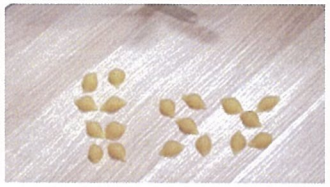
Year 2 – Week 8 Term 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Zoom Meeting 2A- 11:30am 2S- 11:45am Hope to see you there!	Zoom Meeting 2A- 11:30am 2S- 11:45am Hope to see you there!	Zoom Meeting 2A- 11:30am 2S- 11:45am Hope to see you there!	Zoom Meeting 2A- 11:30am 2S- 11:45am Hope to see you there!	No Zoom Meeting today.
	Mathematics Choose any 2- or 3-digit number. Complete the 'Number of the Day' worksheet. Take a handful of any small items, eg. dried beans, pasta, M&M's, etc. Hold the objects in your hand and imagine how many you have. Record your	**Mathematics** Choose any 2- or 3-digit number. Complete the 'Number of the Day' worksheet. What you will need: a basket or container, socks, pencils, a clear space. Your challenge: See how many times you can successfully shoot	**Mathematics** Choose any 2- or 3-digit number. Complete the 'Number of the Day' worksheet. An inverse operation is an operation that reverses the effect of another operation. Addition and subtraction are inverse operations. For	**Mathematics** Choose any 2- or 3-digit number. Complete the 'Number of the Day' worksheet. Play a game of I-spy with an adult, looking around for different 3D objects. To begin, one person sees (or spies) a 3D object, such as a cylinder, cube, cone,	**Mathematics** Choose any 2- or 3-digit number. Complete the 'Number of the Day' worksheet. Complete the 'Hundreds Board Mystery Picture' worksheet. First fill out the hundreds chart from 1-100. Choose one of the mystery

	estimate in your workbook and draw what it might look like. Then, organise your collection so that anyone walking by can determine how many items there are by looking and thinking (not counting).  Answer these questions in your workbook: • How many do you have altogether? • How have you organised your collection? • Did you have more or less than your estimation? • How many ways can you arrange	your rolled-up socks into the basket, using your right hand and your left hand. Mark a clear 'starting line' for your basketball toss. Take 3 big steps from your starting line and place a basket or container at the end. Stand at your starting line and throw your socks. Throw your socks with your right hand. Go back to your starting line and have your second throw. Repeat this until you have thrown your socks 10 times with your right hand and 10 times with your left hand.	example, 25+7=32 & 32-7=25. You are going to make connections between addition and subtraction by modelling inverse operations. Grab a set of 30 items. Create your own addition problem with your items and then complete the inverse operation eg. 23+7=30 & 30-7=23. How many different addition problems can you create with your 30 items? Don't forget to do the inverse operation for each addition problem you complete. Complete the 'Back to Where We Started' worksheets. Roll a dice. The number that it lands	prism or sphere, and keeps it a secret. The object must be something that you and the adult can see. You can play this in your house, in the backyard or out on a walk. Next play a game of 'Guess What I'm Thinking' with 3D objects. You (the thinker) start the game by saying, "I'm thinking of a 3D object that has 5 corners, 5 faces and 8 edges". The adult has to then guess what 3D object you are thinking of. Use the '3D Objects Poster' worksheet to help you. Using the Toothpicks and Blue Tac, build your own 3D objects. Draw your creations in	pictures to complete, eg. 'Mystery Picture 19', or 'Mystery Picture 20'. You then have to complete the addition problems and colour in the corresponding number on the hundreds chart. Once completed, you will reveal a mystery picture. Roll a dice. The number that it lands on, you have to double it and say the answer aloud. In your workbook, write down your answer, eg. Double 1= 2. Complete this activity six more times. How many numbers can you double in your head? Write them in your workbook.

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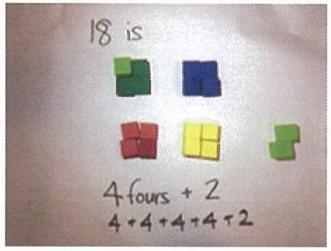
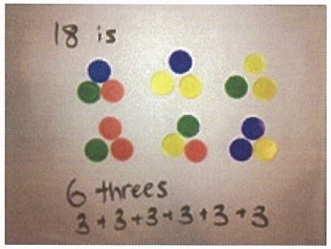
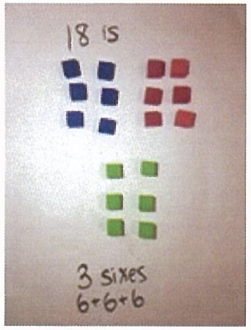
	your collection so you can see how many there are by looking and thinking? Example:    "I used dice patterns	Keep a record on each shot using tally marks in your workbook. Then create a picture graph to share your results. Answer these questions in your workbook: • What do you notice about your graph? • What does it tell you about your success at playing sock basketball using your left hand compared to using your right hand? • Do you think that these results will change with practice?	on, you then double it and say the answer aloud. In your workbook, write down your answer, eg. Double 5 = 10. Complete this activity six more times. ***Optional online activities*** *www.studyladder.com.au* ***Watch:*** https://iview.abc.net.au/video/ZW1974A011S00 Click on the video called 'Shampolines'.	your workbook and record the features of your 3D object, eg. how many faces, edges and vertices (corners). Roll a dice twice to create a 2-digit number. Then double that number and say it aloud. In your workbook, write down your answer, eg. Double 21= 42. Complete this activity six more times. ***Optional online activities*** *www.studyladder.com.au* ***Watch:*** https://iview.abc.net.au/video/ZW1974A047S00	***Optional online activities*** *www.studyladder.com.au* ***Watch:*** https://iview.abc.net.au/video/ZW1974A055S00 Click on the video called 'Block Star'.

