in cities, so people ended up moving to the cities to get jobs.
- Poor people could work in mines, in mills and factories, or in workhouses.
- Whole families would sometimes have to work so they'd all have enough money to buy food.

What differences and similarities are there between jobs and education in the Victorian era compared to today?

Would you have liked to have been a little girl or boy in early Victorian England?



Please send a photo of your work to your dojo page or portfolio for teacher feedback.

Handwriting:

Practising long vowel phonemes: ai, igh, oo G Unit 18

1 Trace and write the letters.

ai

2 Trace and write the words.

faint

3 Add -er and -est to each word.

	+ er	+ est
cool	cooler	
faint		
smooth		
high		
bright		

4 Write a sentence using an -est word.

oo

smooth

Tick your best word.

19

Tuesday 19th January

Today's tasks:	
Reading	'The Lion and the Mouse' – comprehension questions
Maths	Subtract pairs of 2 digit numbers.
Writing	What are exclamation sentences?
Science	How animals reproduce or grow
Spelling practice and number bonds practice	

Reading – Read the text

Fiction Y2

The Lion and the Mouse

It was a warm, sunny day in the African savannah and a lion was asleep under the shade of a tree. Out from bushes, a brave, little mouse came out looking for someone to play with. He was bored of the constant sunshine and wanted something to do! His mother had told him to go and find someone to play with because she needed to prepare their dinner.

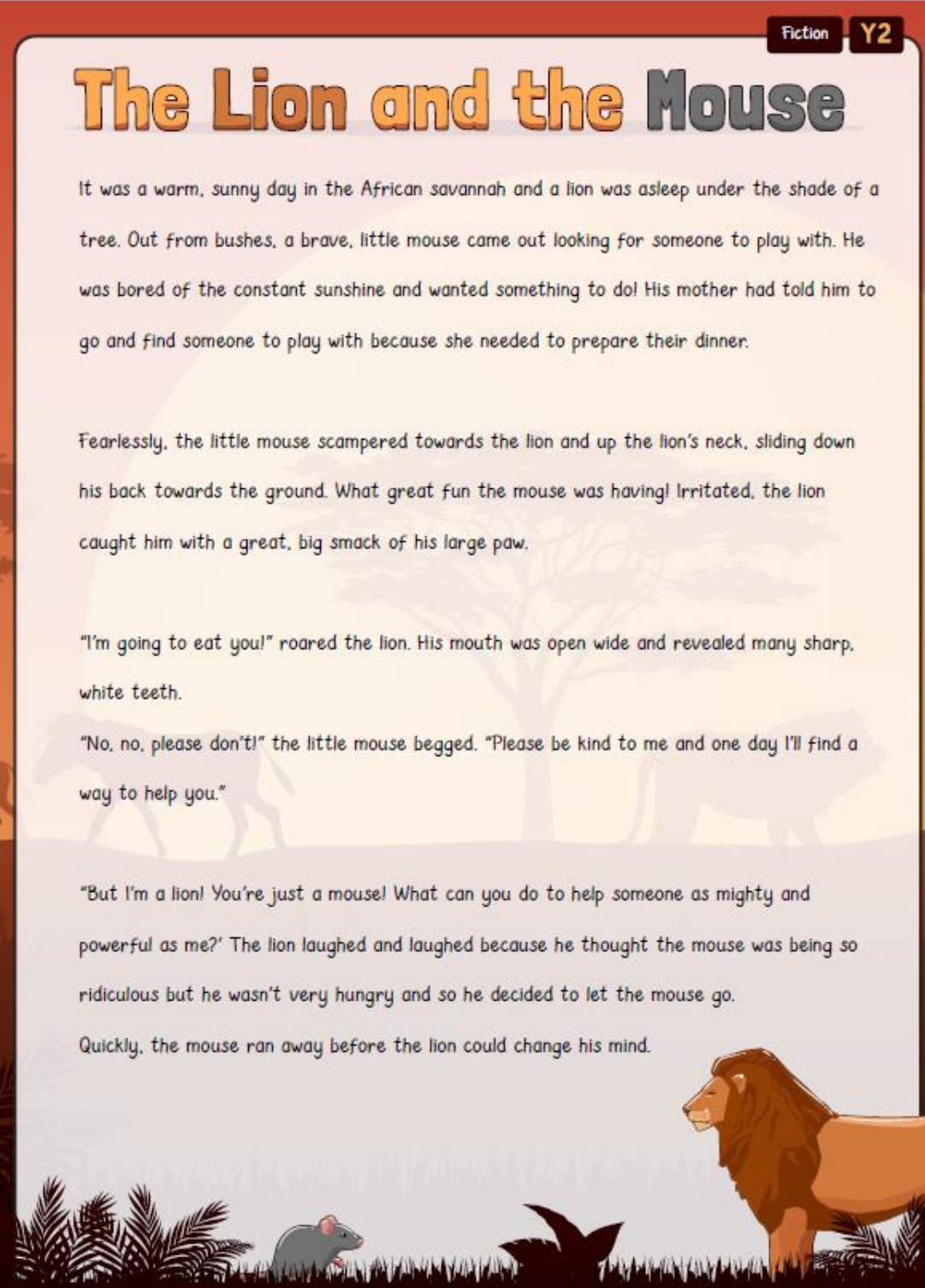
Fearlessly, the little mouse scampered towards the lion and up the lion's neck, sliding down his back towards the ground. What great fun the mouse was having! Irritated, the lion caught him with a great, big smack of his large paw.

