

*Important Concepts . . .*

# Preview Review



***Language Arts Grade 4 TEACHER KEY***

***W3 - Lesson 1: To the Rescue***

## 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 W3 - Lesson 1 Teacher Key

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

## *TEACHER KEY*



*W3 - Lesson 1:  
To the Rescue*

# OBJECTIVES

By the end of this lesson, you should

- recognize and use the past, present, and future tenses of verbs
- make the subject and verb agree, depending on whether the subject is singular or plural

## GLOSSARY

**epilogue** - tells “the rest of the story”; it is the wrap up

**jot notes** - a few notes to remind you of what happened in this section

**predicate** - the “did what” part of the sentence

**verb** - a word that shows action

**strong verb** - an action word that tells the reader exactly what action occurred

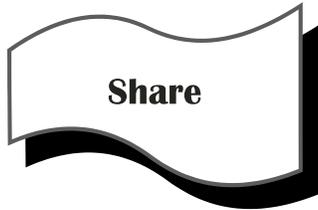
**subject-verb agreement** - the form of the verb changes depending on whether the subject is singular (one) or plural (many)

**past tense** - the author tells about something that happened in the past

**present tense** - the author tells about something that is happening right now

**future tense** - the author tells about something that will happen in the future

# W3 - Lesson 1: To the Rescue



During W2 - Lesson 5, you wrote a fiction or non-fiction story about a dog. Later, you revised and proofread this story. Share that story now with a partner or small group.



Locate the story, “Balto’s Race Against Death”, in *Dogs on the Job!* With a partner, take turns reading the story, or listen as your teacher reads the story aloud. Read (or listen) to find out about Balto, a dog, and his race to help people dying of a serious disease called diphtheria.



What do you know about **diphtheria**? First of all, look at the word broken into syllables below. Notice the **ph** and **th** letter combinations. Pronounce the **ph** as an **f** sound.

diph-the-ri-a

(pronounced dif-**thir**-ee-uh)



Read the story now.

After reading the story, as a whole group, discuss what you learned about the disease, diphtheria.

Use the following questions to guide your discussion:

- How does diphtheria act on the human body?
- Why do few people get this disease today?
- Why was the disease such a threat to the Inuit in 1925?
- What did the medical staff need to fight the disease and save lives in Nome, Alaska?

## How the Story was Written

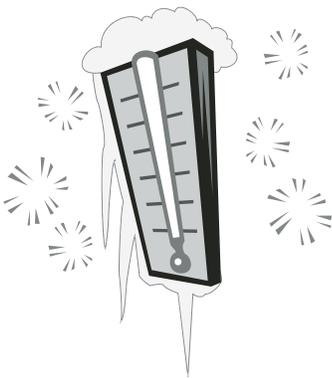
This story has three parts:

- the background
- the main events
- the story wrap-up

### A. Background to the Story

In the background to the story, there was plenty of serum for diphtheria in Anchorage. Getting it to Nome was the problem. Because of the extreme cold and blizzard conditions, flying was impossible. No highways or trains went to Nome. The train only travelled as far as Nenana, about 1000 kilometers from Nome.

Study the map below. It will give you an idea of the distances talked about in this story.



### B. The Heart of the Story: Balto to the Rescue

Many things happen in the middle section of the story. It begins on page 81 and continues to the bottom of page 84.

This section is really the “heart of the story”. If you wanted to tell someone the story of Balto, you would be wise to have a few notes to remind you of what happened in this section. Notes used for this purpose are called **jot-notes**.

#### First Paragraph

Look at the first paragraph of this section again. It starts with the last paragraph on page 81: “Alaska’s history of using dogsled teams....”

Reread this paragraph. Find the important details and events that are told, and write jot-notes about them. Keep your jot-notes brief (point-form only). Use key words to write your notes.

1. Write your jot-notes for the first paragraph.  
***Answers will vary. Check for point-form information and using key words.***

---



---



---



---



---



Now, compare your jot-notes to the notes below:

- about 20 pounds (9 kilograms) of serum—  
wrapped in quilts, canvas, furs
- delivered to Nenana by train
- dogsled teams in relays
- cold and blizzards
- temperature falling below zero

Do you need to add more words to your jot-notes? Do you have enough information to *retell the events* so far?