	except for the threes. I made threes like triangles." Draw all the ways you organised your collection in your workbook and describe it just like the example above. Repeat this activity two more times. Complete the 'Place Value Challenge' worksheets. Roll a dice. The number that it lands on, you have to double it and say the answer aloud. In your workbook, write down your answer, eg. Double 1= 2. Complete this activity six more times. ***Optional online activities***	Complete the 'Favourite Ice Cream' worksheet. Ask your family members their favourite ice cream from the flavours on the worksheet, eg. chocolate, mint-choc, vanilla, strawberry or banana. Roll a dice twice to create a 2-digit number. Then double that number and say it aloud. In your workbook, write down your answer, eg. Double 21= 42. Complete this activity six more times. ***Optional online activities*** *www.studyladder.com.au* ***Watch:***		Click on the video called 'Pattern Palace'.	

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	www.studyladder.com.au ***Watch:*** *https://iview.abc.net.au/video/ZW1974A049S00* Click on the video called 'Mirror, Mirror'.	https://iview.abc.net.au/video/ZW1974A024S00 Click on the video called 'Double Trouble Twos'.			
	English Spelling Select 5 words from your writing last week that you could not spell. Select 5 words from your PM reader/book that you cannot spell. If you have been using PM eCollection click on the icon that looks like a clip board and you will find a list called *My Words.* This is a list of words that	**English** Spelling Choose an activity to complete from you 'Spelling Activity Grid' worksheet. Handwriting Use the lined worksheet provided to rewrite this sentence in your neatest handwriting. Remember to take your time and consider	**English** Spelling Choose an activity to complete from you 'Spelling Activity Grid' worksheet. Handwriting Use the lined worksheet provided to rewrite this sentence in your neatest handwriting. Remember to take your time and consider	**English** Spelling Choose an activity to complete from you 'Spelling Activity Grid' worksheet. Handwriting Use the lined worksheet provided to rewrite this sentence in your neatest handwriting. Remember to take your time and consider	**English** Spelling Choose an activity to complete from you 'Spelling Activity Grid' worksheet. Test your words with an adult. Handwriting Use the lined worksheet provided to rewrite this sentence in your neatest handwriting.

	you have had needed help with when reading. Select your spelling words from this list. These 10 words are your spelling list for this week. Write your spelling list into your workbook. Choose an activity to complete from you 'Spelling Activity Grid' worksheet. <u>Handwriting</u> Use the lined worksheet provided to rewrite this sentence in your neatest handwriting. Remember to take your time and consider head, body and tail letters.	head, body and tail letters. *Synonyms are words with the same or similar meanings. For example- big and large or buy and purchase.* <u>Grammar</u> Do we say 'a elephant' or 'an elephant'? Which way is correct? Use 'an' when the next word starts with a vowel sound.eg- <u>an</u> elephant. Use 'a' when the next word starts with a consonant sound.eg- <u>a m</u>ouse. Remember a vowel is a, e, i, o, u and consonants are all the other letters in the alphabet.	head, body and tail letters. *Antonyms are words opposite in meaning to each other. For example- hot and cold or happy and sad.* <u>Sentence Structure</u> Sentences must have correct structure to make sense. Rewrite these sentences in your workbook so that they make sense. *The made witch a potion in her cauldron.* *Maddie playing was puddles in the.* *Lucy got place at first the high jump competition.* <u>Writing</u>	head, body and tail letters. *Homophones are words that sound the same when you say them but have a different meaning. For example – by, bye and buy.* <u>Writing Tools</u> Personification is the act of giving non-human things human characteristics. eg- The car <u>coughed</u> to life. Rewrite these sentences below in your workbook. Fill in the blank spaces using personification to create descriptive sentences. *The flowers_____ in the breeze.*	Remember to take your time and consider head, body and tail letters. *A Simile is a phrase that highlights a likeness between two things. For example- The boy was as quiet as a mouse.* <u>Grammar</u> Game- Name that Noun! Play with a family member or on your own. Choose a letter from the alphabet. Use this letter to write nouns next to every category. The first person to finish is the winner OR you can time yourself. The categories are: *Boy's name*

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	Contractions are shortened words with an apostrophe marking the missing letter. For example- Don't run on the concrete. Vocabulary I am very sorry. I am also regretful, apologetic, remorseful and sorrowful. Complete in your workbook. List as many different words for 'angry' that you can think of.	Write these nouns in your workbook. Use 'a' or 'an' correctly in front of each word. *house* *umbrella* *igloo* *shoe* *octopus* *cow* *key* *owl* Choose any 3 of the above nouns and put them into a sentence each. Writing COMPOSE: The first paragraph is the introduction. An	COMPOSE: Reread your two paragraphs from yesterday. Write the next paragraph about the habitat of your animal. Use your plan. Write another paragraph about the diet of your animal. Use your plan. Use simple and compound sentences in your paragraphs. Reread your paragraphs. Check that they make sense, have full stops and capital letters. Reading Choose a book to read from PM eCollection	*The sun_____ down on us.* *The camera_____ him.* Think of some more examples sentences using personification and write them in your workbook. Writing COMPOSE: Reread the paragraphs you have written so far. The last paragraph is the conclusion. It includes a summary statement about your animal. You could look at your plan and choose a fact from the 'interesting facts' box to include in your conclusion or come up with something on	*Colour* *Sport* *Country* *Animal* *Girl's name* *Fruit* *Musical instrument* eg.- if you choose the letter D then you need to think of as many boys' names starting with D as you can etc. Play again with a different letter from the alphabet. Writing PUBLISH: On a new page in your workbook publish your writing neatly. Draw a