"I'm going to eat you!" roared the lion. His mouth was open wide and revealed many sharp, white teeth.

"No, no, please don't!" the little mouse begged. "Please be kind to me and one day I'll find a way to help you."

"But I'm a lion! You're just a mouse! What can you do to help someone as mighty and powerful as me?" The lion laughed and laughed because he thought the mouse was being so ridiculous but he wasn't very hungry and so he decided to let the mouse go.

Quickly, the mouse ran away before the lion could change his mind.

An illustration of a savannah scene. In the foreground, a lion with a large brown mane is shown in profile, looking towards the left. To its left, a small grey mouse is running away. The background features a large acacia tree and a lion walking in the distance. The sky is a warm, orange-brown color, suggesting a sunset or sunrise. The bottom of the page has a dark silhouette of grass and bushes.

Tuesday 19th January

After reading the text, answer these retrieval questions – remember the answers are in the text.

1. Where is the story set?
2. What was the weather like?
3. Where was the lion sleeping?

Now think about...

- a) How did the lion feel about the mouse's suggestion? How do you know this?



Please send a photo of your work to your dojo page or portfolio for teacher feedback.

Daily bonds to 10 practise: <https://www.topmarks.co.uk/maths-games/hit-the-button>



Tuesday 19th January

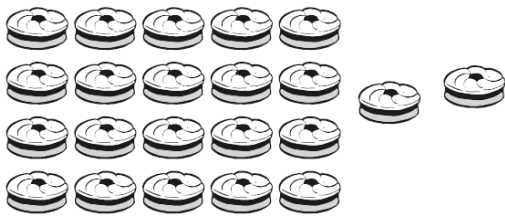
Maths – Subtract pairs of 2 digit numbers

Timetables starter:

×	2	5	3	4	8	6	7	9	11	12
2										

Look at the step-by-step guide from Monday.

1 How many more cakes than biscuits can you see? - =



2 Solve the following.

a $78 - 64 =$

d $63 - 12 =$

b $59 - 35 =$

e $88 - 33 =$

c $47 - 31 =$

f $97 - 22 =$

Nisha has **20** grapes. She eats **14**. How many does she have left?

Nisha has **36** fizzy sweets. She eats **19** of them. How many does she have left?

Tuesday 19th January

Writing

What are exclamation sentences?

