

Important Concepts . . .

Preview Review



Language Arts

Grade 4

*W2 - Lesson 5: What Dog in
What Manger?*

Important Concepts of Grade 4 Language Arts

W1 - Lesson 1	Serving One's Master
W1 - Lesson 2	Water Jobs for Water Dogs
W1 - Lesson 3	Nibbles and Bits
W1 - Lesson 4	Wishful Thinking
W1 - Lesson 5	Polishing Your Story
W1 - Quiz	
W2 - Lesson 1	Jet at the Airport
W2 - Lesson 2	Dog Days of Summer
W2 - Lesson 3	The Phenomenal Patsy Ann
W2 - Lesson 4	Local Fame
W2 - Lesson 5	What Dog in What Manger?
W2 - Quiz	
W3 - Lesson 1	To the Rescue
W3 - Lesson 2	Can Dogs Lead Double Lives?
W3 - Lesson 3	Independence - What a Gift!
W3 - Lesson 4	Happy Endings
W3 - Lesson 5	Historically Speaking
W3 - Quiz	

Materials Required

Textbooks:

1. *Dogs on the Job!*
True Stories of Phenomenal Dogs

Language Arts Grade 4
Version 5
Preview/Review W2 - Lesson 5

Publisher: Alberta Distance Learning Centre
Author: Sharon Espeseth
In-House Teacher: Brian Key and Lena Szybunka

Project Coordinator: Dennis McCarthy
Preview/Review Publishing Coordinating Team: Nina Johnson,
Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Four Language Arts



*W2 - Lesson 5:
What Dog in What Manger?*

OBJECTIVES

By the end of this lesson, you should

- proofread and use the WERP process with the final step
- use sentence rubric to build complete sentences

GLOSSARY

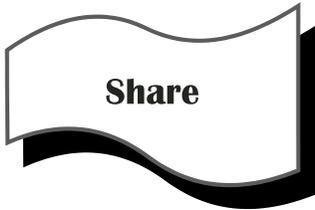
moral - the lesson learned through the story

prewriting - the things you do before beginning the first draft of the story to prepare yourself for the writing

webbing or **mindmapping** - a way of organizing your ideas or information; used in prewriting

setting - where the story takes place

W2 - Lesson 5: What Dog in What Manger?



Share the dog stories you and your family came up with yesterday about amazing dogs in your community. These are called oral stories. Later today, you will learn the steps in getting oral stories on paper.

The helpful and friendly dogs you have read about so far contrast sharply with the dog in the following story, “Dog in a Manger”. Have you ever heard someone say, “He acted like a dog in a manger”? This expression comes from one of Aesop’s fables. Read the story and find out what “dog in the manger” means.



Dog in a Manger

One sweltering, summer afternoon, a farm dog was looking for a cool place to rest. Finally, he thought of the manger in the barn. He scratched around in the large box of sweet-smelling hay and settled down for a pleasant nap. Late in the afternoon, a pair of oxen returned, hot and hungry, to their manger.

Gently, they nudged the dog to move so they could eat their hay. The dog, however, leaped furiously to his feet.

“How dare you waken me!” he snarled.

“But you are sleeping in our food trough,” the oxen complained.

Standing his ground, the dog growled, barked, and threatened to bite any ox who came near the manger.

Although they were famished, the oxen gave up trying to get at the hay. Leaving the barn, one ox said to the other, “What a selfish beast that dog is. Can he eat the hay? Yet he begrudges us having what he cannot enjoy himself.”

Answer the questions below.

- 1. The ox said the dog was **selfish**. Think of two other words you could use to describe the dog. You may need to look in a thesaurus to find synonyms for *selfish*.



There are many versions of this story. Most of them end with this saying:

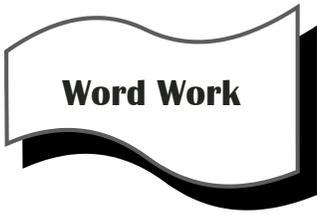
“People often begrudge others what they cannot enjoy themselves.”

This is called the **moral** of the story – the lesson learned through the story.

Here’s another way to explain the expression, “dog in the manger.”

A man and his wife who were poor asked their neighbour for the fence posts he had left over. The neighbour acted like a dog in the manger and threw the fence posts into the garbage rather than give them to the couple.

- 2. Discuss examples from everyday life where you have seen someone acting like a “dog in the manger”. Write one example on the lines below.

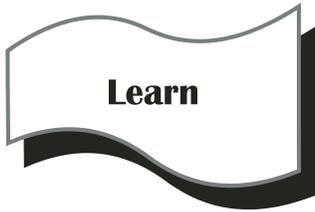


Spelling Homophones

Do your spelling test. Your instructor will test you on the homophones you have been studying.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____





So far in this course, you have written stories by choosing key words from a story that is already written. Today you are going to write a dog story that you have heard or maybe even told before. Or, you may prefer to make up a dog story of your own. If so, you will be writing fiction.



Prewriting

Whether you are writing fiction or non-fiction, preparing yourself is important for the writing. This is called **prewriting**. Prewriting involves all the things you do *before* you begin the first draft of a story.