	  I am very <u>angry.</u> *I am also very….* <u>Writing</u> PLAN: This week you are going to produce an informative piece of writing about any animal of your choice. Research facts about your animal. Write these facts on your plan – 'Animal Fact File' worksheet. <u>Reading</u> Choose a book to read from PM eCollection	introduction tells the reader what you are writing about and includes a general statement about your animal. Write your introduction paragraph. Look at your plan and choose a fact to include from the 'interesting facts' box. Write another paragraph about the appearance of your animal. Use your plan. Use simple and compound sentences in your paragraphs. Reread your paragraphs. Check that they make sense, have full stops and capital letters. <u>Reading</u>	(or a book from home). Making connections is when you compare ideas in a book to similar ideas in other books or in life. This can help you understand ideas further. Discuss the following questions with an adult or write in your workbook. - What did this story remind you of? -What ideas in this book remind you of another book? - How could this book help people in real life? <u>Parents-</u> In each book on PM eCollection the first page is titled	your own to finish your writing. REVISE AND EDIT: Reread your work **carefully.** Use a green pencil to revise your work and see if you can make it more interesting. Use an orange pencil to edit your work. Fix any spelling mistakes and ensure you have included all punctuation. <u>Reading</u> Choose a book to read from PM eCollection (or a book from home). Questioning can help you understand what you read.	picture of your animal and label it. <u>Reading</u> Choose a book to read from PM eCollection (or a book from home). A character report is a profile that focuses on a single character: who they are and opinions you may have about them. Create a character profile for an important character in your book. Include the following: - Name - Age - Friends and Family

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	(or a book from home). Visualising is when you can see the ideas you are thinking about inside your head. This often happens when you read. Choose a part of your book that was most interesting to you. Re-read that part again and focus on visualising what is happening. Draw your visualisation. What do you see? What do you feel? What do you hear? <u>Parents-</u> In each book on PM eCollection the first page is titled Teachers Notes. This page has a variety of specific questions about the book your	Choose a book to read from PM eCollection (or a book from home). A personal review is a form of writing where you share your opinions about a story. Write your own personal review of the story you just read. Describe what the story is about, but don't give the ending away. Write what you liked and what you did not like or thought could have been better. Give your book a star rating from 1 star (bad) to 5 stars (amazing). <u>Parents-</u> In each book on PM eCollection the	Teachers Notes. This page has a variety of specific questions about the book your child has just read. It's a great resource!	In your workbook- -Write a question you have **before** reading the story. -Write a question you have **after** reading the story. - Write a question you would ask the main character. -Write a question you would ask the author of your book. <u>Parents-</u> In each book on PM eCollection the first page is titled Teachers Notes. This page has a variety of specific questions about the book your child has just read. It's a great resource!	- Some things I liked about this character are... -This character reminded me of... - If I met this character, I would say... - Other things I know about this character are... -Draw your character. <u>Parents-</u> In each book on PM eCollection the first page is titled Teachers Notes. This page has a variety of specific questions about the book your child has just read. It's a great resource!

	child has just read. It's a great resource!	first page is titled Teachers Notes. This page has a variety of specific questions about the book your child has just read. It's a great resource!			
	Other Learning Areas **This week you can work on your Amazing Animals Assignment. Remember to just do a little bit at a time as you have two weeks to work on your assignment. You don't have to work on it every day!** 			

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Monday - Week 8

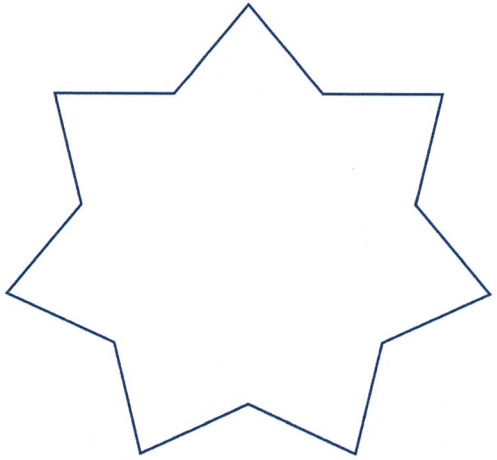
10 more

100 more

1,000 more

10,000 more

Number of the Day



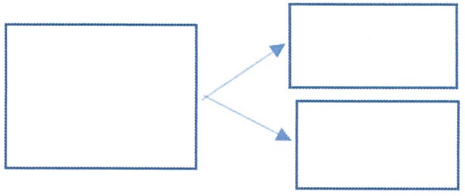
10 less

Use today's number to write an addition number sentence

Use today's number to write a subtraction number sentence

Thousands	Hundreds	Tens	Ones

Partition



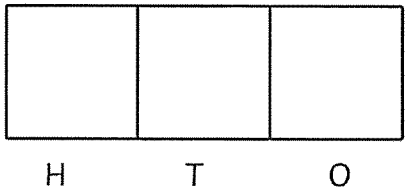
Write me a number story using today's number

Monday - Week 8

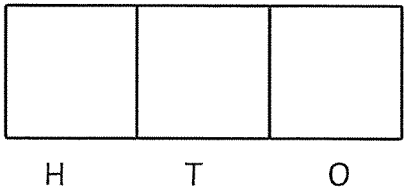
Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