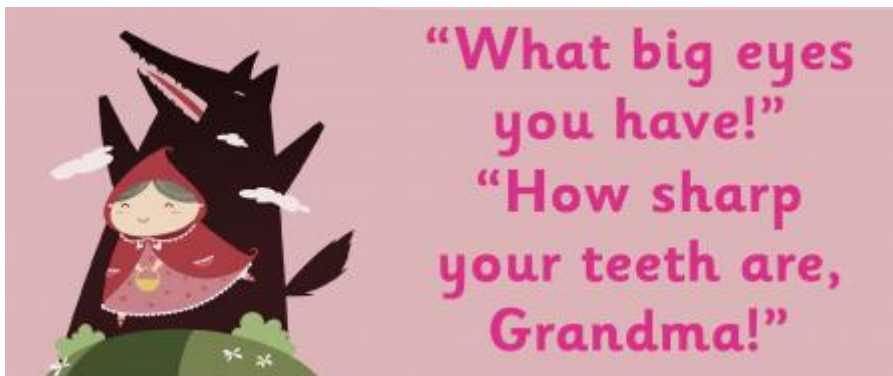
Visit the link and watch the video on exclamation sentences
<https://www.bbc.co.uk/bitesize/topics/zrqqtf/articles/zqbjy4j>



An exclamation is forceful statement which expresses high levels of emotion or excitement.

Exclamations always begin with 'what' or 'how' and are usually punctuated by an exclamation mark (!).

An easy way to think of exclamation sentences is to think of fairy tales. For example, Little Red Riding Hood might speak in exclamations like these:



Answer the questions below:

Which sentence uses an **exclamation mark** correctly?

Tick **one**.

Where are you going!

I cleaned the bathroom!

What an enormous cake we saw!

My name is Laura!

Which sentence uses an **exclamation mark** correctly?

Tick **one**.

What a beautiful picture you've drawn!

Do you like art!

How did you make the colour so bright!

Can you help Samir finish his painting!

Draw a line to match each sentence to its correct **function**.
Use each function box only **once**.

I hope the weather will be fine this weekend.	question
What is the weather forecast for the weekend	command
Check the weather forecast before you leave	statement
What amazing weather we had last week	exclamation

What is the sentence below? The end punctuation is covered.

What a fantastic piece of work that is ■

Tick **one**.

a statement

a command

an exclamation

a question

Spelling:

Can you think of any words with the 'soft c'?

/s/ sound

'e', 'i' or 'y' after
using 'c'

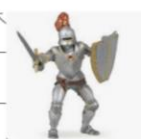


Can you think of any words with the 'n sound'?

/n/ sound

silent 'g'

silent 'k'



Can you think of any words with the 'silent r'?

/r/ sound

silent 'wr'



Tuesday 19th January

Science

Today we will be learning about how animals (including humans) reproduce and grow.

Firstly, follow the link or scan the QR code to complete a consolidation quiz.

Then watch the video.

https://classroom.thenational.academy/lessons/how-do-our-bodies-change-as-we-get-older-6nhk2d?step=1&activity=intro_quiz



What does growth mean?

Growth is the process of an animal increasing in size after birth.



Follow the link/QR code below to learn about the reproductive process of a chicken.

<https://www.youtube.com/watch?v=gt5CRD34BKM>



Can you match the animal to its young?



goose



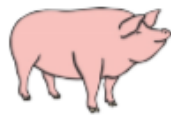
cow



sheep



pig



goat



horse



duck



chicken



kid



duckling



gosling



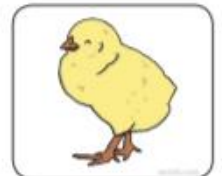
lamb



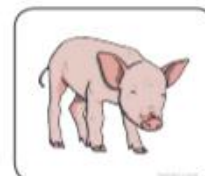
calf



chick



piglet



foal




Can you order the growth cycle for a human?



elderly	
baby	
toddler	
adult	
child	
teenager	

	↑
	↑
	↑
	↑
	↑
	↑

Wednesday 20th January

Today's tasks:	
Reading	'The Lion and the Mouse' – comprehension questions – part 2
Maths	Find and make bonds (review) Subtraction Google forms quiz – please complete by the end of the week to send out a misconception video next week. https://forms.gle/NpM5txsCho4edYUv6 
Writing	Writing exclamation sentences
PE	PE with Joe
PSHE	Dream and Goals – success
Handwriting practice and number bonds practice	

Reading: read part 2 of 'The Lion and the Mouse'.