Now, out loud to yourself or to a partner, try to retell the events in the paragraph looking only at your jot-notes.

How does your story sound so far? Fix your jot-notes if you still need to add a few more words.

## Second Paragraph

Next, read the second paragraph in this section. It begins on page 82: “The dogsled teams plunged through...”

2. Make jot-notes of the important events and details found in the **second** paragraph.

***Answers will vary.***

---

***- swirling snow and ice***

---

***- package handed from sled to sled***

---

***- about 30 miles (50km) for each team***

---

***- temperature below -30 degrees***

---



---

### Third Paragraph

3. Make jot-notes of the important events and details found in the **third** paragraph.

*Answers will vary.*

---

*- Huskies, eight dogs to a team*

---

*- Lead dog - strong and intelligent*

---

*- instinct for trail buried  
under snow*

---

*- alert to wolves, bears, and  
caribou*

---

Now, using only your jot-notes, try retelling all three paragraphs to a partner.

If you wish, continue writing jot-notes for the next seven paragraphs. You will then have jot-notes to help you retell the entire story of Balto's amazing adventure.

Can you see how jot-notes can be used to help you in storytelling? Jot-notes are also useful when you are collecting information from books or the Internet for a report.



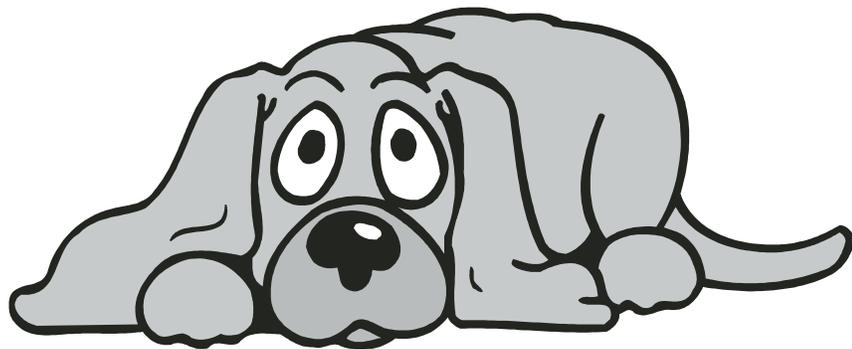
### C. The Rest of the Story

The last section of this story could be called an **epilogue** because it *wraps up* the story of Balto. Often we wonder what happened after the main part of a tale is told. An epilogue tells “the rest of the story”.

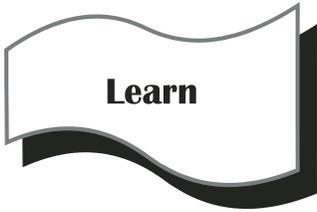
For a short while, Balto and his dog team were famous. A short movie was even made about them. Later, the dogs were put on display at a zoo in the state of Ohio where they lived out their “doggie days”.

Balto, the determined husky, is still remembered today. A statue of him in New York City recognizes his achievements!

An animated film of Balto’s life-saving run was also made in 1995. Perhaps you will get a chance to see this movie one day.



## All About Verbs



### What is a verb?

A **verb** is a word that shows action. It tells what is happening in a sentence. A verb tells what the subject of a sentence is doing, was doing, or will be doing.

Example:

The mouse runs.

The word **runs** tells what the mouse (the subject) is doing.

### What is a predicate?

The verb is part of the **predicate**. The predicate is the “did what” part of the sentence. The verb **runs** is the whole predicate in the sentence, “The mouse runs.”

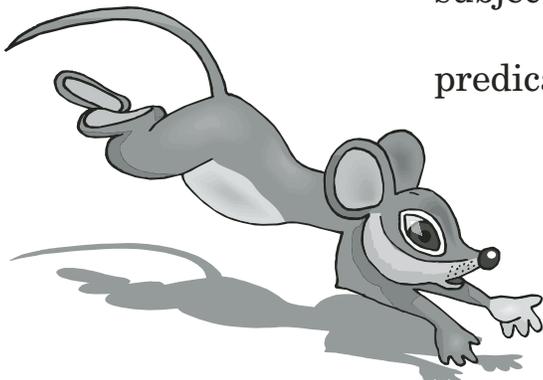
We could make the predicate longer by telling how and where the mouse runs.