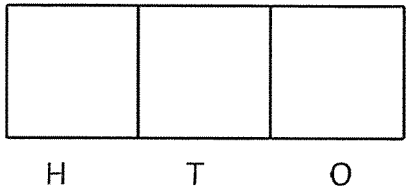
1. Between 161 and 182:
6, 1, 7



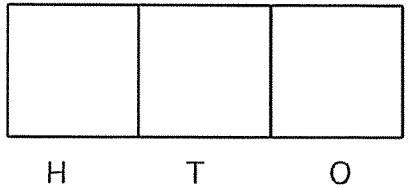
2. Between 295 and 311:
9, 2, 8



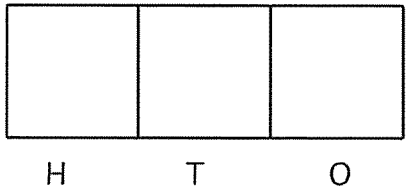
3. Between 373 and 397:
8, 3, 9



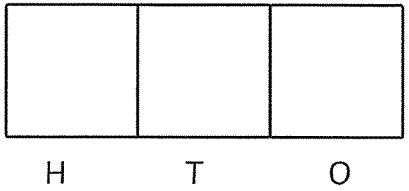
4. Between 352 and 401:
2, 6, 3



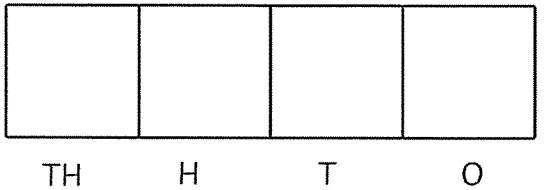
5. Between 573 and 601:
6, 5, 7



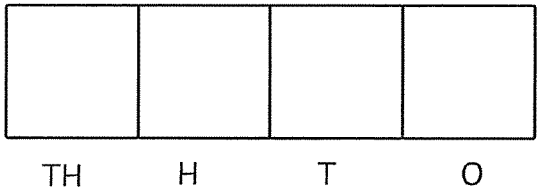
6. Between 784 and 811:
8, 9, 7



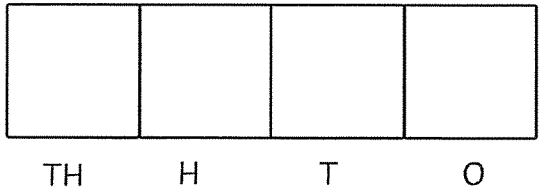
7. Between 2850 and 2870:
9, 5, 2, 8



8. Between 1900 and 1930:
2, 1, 8, 9



9. Between 1000 and 1050:
0, 1, 2, 4

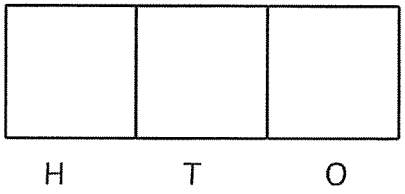


Monday - Week 8

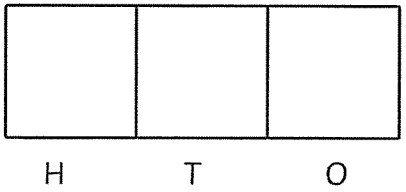
Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

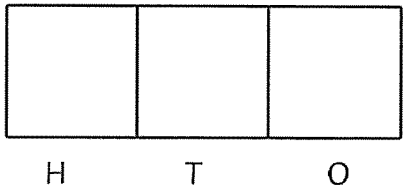
1. Between 161 and 169:
6, 1, 7



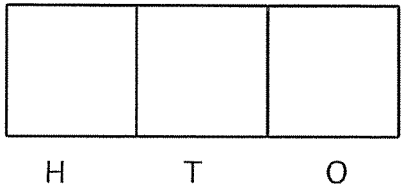
2. Between 295 and 311:
9, 2, 9



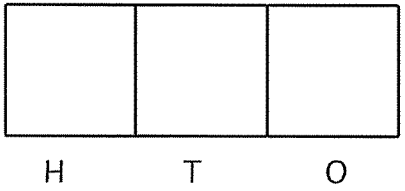
3. Between 392 and 397:
5, 3, 9



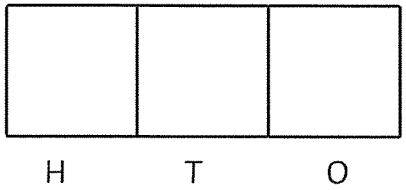
4. Between 134 and 189:
5, 4, 1



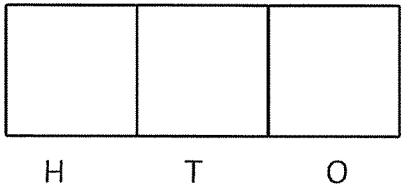
5. Between 576 and 601:
9, 5, 7



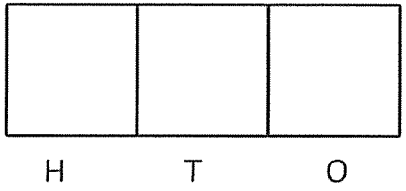
6. Between 784 and 812:
8, 5, 7



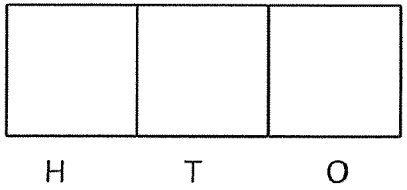
7. Between 986 and 1000:
8, 8, 9



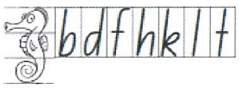
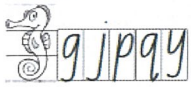
8. Between 784 and 876:
8, 4, 7



