

Important Concepts . . .

Preview Review



Language Arts Grade 4 TEACHER KEY

W1 - Lesson 4: Wishful Thinking

Important Concepts of Grade 4 Language Arts

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W1 - Lesson 2	Water Jobs for Water Dogs
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W1 - Lesson 5	Polishing Your Story
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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 W1 - Lesson 4 Teacher Key

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Preview/Review Concepts for Grade Four Language Arts

TEACHER KEY



*W1 - Lesson 4:
Wishful Thinking*

OBJECTIVES

By the end of this lesson, you should

- read and understand fables
- use a rubric to self-evaluate narrative writing

GLOSSARY

fable - stories about animals to teach lessons about life

key words - important or essential words in a sentence

rubric - a guideline that gives you ideas of how you should do a task

W1 - Lesson 4: Wishful Thinking

A white banner with a black border and wavy edges, containing the word "Share" in bold black text.

Share

Did you ever wish for something although you knew you could not afford to buy it? Suppose you had enough money to buy any pet you wanted. What pet would you buy? Share your thoughts on this topic with your classmates.

A white banner with a black border and wavy edges, containing the word "Read" in bold black text.

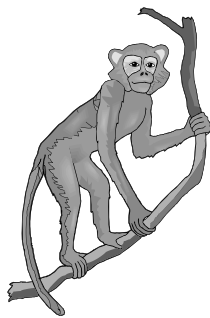
Read

Having money to spend on pets was just what Rachel Field was thinking years ago when she wrote the poem, "The Animal Store".

The Animal Store

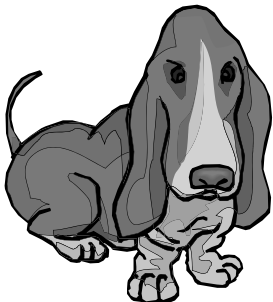


If I had a hundred dollars to spend,
OR maybe a little bit more,
I'd hurry as fast as my legs would go
Straight to the animal store.



I wouldn't say, "How much for this or that?"
"What kind of dog is he?"
I'd buy as many as rolled an eye,
OR wagged a tail at me!

I'd take the hound with the drooping ears
That sits by himself alone;
Cockers and Cairns and wobbly pups
For to be my very own.



I might buy a parrot all red and green,
And the monkey I saw before,
If I had a hundred dollars to spend,
OR maybe a little bit more.

Authored by Rachel Field

Rachel Field lived from 1894 to 1942. This might have been even before your grandparents were born.

At that time the author wrote, “If I had a hundred dollars to spend, or maybe a little bit more . . .” Obviously, she really loved animals, and back then \$100 would buy a lot of pets!

Nowadays, you might have to think in terms of, “If I had *ten thousand* dollars to spend . . .” if you wanted to buy all those pets! One Cairn puppy can cost \$950.00 at a pet store. Today the cost of everything, including pets, has increased.



Discuss, with a partner, why you think things cost more today. Give each other a few ideas of items or services that you know cost more today.

1. Make a list of some of the things pet owners must buy or make for their pets.

List will vary.

homes

utensils

brushes

Wishful Thinking is the title of today's lesson. In the story below, you can read about a dog who wished for more than he already had. *The Dog and His Shadow* is a **fable** by **Aesop**.

Aesop was a Greek writer who lived over 2 000 years ago. He used stories about animals to teach lessons about life. As you read the story, think about what lesson the dog should be learning.

The Dog and His Shadow

One sunny day, a hungry dog stole a piece of meat from the butcher shop. He ran from the yelling butcher and headed for a faraway spot. There he planned to devour the meat all by himself.

On the way to his hideaway, the dog had to cross a narrow, brick bridge. Glancing over the edge of the bridge, he thought he saw another, bigger dog in the clear water. The dog held a large piece of meat in his mouth. "Aha," thought the thieving mutt, "not only do I have a tasty lunch, I could have a steak for supper as well."

Snarling and growling fiercely, he snapped at the other dog's piece of meat. Into the water plopped his own beef.

With his tail dragging and his tummy grumbling, the dog headed home. "Oh, well!" he mused. "At least the other dog lost his meat in the fight, too."



Talk about this fable with a partner or in a small group. Together, answer the questions below. The person with the shortest hair will be the recorder of your answers.

2. What lesson should the dog have learned?

Answers will vary.

3. What other fables have you heard or read?

***ie* Words**



4. Look in the story, *The Dog and His Shadow*, for three different *ie* words. Write them on the lines below.

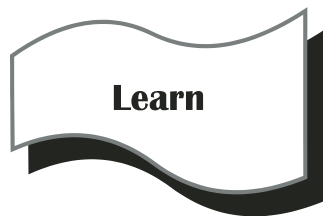
Various words from text.

Review the *i* before **e** rule.



Write *i* before *e*,
except after *c*
or when sounded like *a*,
as in neighbour and weigh.

Do the three words follow the rule?



Rubrics

Now it's time for you to write your own version of *The Dog and His Shadow*. To help with this, you use a rubric.

A rubric is a guideline that gives you ideas on how you should do a job. The same rubric can also be used after you finish writing to judge how well you did the job.

How to Use a Rubric

**Read the rubric before writing.
Then use it as a checklist after writing.**

You have already used one rubric called the Sentence Checklist. It helps you write correct sentences. This is the Sentence Rubric.

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?		

