

Week 6 Lesson 3

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Identifying the main idea – 1

If you know what the main idea of a text is, you will have a much better chance of understanding what it is about.

Read the exposition.

Uniforms

1. School uniforms are a really good idea and I believe they should be worn by all students at every school. I find it difficult to understand why some students are so reluctant to wear their uniforms and why some schools do not make them compulsory.
2. Uniforms save people money. Because students wear the same thing everyday, parents don't need to buy so many different clothes. Some students want to wear designer jeans, shoes and tops, which look great, but are very expensive for parents to buy and quickly go out of fashion. Often they are made out of material that doesn't last long or wash well. Uniforms are made from very good fabric that lasts.
3. We always seem to be in a hurry in the mornings and we worry about being late for school and getting into trouble. It can take a lot of time to decide what to wear to school when it is much quicker and easier to just put on a uniform.
4. There are fewer differences between students in uniform. If their parents don't have a lot of money or don't want to spend their money on their childrens' clothes, it isn't so obvious. Also, it isn't as noticeable if students are thin or fat, because uniforms are usually less fitted than some clothes. There is not as much pressure on students to look good if everyone wears the same thing.
5. It is important for students to feel comfortable at school and to be able to move easily. Uniforms are designed more for comfort than style and are easy to wear.
6. Uniforms show that we go to a particular school. We should be proud of our school and our school's uniform.
7. School students are not the only people in the community who wear uniforms. Think about police officers, bus drivers, nursing staff and many others. They all wear uniforms. Their uniforms are suitable for the work they do and I think they look good too.
8. Students should understand all the advantages of school uniforms, be happy and wear them every day with pride.



Identifying the main idea



On your own

Use the strategies you have been practising and work out these answers.

1. *What is the main idea of paragraph 4?*

- (a) Uniforms are less fitted than some clothes.
- (b) Thin students look better in school uniforms.
- (c) Some parents don't want to spend lots of money on clothes.
- (d) Students look the same in uniform.

The best answer is .

2. *The first paragraph tells what the writer thinks about the topic of school uniforms. Explain his or her opinion.*

3. (a) Write a very brief sentence to state the main idea in each paragraph.

Para 2 _____

Para 3 _____

Para 4 _____

Para 5 _____

Para 6 _____

Para 7 _____

(b) Did all these paragraphs start with the main idea? _____

4. *Think about the main idea of each paragraph. Write the number of the paragraph where you think each of these comments belong.*

(a) 'I can't run in these shoes.'

(b) 'Haven't you decided what you're wearing to school yet?'

(c) 'Which school do you go to?'

(d) 'I can't afford to buy you that shirt, Tom.'

Subtracting Numbers

LO: to subtract two 2-digit numbers (not crossing 10).

1. $59 - 23 =$ _____	2. $72 - 11 =$ _____
3. $68 - 37 =$ _____	4. $93 - 52 =$ _____
5. $87 - 36 =$ _____	6. $49 - 22 =$ _____
7. $77 - 25 =$ _____	8. $39 - 21 =$ _____
9. $97 - 55 =$ _____	10. $82 - 61 =$ _____
11. $79 - 58 =$ _____	12. $63 - 51 =$ _____

Year Four – Term 2

Signature Tunes

Music Making (ACAMUM085)

Using tuned percussion, you will experiment to create a 'signature tune' for your name.