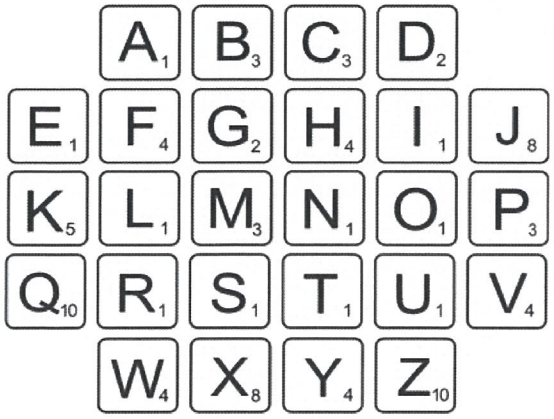
9. Between 578 and 811:
8, 6, 7



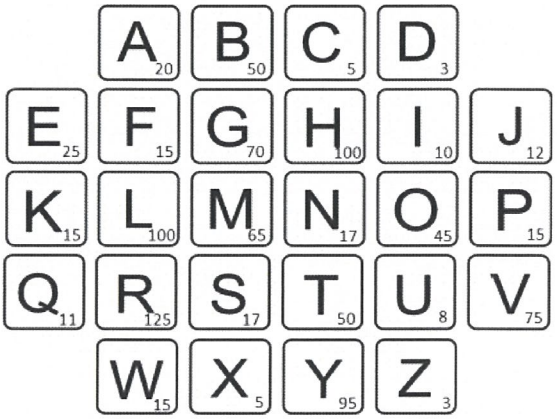
SPELLING ACTIVITIES

Write your spelling list in alphabetical order A-Z	Select 5 words and draw a picture for each one	Write your spelling words in order from least letters to most letters.	Clap out and write the number of syllables in each of your spelling words.
Ask 5 questions using 5 of your spelling words. Don't forget to use a question mark?	Rainbow words – use different colours to write each letter in your word	Create a word search or crossword with your spelling list	Using a dictionary, write the meaning of 5 words from your spelling list
Write your spelling list using 2 different colours to show the vowels and consonants. vowels = a e i o u	Write your spelling words in a word pyramid s sp spe spel spell	Across and Down – write your words across and down, sharing the first letter eg. when h e n	Words Within Words – Make a list of as many smaller words you can find in the words on your spelling list eg. watch = cat, hat
Write each of your spelling words into word boxes. Remember your body, head and tail letters. Body letters Head letters  Example Tail letters 		Write your spelling list in reverse alphabetical order (backwards) Z – A	Write your words from easiest to hardest to spell. Why did you order them that way?
		Spell your words out loud. When you say each letter, do a star jump, hop on one foot or bounce/catch a ball.	Spelling shapes – Write your spelling words inside different 2D shapes.
		Fancy Letters – write each of your words in fancy writing. Your letters could be curly or dotty	Air Writing – write each of your words in the air with your finger.

Scrabble Challenge: Use scrabble tiles to work out the sum of your words



Extension:



Year 2 Handwriting Monday Week 8

Week 8- English

ANIMAL FACT FILE

Animal Name:

Appearance:

Habitat:	Diet:

Interesting Facts:

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Amazing Animal Assignment!

What is your favourite animal? Is it a cat, dog or a bird? Maybe, a sloth? Possibly a dinosaur? Perhaps a snake or giraffe!

Over the next 2 weeks (Weeks 8 and 9) we ask that you complete a project on your favourite animal. Each afternoon has been set aside for you to work on your chosen assignment. This project is NOT designed for you to complete in one afternoon. We ask that you work on it a little bit each day and take your time to do your best work.

In writing over the last few weeks, you have been working hard on writing information reports. You might like to use one of these animals for your project or choose your favourite animal. The choice is yours!

After you have chosen your favourite animal, look at the grid attached and choose an assignment that interests you the most. Please complete at least one activity from the grid. If you finish your assignment early you are welcome to do another project from the grid!

If you are looking for some more information on your favourite animal these websites may be useful. They have lots of information about all different types of animals. Use these to research and gather information about your animal.

https://www.sciencea-z.com/main/UnitResource/unit/2/life-science/grades-k-2/animals

https://kids.nationalgeographic.com/animals

We look forward to seeing what you create!

Stage 1 Teachers

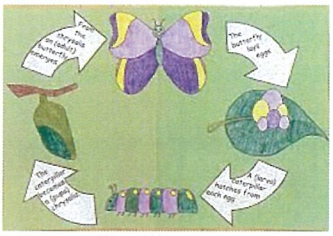
Amazing Animal Assignment Ideas Grid!

Artwork

Create an artwork featuring your favourite animal. You could even write a little story or description of your animal to go with it.

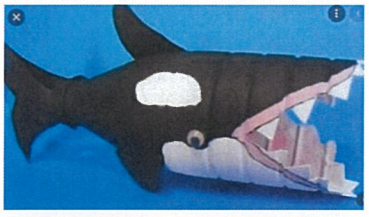
Life Cycle Poster

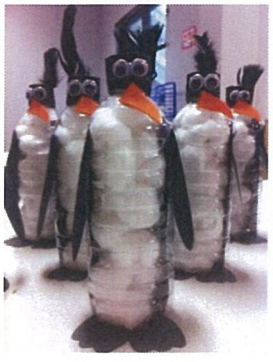
Create a poster using pictures and words explaining the life cycle of your animal.



Model

Using recyclable materials such as a shoe boxes, tissues boxes, paper, sticky tape, empty bottles to make a model of your favorite animal. You could even build it out of Lego or use playdoh if you wish! You could even write a little story or description of your animal to go with it. Ask an adult to help you take a photo and send it to your teacher.





Video

Create a video presentation about your favourite animal. You might like to film a news story about your animal or a documentary. Don't forget to include the following information:

- Name your favourite animal
- Classification/Description (what it looks like
- Habitat (where it lives)
- Diet (what it eats)
- Any interesting facts

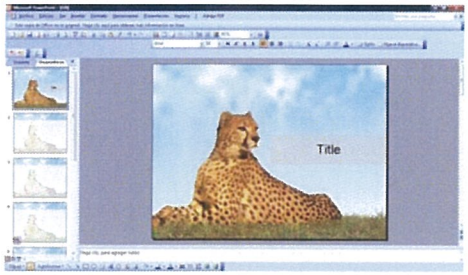
Have an adult to film you and send it in to your teacher.