Story Webbing

One of the most important things to do before you start writing is to organize your ideas or your information. **Webbing** (also called **mind-mapping**) is an effective way of organizing them.

Step 1

The first step is to think of a **title** for your story. Do not spend very long on this step. You can always change your title later.

Write your title in the middle oval of the web on the next page.

Step 2

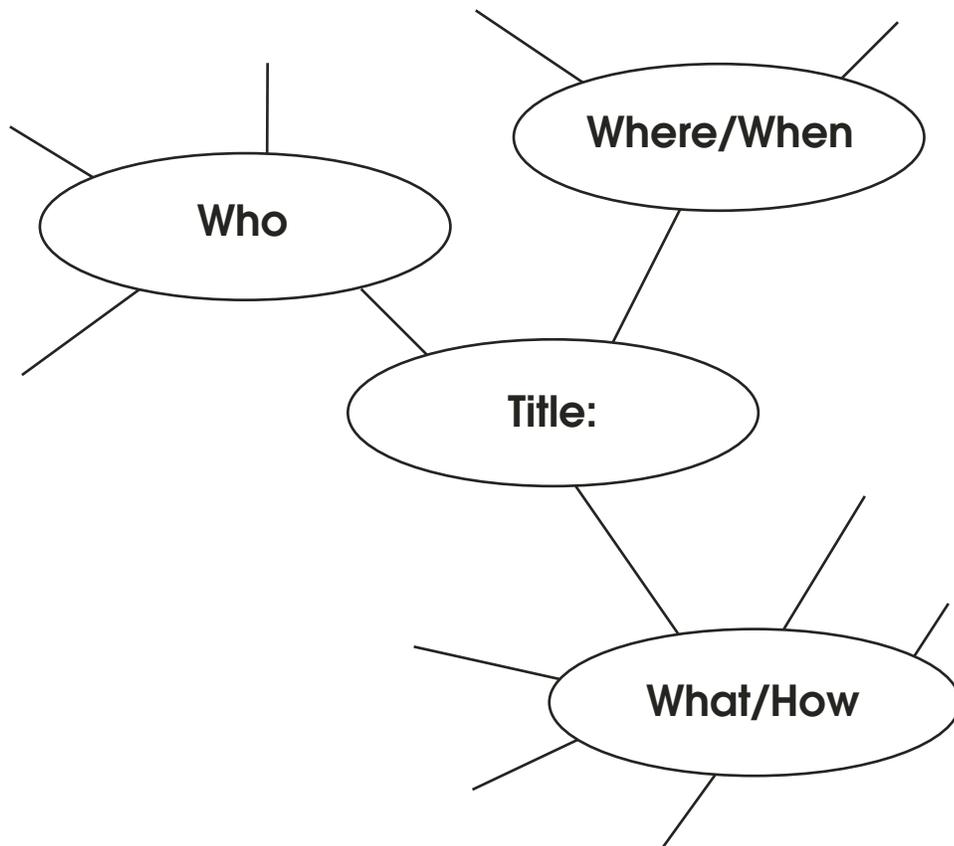
The next step is to write jot-notes or ideas at the end of the spokes coming out of each heading. The three headings are



- Who**
- Where/When**
- What/How**

Begin with the **Who** oval.

At the end of the **Who** spokes, list all the *characters* in your story, including the dog you are telling about.



Step 3

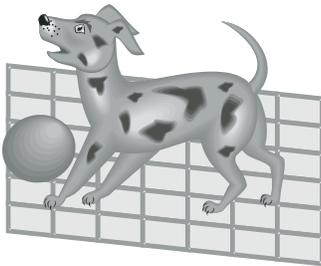
Decide on the setting. The **setting** of the story is **where** it takes place. Telling **when** the story takes place also helps the reader understand the setting.

Write the setting information about your story at the ends of the **when/where** spokes.

Step 4

The **What/How** oval is used to list the events of your story. For example, if you were writing a story about the abandoned puppies, your **What/How** spokes might tell

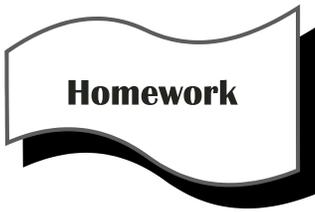
- where the puppies were found
- how they came to be there
- what was done to help the puppies
- how they were feeling
- what happened to the puppies in the end



Write the important events of your story in point form at the ends of the **What/How** spokes.

Notice that you are only writing brief jot-notes – not whole sentences. All you really need is a few words. They will be your **key words** for the details of your story.

Hint: Did you write the story events in the correct order? If not, you should number them to help you later when you are writing the story.



