

*Important Concepts . . .*

# **Preview Review**



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

***W2 - Lesson 3: The Phenomenal  
Patsy Ann***

## 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 3 Teacher Key

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# Preview/Review Concepts for Grade Four Language Arts

## *TEACHER KEY*



***W2 - Lesson 3:***  
***The Phenomenal Patsy Ann***

# OBJECTIVES

By the end of this lesson, you should

- use contractions and recognize possessives or belonging words
- revise to ensure an understandable progression of ideas and information
- apply spelling skills using syllabication
- continue to apply the WERP writing process to individual compositions

## GLOSSARY

**possessive (belonging word)** -  
shows that an item belongs  
to someone or something else

**revise** - improve your writing by  
making changes

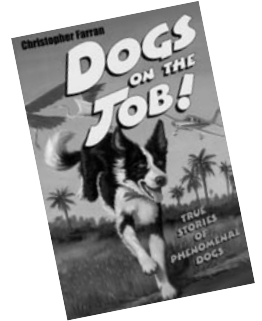
**revised draft** - the improved  
piece of writing

## W2 - Lesson 3: The Phenomenal Patsy Ann

### Share

Remember reading “The Dog Who Didn’t Need to Hear” last night? Use the following questions to discuss what you found.

- Why was Patsy Ann a famous dog?
- What disability did this dog of Alaska overcome?
- Name the good things about Patsy Ann’s life.

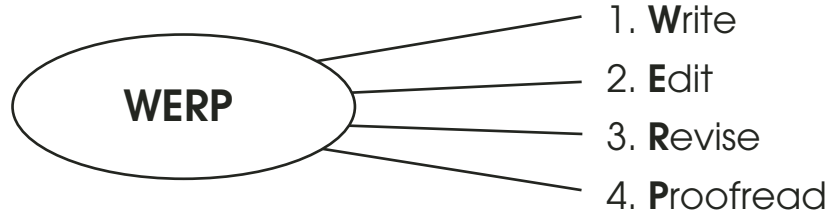


### Step 3: Revising Your Writing

### Write

In the last lesson, you worked on Steps 2 and 3 of the WERP process. You edited and revised your story about Jet, the airport dog, by using a rubric. Your task was to improve your sentences by using a variety of sentence beginnings.

Today, you will continue to work on Step 3.



The last part of Step 3 is to write a **revised draft** or **revision** of your story.

- Use your first draft, and copy the changes and improvements you made.
- Give your story a title. (Follow the rules of capitalization.)
- Write in pen as neatly as you can.

[illegible]

## Step 4: Proofreading Your Writing

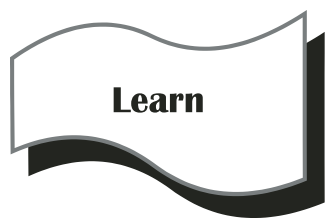
First, proofread your story yourself. Compare your revision to your earlier copy. Did you make all the corrections and improvements you had planned?

With a pencil in hand, read your story out loud to make sure it sounds satisfactory. For example, you may find you left out a word or reversed the order of two words. Possibly, you forgot a punctuation mark. Mark any items such as this with a pencil for now.

After making your corrections in pencil, go back and make your corrections in pen. Draw a single cross-out line through any mistakes. Rewrite the corrected words or sentences in the space above the original. For homework later, you can ask a parent or a brother or sister to proofread your story with you.



## How to Write Titles Correctly



Capital letters are needed on the following words:

- the **first** word
- the **last** word
- all **important** words in a title

This is true for titles of books, chapters, poems, stories, movies, plays, songs, magazines, and newspapers.



Look carefully at the following titles given to movies about dogs. Notice that small words like **a**, **an**, **and**, **of**, and **the** are not capitalized unless they come at the beginning of the title.

Lassie	Homeward Bound
Lassie Come Home	Sounder
Benji	Shiloh 1 and 2
Legend of the Northwest	Shaggy DA
The Dog Who Wouldn't Be	Incredible Journey
Duke	Dog of Flanders
Where the Wild Fern Grows	Beethoven 1, 2, 3, and 4
Biscuit Eater	Scooby-Doo
My Dog Skip	Lady and the Tramp

You may want to watch one of these movies before your course is over. Because many of them are books, you could also look for some of these titles in a library.



## Word Work

# Homophones

## It's and Its

The word **it's** is made from two words - *it* and *is*, but *it's* (it is) is shortened by using an apostrophe to replace the second letter i.

**It's** time to go home.

**It is** time to go home.

The word **its** is used like the words **his** and **her** to show that something belongs to something else (usually an animal).

The girl lost **her** pencil.

A bird lost **its** feather.

The skunk raised **its** tail.

Before writing *its*,  
ask yourself  
Do I really mean *it's* (it is)?

Think of the meaning of each word as you write **it's** and **its** on these lines.

<i>it's</i>	<i>its</i>
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1. Write one sentence that contains both *its* and *it's*.

**Answers will vary. Check for correctness.**



## Our and Hour

Both **our** and **hour** have the sound of **ou**. When you are pinched, you say “OU-CH!”

The word **our** is a possessive or belonging word. It is used to show that something belongs to more than one person. It is not a homophone for *are*!

I hope **our** dog comes home soon.

The word **hour** refers to time. It has an **h** like the **h**ands of the clock.

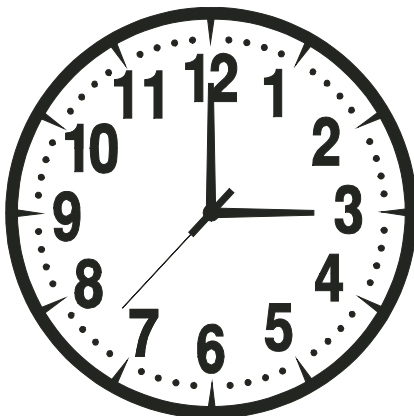
This is **our hour** to swim in the pool.

Think of the meaning of each word as you write **our** and **hour** on the lines below.

our                      hour

2. On the lines below, write your own sentence using both **our** and **hour** in the same sentence.

*Various answers.*



## To, Too, and Two

The word **to** is used often in writing—fortunately it's short. It is used most often in phrases such as

to school	to Calgary
to work	to Mom
to me	to the mall
to my friend	to church

**Too** is used in two ways:

1. when you mean **too many** or **too much**

The soup is **too** hot to eat.  
I was **too** tired to get up at 4:00 a.m.

2. when you mean **also**

I went to the mall **too**.  
She was afraid of the snake **too**.

Think of **too** as having **too many oo's**.

The word **two** is easy. It's a number. **Two** has a silent **w**.

**Two** of the books had **two pages** missing.

**Our picnic was a challenge because of too many ants.**

No, I mean there were **too** many ants.



My **two** best friends are coming with me **to** school.

Think of the meaning of each word as you write **to**, **too**, and **two** in these spaces.

to                      too                      two

3. On the lines below, write **one** sentence that contains all **three** of the homonyms **to**, **too**, and **two**.

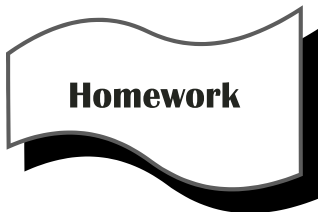
*Various answers.*

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## Homework

Have a parent or older sibling proofread your revised story about the airport dog with you.

If you have one, two, or even three little *fix-ups* to do, this revision may serve as your final copy. On the other hand, if you have had to fix several mistakes, you may want to write another revision.

Even professional writers make many, many revisions before having a piece of writing the way they want it.