Fiction Y2

The very next day, the mouse heard a loud, terrifying roar coming from the spot where he had last seen the lion. He scurried towards the sound and squeaked when he saw the King of the Jungle tied to a tree. "Help me little mouse!" begged the lion.

"Don't you remember how I let you go yesterday?"

But the mouse didn't know what he could do to help. Suddenly, he had a plan to set him free! He whispered the plan to the lion and he agreed that the mouse's plan would work. The mouse worked quickly and chewed through the rope that was securing the lion to the tree.

It took quite a long time because mice only have very small teeth but eventually the lion was free! The lion was amazed and very relieved! "Oh little mouse, I had no hope. You were right – thank you, I'm free. You're the best friend there ever could be!" the lion exclaimed with great fondness. "I promise I will never judge someone by their size ever again!"

An illustration of a savanna scene. In the foreground, a lion with a large mane stands on the right, looking towards a small grey mouse on the left. The background shows a hazy landscape with silhouettes of trees and other animals, including a zebra and another lion, under a warm, orange-toned sky.

Now, answer the following questions:

1. How did the mouse help the lion?
2. Why did the lion say that he would be best friends with the mouse?

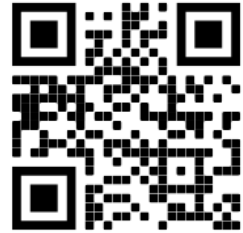
The Lion and the Mouse is an Aesop's fable. We have learnt about fables in school and know that they teach the reader a lesson that they can use in their everyday lives. What lesson can we learn from this fable about The Lion and the Mouse?

Wednesday 20th January

Maths

White Rose: Find and make bonds (review)

Follow the link to watch the video: <https://vimeo.com/470136728>

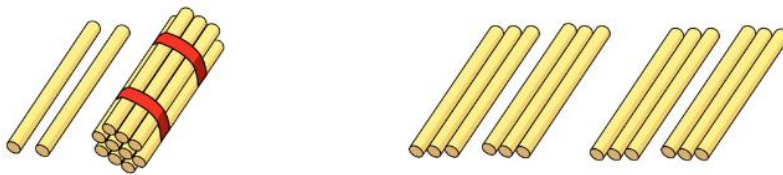


Getting ready task

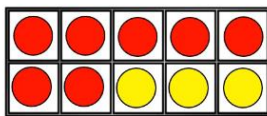
Which of these represent a bond to 6?



Do any of these represent a bond to 13?



Example

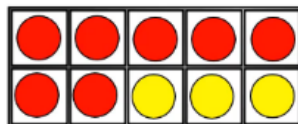
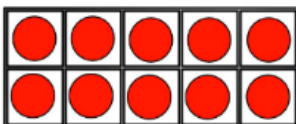


$$7 + 3 = 10$$

I have 7 red counters and 3 yellow counters so $7 + 3 = 10$.

So what is $\underline{\quad} + 3 = 20$

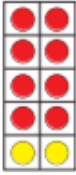

I know $7 + 3 = 10$ so $10 + 3 = 20$. I added 10 more to make my new bond to 20.



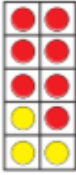

Find and make number bonds

1 Complete the additions to match the ten frames.

a)

	+	<input type="text"/>	=	<input type="text"/>
	+	<input type="text"/>	=	<input type="text"/>

b)

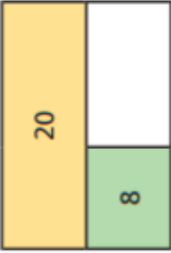
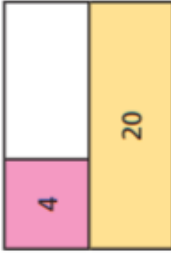


	+	<input type="text"/>	=	<input type="text"/>
	+	<input type="text"/>	=	<input type="text"/>

c) What do you notice?