PowerPoint

Create a PowerPoint presentation about your favorite animal. Remember to include information such as:

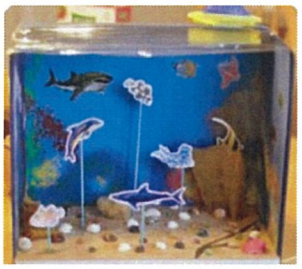
- Naming your favourite animal
- Classification/Description (what it looks like
- Habitat (where it lives)
- Diet (what it eats)
- Life span
- Any interesting facts

Ask an adult to help you email this to your teacher.



Diorama

Using an old cardboard box or shoe box create a diorama of your animals habitat (where it lives). You could paint the background, find and cut out pictures of your animal to include and use sand, rocks or other natural materials to create your diorama.



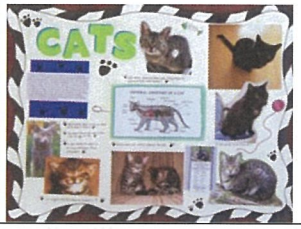
Informative Poster

Create an information poster about your animal.

Remember to include information such as:

- Naming your favourite animal
- Classification/Description (what it looks like
- Habitat (where it lives)
- Diet (what it eats)
- Life span
- Any interesting facts

You could even include a picture of your animal and label its features.



Speech

Write a speech about your favourite animal. Don't forget to include the following information:

- Name your favourite animal
- Classification/Description (what it looks like
- Habitat (where it lives)
- Diet (what it eats)
- Life span
- Any interesting facts

Ask an adult to film you and email it to your teacher.

Free Choice

You can present what you know about your favourite animal any way you like! You might like to use an app on your ipad like book creator or puppet pals to show what you have learnt. Maybe you'd like to make a big collage of pictures of your animal with interesting facts added. Perhaps you'd like to make a book about it?

Tuesday - Week 8

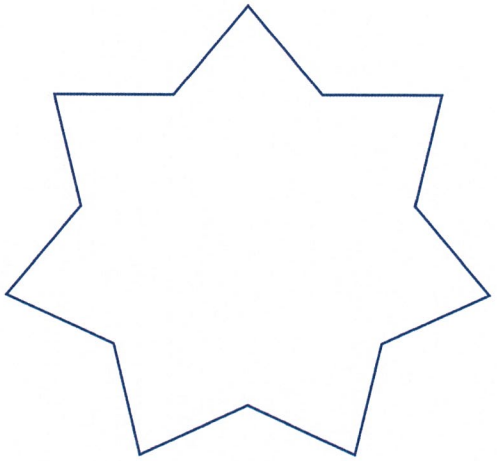
10 more

100 more

1,000 more

10,000 more

Number of the Day



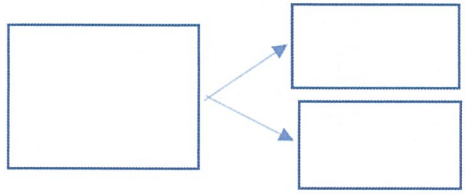
10 less

Use today's number to write an addition number sentence

Use today's number to write a subtraction number sentence

Thousands	Hundreds	Tens	Ones

Partition



Write me a number story using today's number

Tuesday - Week 8

Favourite Ice Cream

Ask your family members their favourite ice cream from the flavours below. Colour a cone in brown, pink, white, green, or yellow for each flavour that someone likes. Cut out and glue each ice cream in the correct table.

Chocolate

Mint-Choc

Vanilla

Strawberry

Banana

Tuesday - Week 8

Chocolate	Mint-Choc	Vanilla	Strawberry	Banana

How many people liked each flavour?

Chocolate _____	Mint-Choc _____	Vanilla _____	Strawberry_____	Banana _____

Year 2 Handwriting Tuesday Week 8

Wednesday - Week 8

Number of the Day

10 more

100 more

1,000 more

10,000 more

10 less

Use today's number to write an addition number sentence

Use today's number to write a subtraction number sentence

Thousands	Hundreds	Tens	Ones

Partition

Write me a number story using today's number

Wednesday - Week 8

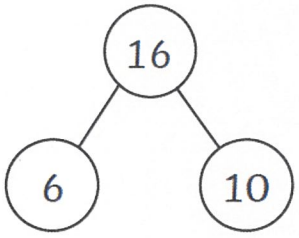
Back to Where We Started

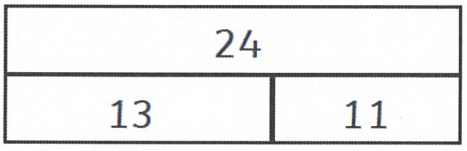
I can recognise and explain inverse relationships.

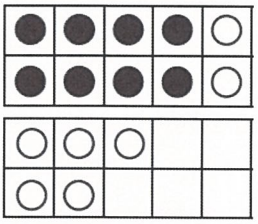
Tick the number sentences that show inverses and cross the ones that don't.

25 + 7 = 32 32 - 7 = 25	19 - 6 = 13 19 + 6 = 25

Fill in the missing gaps below to create inverse number sentences. Can you get back to where you started? Use the models to help you.







16 - ____ = ____

____ + ____ = 16

____ + ____ = 24

24 - ____ = ____

____ - ____ = ____

____ + ____ = ____

Can you write inverse number sentences using the numbers 22, 14 and 8? Draw or make as many models as you can to match.