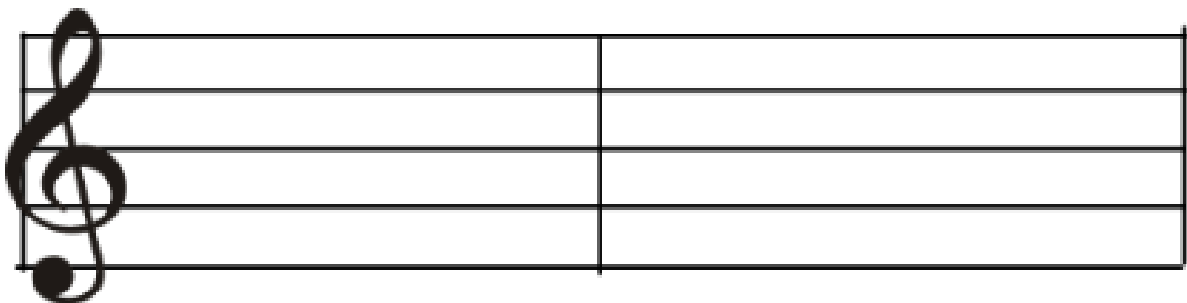
You may play freely, or follow the rhythm of your name. Afterwards, write your 'signature tune' on the treble clef below.

- Any note can be used
- It is easier to play notes that are closer together
- **Keep It Super Simple (KISS)**

My name: _____

My notes: _____

My original signature tune





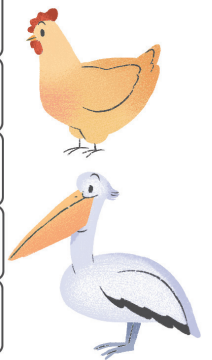
Focus Words

west	fence	presses	breakfast	lesson
fresh	edge	website	instead	message
spend	guess	anyone	ready	Wednesday
else	friend	anywhere	heavy	February

1 Turn to page 80 to segment the Focus Words.

2 Find out which bird laid the egg. Colour the words that contain **e ea**.

break	east	breakfast	fence	spread	home	
athlete	season	lesson	team	clean	feather	each
	eat	heavy	clear	scream	healthy	metre
	seat	instead	peace	bread	meeting	
	head	ready	please	cheap	fresh	anyone



3 Write e, ea or a to finish the words. Write the words that match the clues.

___lse	r___dy	w___bsite	prepared	_____
h___vy	fr___sh	___nyone	weighs a lot	_____
m___ny	___dge	br___kfast	border	_____
f___nce	inst___d	c___ntimetre	barrier	_____

4 Finish the words with the graphemes from the box.

dre___	be___er	le___on	ye___ow	me___age	tt ll ss
gue___	je___yfish	fe___ow	se___le	umbre___a	

5 Write Focus Words to finish the sets.

_____, set, go	north, south, east, _____
_____, lunch, dinner	Monday, Tuesday, _____
January, _____, March	no-one, someone, _____

6 Write a sentence containing both words.

friend	_____
message	_____

Compound Words

7 Write compound words that contain *any* to finish the sentences.

any
where
thing
one

Is _____ going on holidays in February?

Would you like me to do _____ else to help?

There isn't _____ for me to put this heavy box.

any
time
body
more

I eat breakfast before _____ else in my family.

I don't play tennis on a Wednesday night _____.

You can catch up on the lesson _____ next week.

Suffixes s, es

★ Hint 7

8 Rewrite the words adding **s** or **es**. Use the words with the suffix **es** to finish the sentences.

help _____	peck _____	dress _____
wreck _____	spend _____	fetch _____
press _____	guess _____	attend _____
sketch _____	stretch _____	suggest _____

The dog _____ the ball.

The athlete _____ before the race.

The detective _____ the password.

The actor _____ in a fancy costume.

The chef _____ the lid on the container.

The artist _____ a picture of their friend.



Challenge

Underline smaller words within the boxes that match the clues. **Write** the words. The first one is done for you.

push	<u>impressed</u>	_____	press	_____	a number	attention	_____
finish	blender	_____			for camping	content	_____
scream	yellow	_____			smaller amount	lesson	_____
money	centimetre	_____			not stale	refreshment	_____
did fall	fellow	_____			clutter	message	_____
did read	already	_____			relax	restaurant	_____

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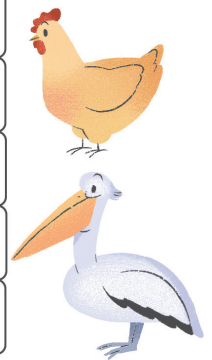
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