2 Complete the number bonds.

a) $4 + 6 =$ <input type="text"/>	c) $10 =$ <input type="text"/> $+ 1$
$4 + 16 =$ <input type="text"/>	$20 =$ <input type="text"/> $+ 1$
b) $5 + 5 =$ <input type="text"/>	d) $10 = 3 +$ <input type="text"/>
$5 + 15 =$ <input type="text"/>	$20 =$ <input type="text"/> $+ 13$

3 Complete the bar models.

a) 	c) 
b) 	d) 

4 Colour all the number bonds to 20



$14 + 3$	$17 + 3$	$2 + 18$	$0 + 20$	$3 + 16$	$9 + 11$	$17 + 3$	$18 + 2$	$2 + 0$
$18 + 1$	$3 + 7$	$12 + 7$	$5 + 15$	$4 + 8$	$1 + 19$	$13 + 5$	$20 + 0$	$1 + 15$
$11 + 8$	$11 + 9$	$19 + 1$	$3 + 17$	$10 + 0$	$13 + 7$	$16 + 2$	$8 + 12$	$5 + 5$
$5 + 6$	$4 + 16$	$19 + 0$	$10 + 1$	$2 + 0$	$14 + 6$	$17 + 1$	$11 + 9$	$11 + 8$
$12 + 5$	$12 + 8$	$18 + 2$	$15 + 5$	$4 + 15$	$16 + 4$	$10 + 10$	$15 + 5$	$13 + 3$

Make your own puzzle like this.



Daily bonds to 10 practise: <https://www.topmarks.co.uk/maths-games/hit-the-button>



Wednesday 20th January

English:
Writing exclamation sentences

Exclamations always begin with 'what' or 'how' and are usually punctuated by an **exclamation mark** (!).

An easy way to think of exclamation sentences is to think of fairy tales. For example, Little Red Riding Hood might speak in exclamations like these:

What	Noun phrase	Pronoun	Verb	!
What	a bright student	she	is	!
What	a pleasant day	it	is	!
What	a wonderful writer	you	are	!
What	a red, juicy apple	he	has	!

How	Adjective	Pronoun	Verb	!
How	pretty	she	is	!
How	determined	he	is	!
How	generous	you	are	!
How	lonely	he	is	!

Using the scaffold above, write six exclamation sentences starting with How or What.

E.g. What a kind boy you are!

What a _____ boy you are!

How _____ he is!



Please send a photo of your exclamation sentences to your dojo page or portfolio for teacher feedback.

PE –

PE with Joe Wicks

Access the link to do PE with Joe: <https://www.youtube.com/watch?v=UFKf4X0pyKs>



PHSE- Goals to success.

Which picture makes you feel the most calm?



Calm me exercise:

- Put both feet on the floor-backs nice and straight
- Place both hands on your tummy.
- Close your eyes and think about the calmest picture.
- Breathe in through your nose and out of your mouth slowly.

What is success? How does it make you feel?



success



victory
triumph
succeed

To achieve something. To be good at something.

Do you see success in these pictures? Why or why not? If yes, how do you think the people in the picture feel about their success?



What are you successful at?

I am successful at...



I am successful at...

How does this feel?

Why do you think you are successful at this?

Handwriting:

Unit 19 G Practising vowels with adjacent consonants ee, oo

1 Trace and write the letters.

2 Trace and write the words.

3 Add -ed and -ing to each word.

4 Use an -ed word in a sentence.

Tick your best word.