Wednesday - Week 8

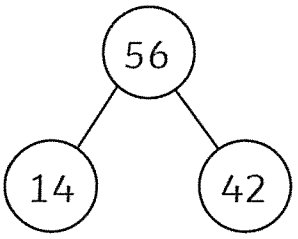
Back to Where We Started

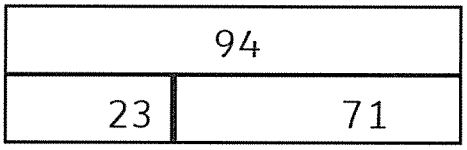
I can recognise and explain inverse relationships.

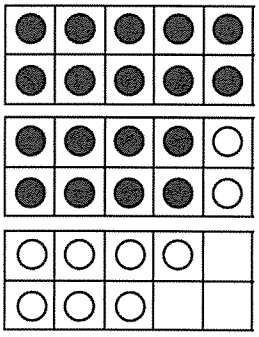
Tick the number sentences that show inverses and cross the ones that don't.

19 + 13 = 32 32 - 18 = 14	85 - 15 = 70 85 + 15 = 100	47 - 26 = 21 21 + 26 = 47

Fill in the missing gaps below to create inverse number sentences. Can you get back to where you started? Use the models to help you.







56 - ____ = ____

____ + ____ = 56

____ + ____ = 94

94 - ____ = ____

____ - ____ = ____

____ + ____ = ____

Can you write inverse number sentences using the numbers 27, 15 and 12? Draw or make as many models as you can to match.

Year 2 Handwriting Wednesday Week 8

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Thursday - Week 8

Number of the Day

10 more

100 more

1,000 more

10,000 more

10 less

Use today's number to write an addition number sentence

Use today's number to write a subtraction number sentence

Thousands	Hundreds	Tens	Ones

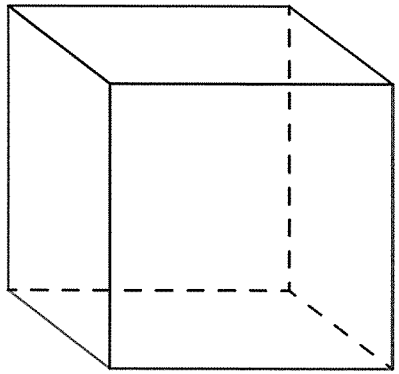
Partition

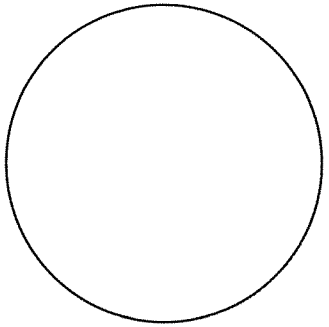
Write me a number story using today's number