The Sentence Rubric helps ensure that

- each sentence makes sense
- no words are missing
- capitals and punctuation are correct
- your spelling is correct

A Writing Rubric

Here's a new rubric that you can use today.

**Read the rubric before writing.
Then use it as a checklist after writing.**

Ensure student usage.

Writing Rubric	Yes	No
Did I indent for each paragraph?		
Does this writing sound like it is 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?		

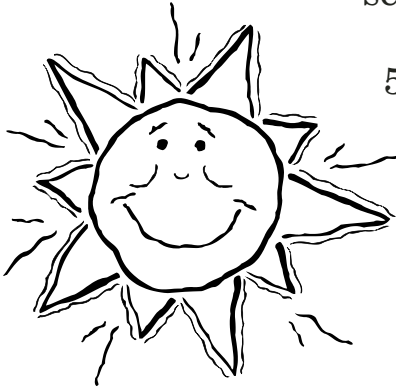
The writing rubric helps ensure that

- each paragraph is indented
- the sentences are your own
- ideas are presented in a logical order
- the sentences do not all have the same beginning

Now, ask yourself the questions in this rubric.

Sentence Beginnings

For ideas about how to begin sentences, look back at the story, *The Dog and His Shadow*. Note that none of the sentences begin in the same way.



5. Write the word or phrase that begins each of the first five sentences of the story. The first one is done for you.

- a. *One sunny day,*
- b. *He (or He ran)*
- c. *On the way to his hideaway.*
- d. *Glancing over the edge of the bridge.*
- e. *The dog (or the dog held).*



Remember, a good writer uses a variety of sentence beginnings. Look at your own sentences and paragraphs when you write a story to see if you have a variety of sentence beginnings. You will learn more about writing good sentences in upcoming lessons.

Key Words

Think back to the writing you finished in W1 - Lesson 3.

6. When you wrote *Water Dogs*, were you writing mainly to give information or to make a story?

I was writing to give information.

7. What kind of words did you use to make an outline of the story?

key words

You can use **key words** to rewrite stories and fables as well as information articles. The key words you choose should remind you of what is happening in the story.

Look back at the first sentence in the story, *The Dog and His Shadow*. Find three key words that help you retell this sentence.



8. What are the key words in this sentence?

Here's how:

Use a pencil to underline the key words in this sentence.

One sunny day, a hungry dog stole a piece of meat from a butcher shop.

9. Write the key words you choose on this line.

dog, stole, meat

Your key words for the first paragraph might be the following.

Paragraph 1

dog	stole	faraway
ran	butcher	himself
devour	meat	



Choosing different words is all right as long as they help you tell a good story. For example, for the first sentence, you may have put *butcher* instead of *stole*.

Remember, when you write your fable, you want it to be your own story.

10. Now, write key words for the next three paragraphs.

Answers will vary. Some include:

Paragraph 2

<u><i>hideaway</i></u>	<u><i>bigger</i></u>	<u><i>mouth</i></u>
<u><i>cross</i></u>	<u><i>dog</i></u>	<u><i>steak</i></u>
<u><i>bridge</i></u>	<u><i>meat</i></u>	<u><i>supper</i></u>

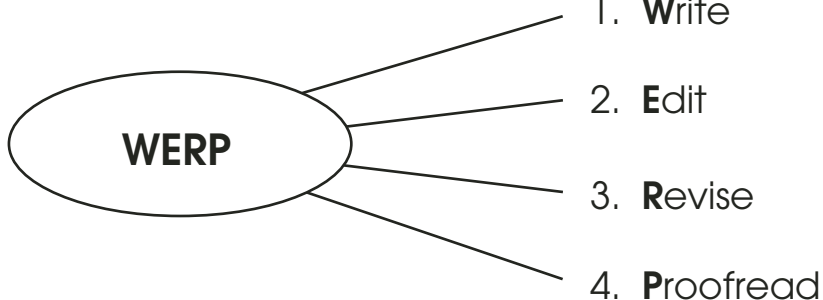
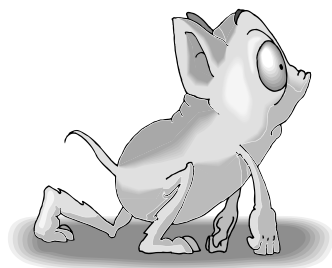
Paragraph 3

<u><i>growling</i></u>	<u><i>brink</i></u>	<u> </u>
<u><i>snapped</i></u>	<u><i>plopped</i></u>	<u> </u>
<u><i>meat</i></u>	<u><i>beef</i></u>	<u> </u>

Paragraph 4

<u><i>dog</i></u>	<u><i>other</i></u>	<u> </u>
<u><i>headed</i></u>	<u><i>lost</i></u>	<u> </u>
<u><i>home</i></u>	<u><i>meat</i></u>	<u> </u>

Once the key words are written, proceed with the steps of WERP.



Using your key words and writing in pen, write your first draft of the story, *The Dog and His Shadow*. Remember to write **on every second line**.

** Paragraphs will vary. Students will use the rubric checklist and the writing rubric.*

Using a highlighter, students will edit their work.

Then, they will write and proofread their revisions.

Blank lined area for writing the first draft and revisions.

[illegible]

After writing, move into the **Edit** step. Use the Sentence Rubric and the Writing Rubric from earlier in this lesson. Remember to use your highlighter to mark the errors and changes on your first draft.