	+ ed	+ ing
need	needed	needing
peel		
groan		
cook		

ee needed

oo moaned

oo looked

30

Thursday 21st January

Today's tasks:	
Reading	'The Lion and the Mouse' – vocabulary
Maths	Bonds to 100 (tens and ones)
Writing	Contractions
Art	Researching Van Gogh
Spelling practice and number bonds practice	

Reading:

Re-read the fable of 'The Lion and The Mouse' and then complete the following tasks:

Circle the correct synonym for each word in the grid.

	Synonym 1	Synonym 2	Synonym 3
brave	big	brighter	daring
constant	continuous	open	complete
scampered	hamper	hurried	crawled
irritated	angry	annoyed	rated
ridiculous	silly	laughed	sensible
begged	below	brighter	pleaded

Now, think about a time when you helped someone. What did they do? Who did they help? Was that person grateful?



Daily bonds to 10 practise: <https://www.topmarks.co.uk/maths-games/hit-the-button>

Maths

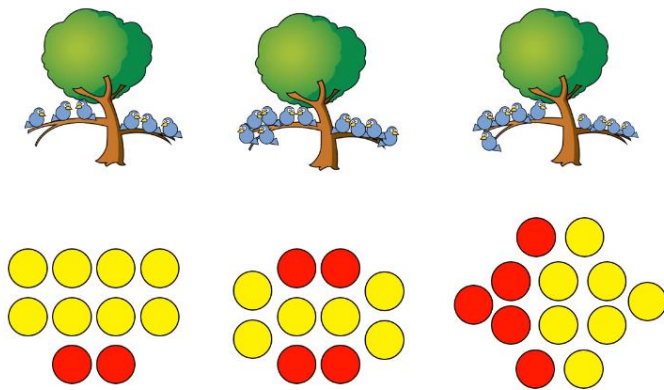
White Rose: Bonds to 100 (Tens and Ones)

Follow the link to watch the video: <https://vimeo.com/470138599>



Getting ready;

Which of these represent a bond to 10?



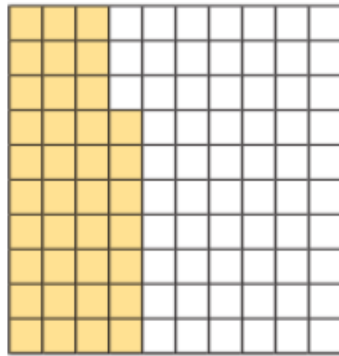
Example: bonds to 100

Tens	Ones	Q: $39 + \square = 100$
		$39 + 1 = 40$ $40 + 60 = 100$
		$60 + 1 = 61$ So $39 + 61 = 100$

Remember to use your knowledge of number bonds!

Bonds to 100 (tens and ones)

1 Here is a hundred square.



How many squares are shaded?

How many squares are not shaded?

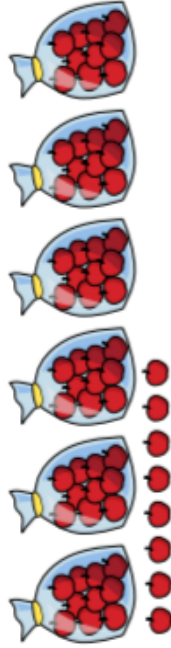
$$\boxed{} + \boxed{} = 100$$

2 Eva has made 100 using base 10. She has spilt paint on it.



Draw the missing pieces of base 10

3 Mrs Harris has these apples for Sports Day.

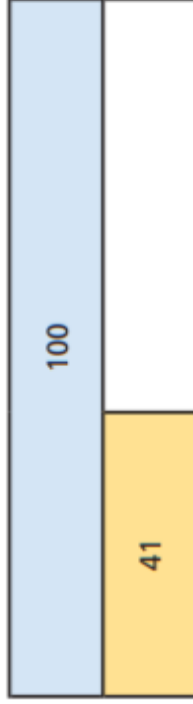


She needs 100 apples.

How many more apples does Mrs Harris need?



- 4 Complete the bar model.