Homework

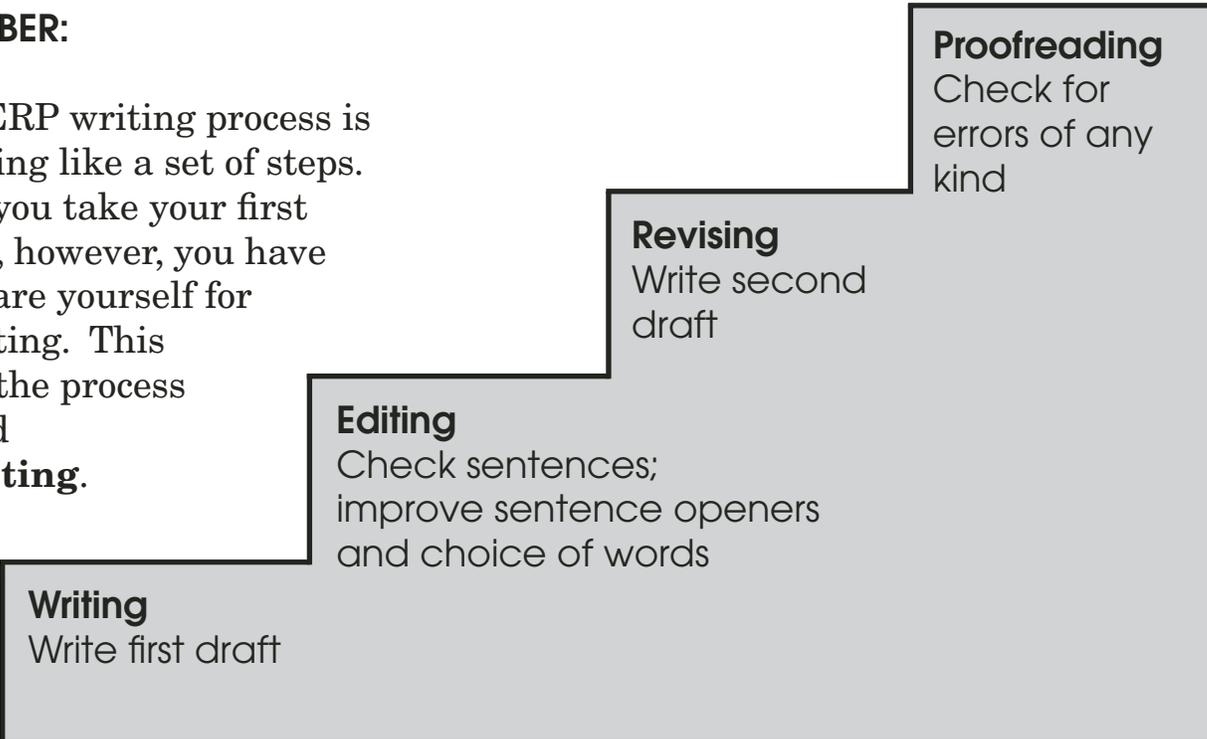
Make the dog story web.

Your dog story web might look something like this web. When this web is complete, it should have several more spokes on the **What/How** oval.



REMEMBER:

The WERP writing process is something like a set of steps. Before you take your first step up, however, you have to prepare yourself for the writing. This part of the process is called **prewriting**.



Prewriting is the base of your writing. It's the floor!

For the story you just wrote, the prewriting may have included the following:

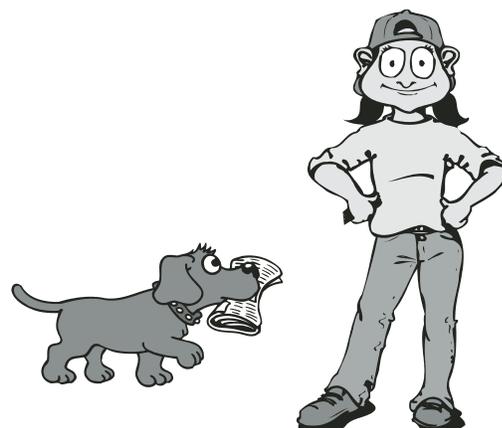
- talking about dog stories
- listening to dog stories
- reading dog stories
- looking on the Internet for dog stories
- thinking about a particular dog story
- making a story web for your story

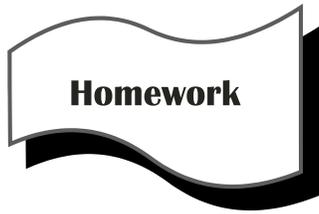
You have finished the pre-writing and the first draft of your dog story. Now you are ready for the Editing part of the process. **Use the guidelines and checklists following to edit your work.**

Use your highlighter to draw your attention to the places where you are making **corrections** or **improvements**. Write your changes on the line above your original text.

Sentence Rubric	Yes	No
Does each sentence make sense?		
Did I leave out any words?		
Did I use capital letters where they are needed?		
Did I end each sentence with the correct punctuation?		
Is my spelling correct?		

Writing Rubric	Yes	No
Did I indent for each paragraph?		
Does this writing sound like it's my own?		
Will my readers understand what I have written?		
Did I tell my story in a logical order?		
Do my sentences begin in different ways?		





Homework

Did I use all the following sentence openers?

Sentence Beginnings

Type 1: *Who/Did What* sentences

Type 2: *When-Where-How* Phrase

Type 3: *ly* word

Type 4: *ing* or *ed* word

Type 5: SABI (*since, although because, if*)