Thursday - Week 8

3D Objects

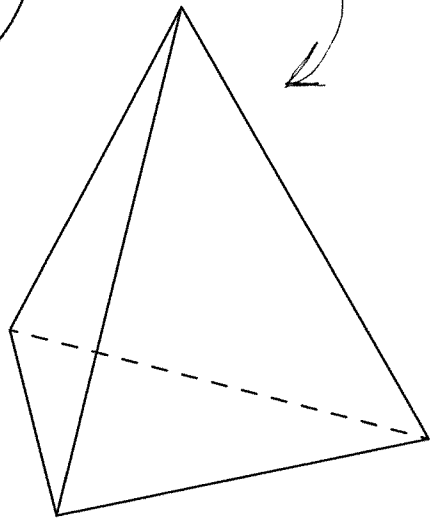
Cube



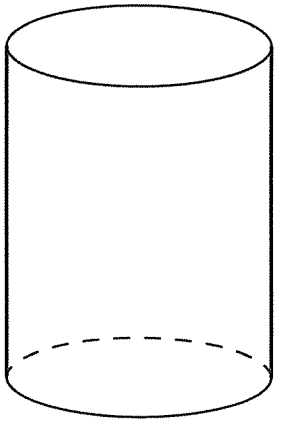


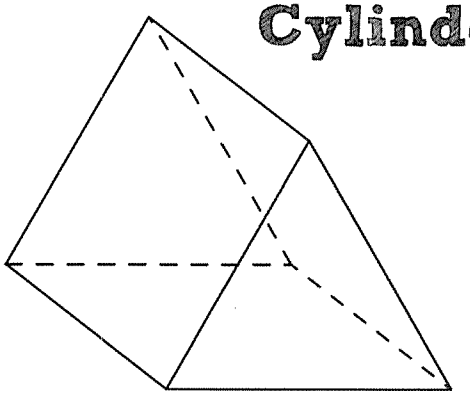
Sphere

Triangular Based Pyramid

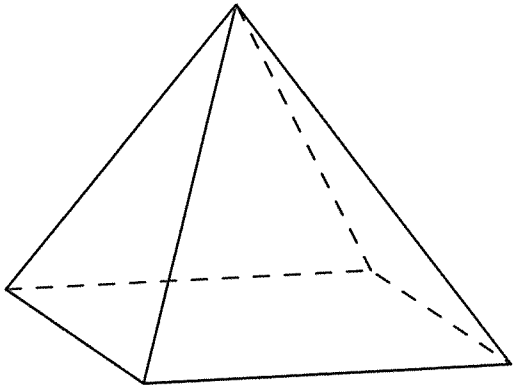


Cylinder

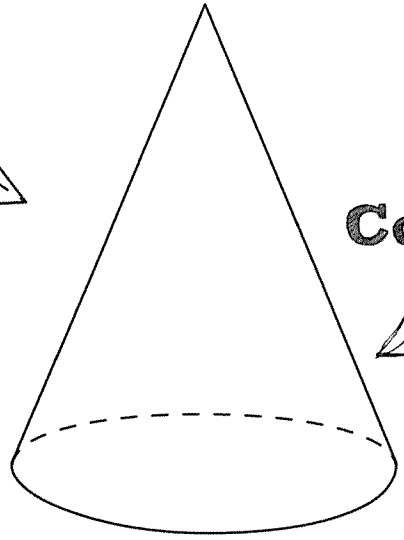




Triangular Prism

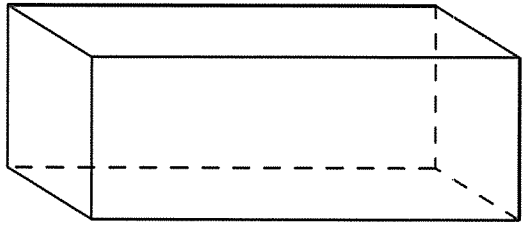


Square Based Pyramid



Cone

Rectangular Prism



Year 2 Handwriting Thursday Week 8

Friday - Week 8

Number of the Day

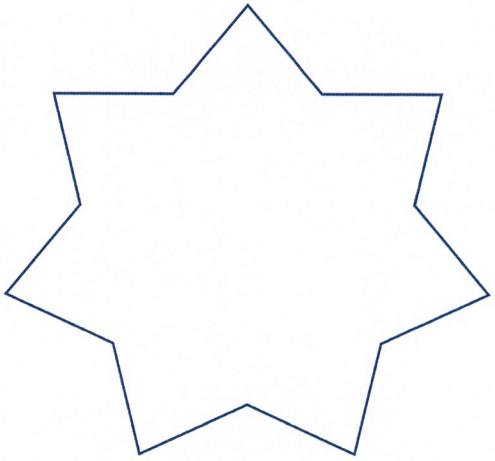
10 more

100 more

1,000 more

10,000 more

10 less

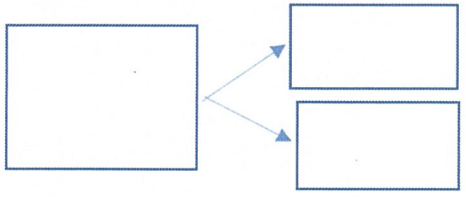


Use today's number to write an addition number sentence

Use today's number to write a subtraction number sentence

Thousands	Hundreds	Tens	Ones

Partition



Write me a number story using today's number

Friday - Week 8

Hundreds Board

Mystery Picture No. _____

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Friday - Week 8

Mystery Picture 19

Yellow:
(6 + 6), (10 + 7), (13 + 21), (33 + 16)
Brown:
(30 + 61), (11 + 81), (20 + 75), (48 + 48), (55 + 43), (55 + 45)
Blue:
(0 + 1), (1 + 1), (3 + 0), (9 + 2), (7 + 6), (15 + 6), (11 + 11), (10 + 13)
Red:
(3 + 3), (5 + 2), (4 + 4), (7 + 9), (9 + 9), (15 + 11), (3 + 24), (12 + 16)
Green:
(16 + 16), (21 + 16), (13 + 29), (33 + 14), (50 + 1), (12 + 40), (29 + 25), (27 + 30), (31 + 31), (8 + 56), (18 + 47), (38 + 29), (60 + 9), (26 + 47), (16 + 58), (30 + 46), (60 + 17), (51 + 28), (41 + 39), (23 + 60), (13 + 71), (17 + 70), (29 + 60), (50 + 43), (17 + 77), (16 + 81), (90 + 9)
Purple:
(19 + 19), (15 + 24), (35 + 5), (23 + 25), (25 + 25), (16 + 42), (26 + 33), (20 + 40)
Pink:
(11 + 13), (18 + 7), (20 + 13), (17 + 18), (13 + 30), (22 + 22), (9 + 36)

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Mystery Picture 20

Black:
(2 + 2), (3 + 3), (7 + 6), (8 + 7), (10 + 7), (11 + 11), (11 + 13), (15 + 11), (12 + 16), (20 + 13), (17 + 18), (21 + 16), (15 + 24), (18 + 35), (29 + 25), (60 + 3), (8 + 56)
Blue:
(0 + 1), (1 + 1), (3 + 0), (5 + 2), (4 + 4), (3 + 6), (5 + 5), (9 + 2), (6 + 6), (9 + 9), (11 + 8), (13 + 7), (15 + 6), (14 + 15), (12 + 19), (35 + 5), (20 + 21), (33 + 16), (60 + 0), (41 + 20), (58 + 11), (30 + 40), (11 + 60), (51 + 28), (41 + 39), (41 + 40), (31 + 51), (44 + 44), (29 + 60), (45 + 45), (30 + 61), (11 + 81), (50 + 43), (17 + 77), (95 + 0), (48 + 48), (16 + 81), (55 + 43), (28 + 71), (55 + 45)
Yellow:
(13 + 29), (13 + 30), (22 + 22), (9 + 36), (10 + 36), (33 + 14), (23 + 25), (50 + 1), (12 + 40), (15 + 40), (28 + 28), (27 + 30), (16 + 42), (59 + 0), (31 + 31), (18 + 47), (28 + 38), (38 + 29), (48 + 20), (36 + 36), (26 + 47), (16 + 58), (6 + 69), (30 + 46), (60 + 17), (61 + 17), (23 + 60), (13 + 71), (43 + 42), (86 + 0), (17 + 70)
Red:
(4 + 1), (14 + 0), (7 + 9), (10 + 13), (18 + 7), (3 + 24), (15 + 15), (16 + 16), (13 + 21), (17 + 19), (19 + 19), (25 + 25)

Add an eye, a smile and an earring to the picture.

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Year 2 Handwriting Friday Week 8