- 5 Complete the calculations.

a) $40 + \square = 100$ e) $100 - 50 = \square$

b) $\square + 70 = 100$ f) $100 - 37 = \square$

c) $100 = \square + 72$ g) $\square = 100 - 22$

d) $100 = 28 + \square$ h) $8 = 100 - \square$

- 6 A coat costs £100
Mr Farmer has £58

How much more money does Mr Farmer need to buy the coat?

- 7 Whitney is working out $38 + \square = 100$



The missing number is 72 because I need 2 more ones and 7 more tens.

Do you agree with Whitney? _____
Explain your answer.

Talk about it with a partner.



Thursday 21st January

Writing: contractions



Contractions

Visit the website to learn about contractions

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt>



Complete Part 1,2,3 and 4 on:

https://resources.hwb.wales.gov.uk/VTC/apostrophes_contract/eng/Introduction/activity.htm



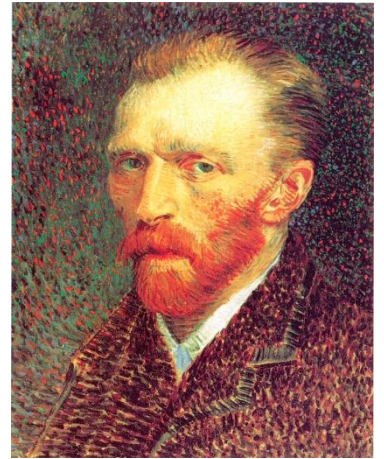
Thursday 21st January

Art

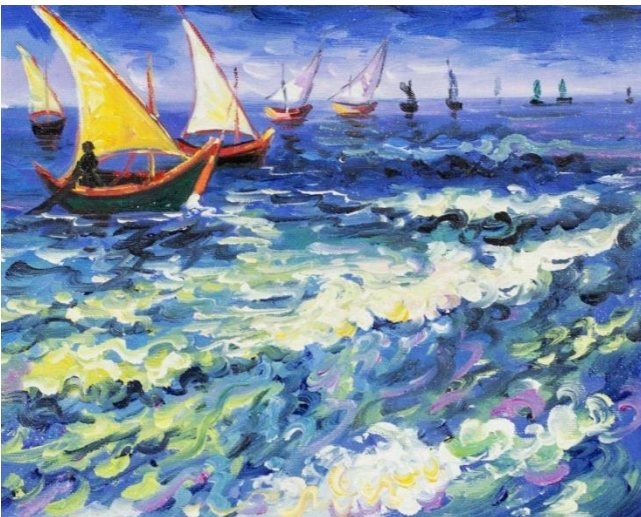
Today we will be researching a famous artist called Vincent Van Gogh. Follow the link below and watch the BBC Bitesize clip to find out more.



<https://www.bbc.co.uk/bitesize/clips/z4pvcdm>



Van Gogh artwork



Sunflowers
1888





Starry Night
1889



- What do you notice about the paintings?
- What colours did Vincent van Gogh use? Are these primary or secondary colours?
- What techniques did he use? What shapes can you see?
- What worked well, what do they like about them?
- Discuss ideas with a grown up.
- Can you write down what you like about each painting and explain why?
- Can you label each painting explaining what colours and shapes you can see?

Spelling:

Use the key below to colour the words in the correct colour:

knock	wriggly	recent	knickers	gnarled
cycle	sign	write	know	dance
gnome	knuckle	ocean	pencil	wrestler
wrinkly	wrong	knife	mercy	slice

soft c - blue

wr - red

kn - yellow

gn - green

Friday 22nd January

Today's tasks:	
Reading	Once upon a picture – prediction
Maths	Add three 1 digit numbers
Writing	Contractions
Spanish	Months of the year
Handwriting practice and number bonds practice	

Reading: prediction



Take a look at the picture and describe the scene.

1. Why is the bull in the shop? How did it get there?
2. How is it feeling?
3. How will the owner of the shop react? Why?
4. Tell the 'before and after' of this picture.

Please send a photo of your work to your dojo page or portfolio for teacher feedback.