The mouse runs quickly back to his hole.

4. Divide this sentence into subject and predicate.

subject     *the mouse*

predicate   *runs quickly back to his hole*





### The Tenses: Past, Present, and Future



In the story about Balto, you learned that the men on the dogsleds struggled to keep awake and concentrate.

The author is telling about something that happened in the past. To do this, he uses the **past tense**.

The men **struggled** to keep awake.

If he wanted to tell about something happening right now, he would use the **present tense**.

The men **struggle** to keep awake.

If the author wanted to tell about something that will happen in the future, he would use the **future tense**.

The men **will struggle** to keep awake.

Here is another sentence about “Balto’s Race Against Death”.

A gust of wind blew the sled and dogs into the air.

6. Write the same sentence using the **present tense**.

*Answers will vary.*

*A gust of wind blows the sled and dogs into the air.*

7. Write the sentence using the **future tense**.

*A gust of wind will blow the sled and dogs into the air.*



Here is a sentence in the present tense.

Gunnar needs to untangle the dog team’s harness.

- 8. Rewrite the sentence, using the verb in the **past tense**.

*Gunner needed to untangle the dog team’s harness.*

- 9. Rewrite the sentence, using the **future tense**.

*Gunner will need to untangle the dog team’s harness.*



### Use Strong Verbs

Do you know the difference between a **strong verb** and a **weak verb**?

A strong verb is an action word that tells the reader exactly what action occurred.

Read these two sentences.

- A. The dogsled teams went through the swirling snow and ice.
- B. The dogsled teams plunged through the swirling snow and ice.

10. Which of these sentences helps you imagine the action better?

***B***

---

11. Which word would you call a strong verb?

***plunged***

---

12. Which word would you consider a weak verb?

***went***

---

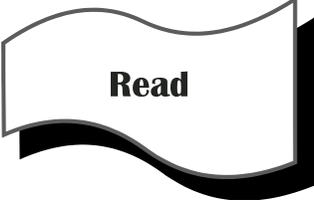
For the following sentences, a weak verb is shown in brackets. Replace this weak verb with a strong verb. You may use a dictionary or thesaurus to help you with this activity.

***Answers will vary; possible answers are listed.***

- 13. The team \_\_\_\_\_ its way through the blizzard. (made) (***plunged, darted, scampered***)
- 14. The sheep dog \_\_\_\_\_ up the hill at an amazing speed. (ran) (***sprinted, darted, scampered***)
- 15. It took no more than a minute for Possy to \_\_\_\_\_ the spot where the package was hidden. (find) (***detect, discover, nose out***)



## The Dog Who Leads Two Lives



Read

In the book, *Dogs on the Job!*, locate the story, “The Dog Who Leads Two Lives”.

Read the story, and discover what two lives the writer is referring to.

Discuss each question below with a partner or in a small group.



- Describe Madison’s life at St. Joseph’s Catholic School in Nashville, Tennessee.
- Would you be frightened to find a massive, 60-kilogram bloodhound in your school office?
- What did Madison do in his “other life”?
- Discuss examples of Madison’s amazing ability to track.
- Suppose this bloodhound could talk to humans. What might he tell his student friends on Monday morning?



## Wonderful Websites

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

To find out more about Balto, including pictures, go to

**[www.pbs.org/wnet/nature/sleddogs/balto.html](http://www.pbs.org/wnet/nature/sleddogs/balto.html)**

For more about Balto and to see a photo of the Balto statue in New York, see

**[www.roadsideamerica.com/pet/balto.html](http://www.roadsideamerica.com/pet/balto.html)**

To learn more about how the dogs were rescued from poor treatment at the “dime-a-look” museum, see

**[www.cmnh.org/fun/balto.html](http://www.cmnh.org/fun/balto.html)**

To see cartoon characters from the 1995 movie of Balto, see

**[www.lionking.org/~kaltag/](http://www.lionking.org/~kaltag/)**

At this site, you can even hear music from the soundtrack if your computer is set up for this.

