

*Important Concepts . . .*

# Preview Review



*Language Arts*

*Grade 4*

***W3 - Lesson 3: Independence -  
What a Gift!***

## Important Concepts of Grade 4 Language Arts

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W1 - Lesson 2 .....	Water Jobs for Water Dogs
W1 - Lesson 3 .....	Nibbles and Bits
W1 - Lesson 4 .....	Wishful Thinking
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W2 - Lesson 1 .....	Jet at the Airport
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W3 - Lesson 1 .....	To the Rescue
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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 W3 - Lesson 3

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# Preview/Review Concepts for Grade Four Language Arts



***W3 - Lesson 3:  
Independence – What a Gift!***

# OBJECTIVES

By the end of this lesson, you should

- recognize and eliminate run-on sentences and sentence fragments
- punctuate the end of a sentence
- use apostrophes to indicate contractions and possessives

## GLOSSARY

**conjunction** - a joining word  
such as *and, but, or*

**sentence fragment** - part of a  
sentence

**run-on sentences** - two or more  
sentences written as one  
sentence

## W3 - Lesson 3: Independence – What a Gift!



For homework, you read “The Most Important Gift”.  
Now write answers to the following:

1. List some of the services Cary does for Lizzie.

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2. List activities that Lizzie can now do with Cary’s help.

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3. List ways that Murfee, a therapy dog, helps Carolyn work with her clients?

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Re-read the last two paragraphs of the story. Discuss with a partner what it would be like to have a companion and assistance dog like Cary. How would the dog change your life?

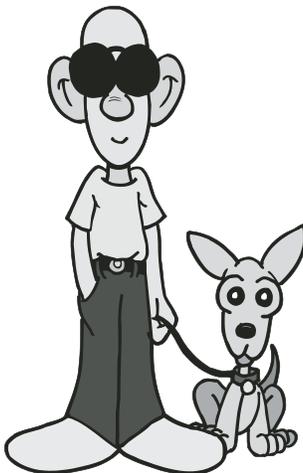
## What to Do when You Meet a Service Dog

Perhaps, one day, you will meet someone at a mall or on the street who is accompanied by a service dog. If you do, remember that this dog is working and has to focus on his job. A guide dog, for example, is trained to navigate its visually-impaired handler down a crowded sidewalk or across busy streets. This means watching for traffic, signal lights, and curbs, as well as avoiding obstacles and dangers.

In a restaurant, a service dog must lie quietly beside the person it is attending. Being on duty, the dog must not be distracted by food or people. Because a working dog has special permission to be in a place serving food, it cannot be romping about and playing.

The best thing to do when meeting a working dog is to wait for instruction from its owner. The dog has received much training on how to behave. Other people must be careful not to undo this training. For instance, a dog may be taught to wait for a “release command” so that it knows it is off-duty. Or, the dog may be taught it is no longer “working” once the harness is removed.

It is best to watch what the owner says and does. Even when the dog is having a break, be sure to ask before petting, feeding, or playing with a working dog.



## Writing Good Sentences



Two common sentence-writing problems are

- sentence fragments
- run-on sentences

### Sentence Fragments and How to Fix Them

A **sentence fragment** is only part of a sentence. Because the sentence is incomplete, it may not make sense by itself. In some sentence fragments, the subject may be missing. In others, the predicate may be absent.

4. Correct the following sentence fragments by adding the missing part. The first one is done for you.
  - a. Cary, an assistance dog.

Cary, an assistance dog, watched every move Lizzie made in the swimming pool.

- b. Helps children and adults stay calm.

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- c. Lizzie's family.

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## Run-on Sentences and How to Fix Them

With a sentence fragment, the writer has stopped too soon. In a **run-on sentence**, the writer forgets to stop at the right place. A run-on sentence occurs when two or more complete sentences are written as one sentence. No punctuation is given to let the reader know where to pause for a breath.

Run-on sentences can be fixed in **two** ways.

One way is to split the run-on sentence into two (or more) sentences. To do this, you will need an ending punctuation mark.

.      ?      !

The second way is to join the two sentences with a conjunction. A conjunction is a joining word such as —

**and      but      or**

Read the following run-on sentence.



She wanted the dog to pick up her pen the dog ran off with a stick.

What is the best way to fix this run-on sentence?  
You could write it as two sentences.

She wanted the dog to pick up her pen. The dog ran off with a stick.

This is correct, but you would lose the connection between the two sentences.

Instead, put a conjunction, or joining word, between the sentences.

Which sentence below sounds best?

- A. She wanted the dog to pick up her pen, **and** the dog ran away with a stick.
- B. She wanted the dog to pick up her pen, **but** the dog ran away with a stick.
- C. She wanted the dog to pick up her pen, **or** the dog ran away with a stick.

If you picked Sentence B, you are correct. This sentence shows what the person wanted to happen and then tells what happened instead. **Notice the comma before the joining word.**

Answer the following questions.

5. Name two ways to fix a run-on sentence.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

6. Correct the run-on sentences below.

- a. Madison and other good trackers can follow the trail of a specific odour imagine what concentration that takes?

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- b. Balto led his exhausted dog team into Nome Gunnar handed the precious serum to the medical staff.

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## Spelling Words



Here are the spelling words from W3 - Lesson 2.

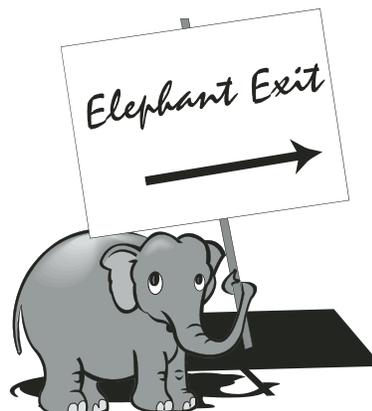
when	went
were	we're
really	finally
that's	because
said	favourite
different	sometimes

**mnemonic:**  
a device to aid  
the memory

Do you like figuring out tricks to help you learn a new word? Here's a good mnemonic to help you remember the word **because**.

**B**ig **E**lephants **C**annot **A**lways **U**se **S**mall **E**xits.

**B-E-C-A-U-S-E**



Some of your spelling words are contractions. A **contraction** is a shortened form of a pronoun (such as *she, his, they, you*) plus a verb. The two words are written as one. One or more letters is removed from one word and replaced by an **apostrophe**.

Study the two contractions in this week's words.

that's = that is

The letter **i** has been replaced by an apostrophe.

we're = we **are**

The letter **a** has been replaced by an apostrophe.

7. Write the contractions for the following pairs of words.

a. I am

\_\_\_\_\_

b. you are

\_\_\_\_\_

c. they will

\_\_\_\_\_

d. she would

\_\_\_\_\_

e. he is

\_\_\_\_\_

8. Write the two words represented in the following contractions.

a. he'd

\_\_\_\_\_

b. they've

\_\_\_\_\_

c. we'll

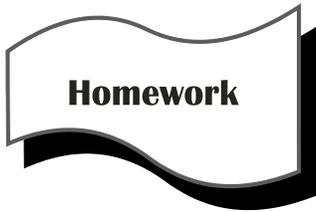
\_\_\_\_\_

d. they're

\_\_\_\_\_

e. it's

\_\_\_\_\_



## Homework

Write sentences for each of the spelling words listed below. Try to use a variety of sentence beginnings.

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### Sentence Beginnings

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**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*)

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### Spelling Words

when	went
were	we're
really	finally
that's	because

9. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Wonderful Websites

The addresses for the websites below were accurate at the time of printing.

To find out more about other service dogs and their handlers, go to the following websites.

**<http://landofpuregold.com/service.htm>**

**<http://www.caninecompanions.org/>**

**<http://www.sdid.net/types.html>**

**<http://www.pawswithacause.org>**

**<http://www.uwsp.edu/psych/dog/assist.htm>**