Friday 22nd January

Maths

White Rose: Add three 1 digit numbers

Follow the link to watch the video: <https://vimeo.com/470178269>



Getting ready

1)

$5 + 6 = \square$

$5 + 5 + 1 = \square$

$5 + 7 = \square$

2)

$6 + 6 = \square$

$6 + 1 + 6 = \square$

$6 + 8 = \square$

3) Add the doubles

$9 + 9 = \square$

$8 + 8 = \square$



Worked example: adding 3 one-digit numbers.

$2 + 3 + 7 = \underline{\quad}$

$2 + 3 + 7 =$ I know that $7 + 3 = 10$ as it a number bonds to 10.

$10 + 2 = 12$ I can count on 2 more to find the total.

$$\text{So } 2 + 3 + 7 = 12$$

$3 + 5 + 3 = \underline{\quad}$

$3 + 5 + 3 =$ I know that $3 + 3 = 6$ because it is a double.

$6 + 5 =$ I know $6 + 4 = 10$ so $6 + 5 = 11$ (as 5 is one more than 4)

$$\text{So } 3 + 5 + 3 = 11$$

Add three 1-digit numbers

1 What addition is represented?



$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

2 Complete the additions.

$$5 + 8 + 2 = \boxed{}$$

$$5 + 2 + 8 = \boxed{}$$

$$8 + 2 + 5 = \boxed{}$$

Which was the easiest?

Talk about it with a partner.

3 Nijah is working out $9 + 4 + 1$

Here are her workings.

$$9 + 1 = 10$$

$$10 + 4 = 14$$



Nijah's workings are wrong because she did them in the wrong order.

Do you agree with Ron? _____
Explain your answer. _____

4 Complete the additions.

a) $7 + 3 + 5 = \boxed{}$ d) $9 + 3 + 7 = \boxed{}$

b) $8 + 9 + 1 = \boxed{}$ e) $5 + 5 + 5 = \boxed{}$

c) $6 + 6 + 4 = \boxed{}$ f) $2 + 9 + 8 = \boxed{}$

Daily bonds to 10 practise: <https://www.topmarks.co.uk/maths-games/hit-the-button>



Friday 22nd January

Writing

Re-watch the contraction video on: <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt>

Scroll down and complete the tasks:

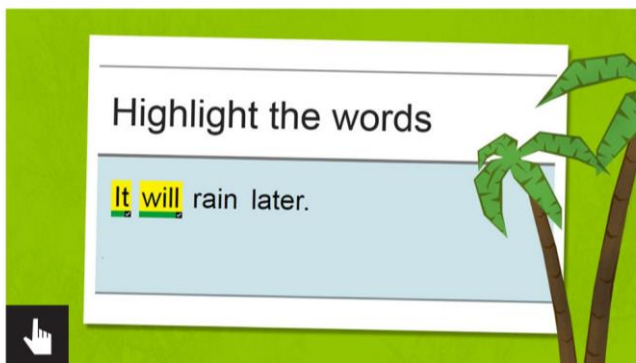
Task 1:



Task 2:



Task 3:



Then complete the quiz at the bottom of the page.

Friday 22nd January

Spanish – days of the week

Click on the link to listen to the correct pronunciation of the days of the week in Spanish:

<https://www.youtube.com/watch?v=i80pgrg8cvM>



lunes

Monday

martes

Tuesday

miércoles

Wednesday

jueves

Thursday

viernes

Friday

sábado

Saturday

domingo

Sunday

días de la semana

á s t l u n e s d a y m
y d á a h s m e m f é s
f s y b b y r n j á f e
m x e á a x x r e i f v
k i x t z d k e p y c e
c p é g r y o i p o y u
l b i r k a h v d g i j
f v g a c t m d é n q b
y s g j w o g t m i j á
u x é j n f l k á m q r
v á x r e s k e i o r a
k p y r y u y r s d g h

lunes
martes
miércoles
jueves

viernes
sábado
domingo

Handwriting:

