

Important Concepts . . .

Preview Review



Language Arts Grade 4 TEACHER KEY

***W1 - Lesson 2: Water Jobs for
Water Dogs***

Important Concepts of Grade 4 Language Arts

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Materials Required

Textbooks:

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

Language Arts Grade 4

Version 5

Preview/Review W1 - Lesson 2 Teacher Key

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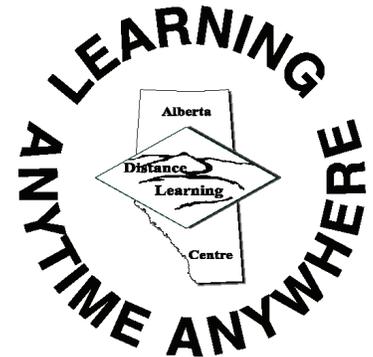
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Preview/Review Concepts for Grade Four Language Arts

TEACHER KEY



*W1 - Lesson 2:
Water Jobs for Water Dogs*

OBJECTIVES

By the end of this lesson, you should

- apply strategies for identifying and learning to spell problem words in own writing while reflecting on the most misspelled words, compound words, spelling rules, and word families
- ask for and provide information and assistance, as appropriate, for completing individual and group tasks
- apply the five W's and H for questioning
- use the WERP writing strategy and other spelling rules

GLOSSARY

brainstorm - putting ideas together in a group

prefixes - syllables added before a word

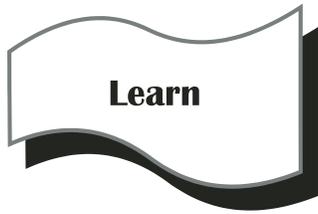
editing - reading what is written to find things that need to be changed, added, or deleted

recall questions - questions that begin with *who*, *what*, *where*, and *when*

key words - important or essential words in a sentence

suffixes - syllables added after a word

W1 - Lesson 2: Water Jobs for Water Dogs



Often in school you are asked to write a paragraph or report on a given topic. In this course, you will learn strategies to help you write a good report that is all your own.

The Key Word Strategy

Key words are important or essential words in a sentence. Think of them as the important words that unlock the meaning of the sentence.

To use the Key Word Strategy,

- Find three key words in each sentence of the paragraph.
- Rewrite the sentences using the key words **and** words of your own.



Reread the first paragraph in the article about water dogs. Work together with your instructor.

First, find the key words in the introductory sentence of paragraph one and underline them. (Underline no more than **three** words!)

Here’s how. Underline the three key words in this introductory sentence.

Portuguese water dogs are interesting animals.

Here are three words you could have chosen as the key words for this sentence.

Portuguese, water dogs, interesting

Does that show you how to pick key words?

Next, find and underline three key words for each remaining sentence in paragraph one.

1. Now write your key words for all **four** sentences here.

Introductory Sentence (main idea):

Portuguese, water dogs, interesting .

Sentence 1:

oily, not shed, allergies

Sentence 2:

hardy, living, outdoors

Sentence 3:

ideal, people, allergies



Now close your booklet so that you cannot see the article. Using the key words, make up your own sentences to retell the article orally to a partner.

Notice that the introductory sentence of each paragraph gives the main idea. Because this sentence is so important, we make special note of it in the key word outline. It is given a letter.

The remaining sentences are given numbers because they support the main idea.

A. Introductory Sentence (main idea)

Portuguese, water dogs, interesting

Sentence 1:

oily, no allergies

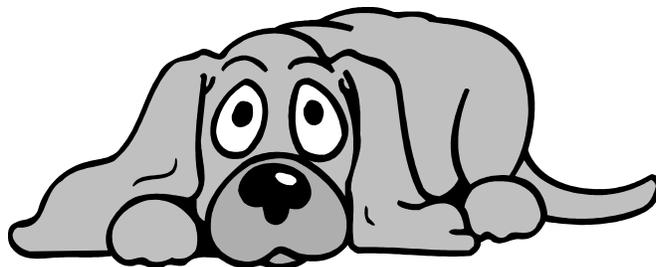
Sentence 2:

hardy, living, outdoors

Sentence 3:

ideal, people, allergies

Now go back and read the second paragraph of “Water Dogs.”



Write key words for the second paragraph.

3. By yourself, or with a partner, write key words for the second paragraph using the outline form below.

B. Introductory Sentence (main idea)

wonderful, helpful, humans

Sentence 1:

why, fisherman, Portugal

Sentence 2:

waves, nets, floats

Sentence 3:

item, overboard, fetch

Sentence 4:

carry, messages, boat

Sentence 5:

fishermen, boating, perfect

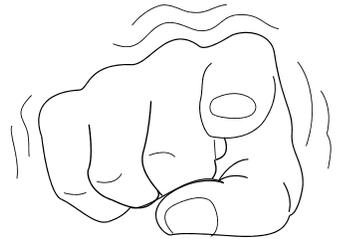
Retell the second paragraph orally to a partner using only your key word outline as a guide.

Frequently Misspelled Words



During this course, you will review some frequently misspelled words.

As the words are introduced, try to learn them well. Then, it will be your task to spell them correctly in all your future writing.

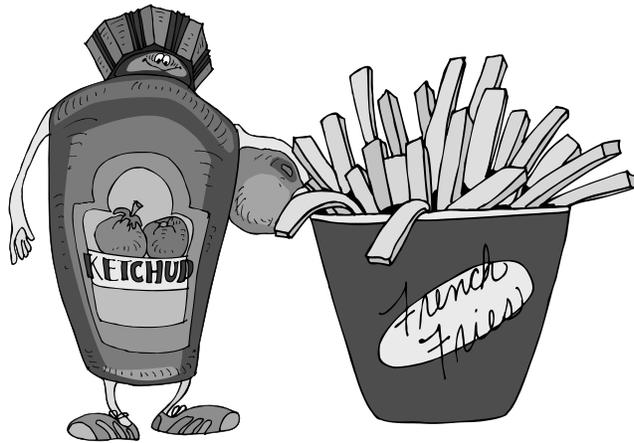


If you have already mastered the words given each day, help a friend learn them. Speaking of **friend**, that is one of the words that is used often, and it often is misspelled.

Have you heard this rule before?

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

The **good news** is that this rule applies for the word **friend**. The **bad news** is that eight words are exceptions to the rule, but the rule does work most of the time. For today, take that rule and use it. Now, look at the parts of the word **friend**.



In **friend**, **f** and **r** go together like ketchup with French fries.

Then comes **ie**, and remember that **i** does come before **e**!

Then comes the **nd** ending. Put the word together like this.

fr ie nd

If you put **friend** and **ship** together, you get the compound word **friendship**. Even in a bigger word, you still have to spell the **friend** part right.

friend + ship = friendship

5. Make some “friendly” words with the following **prefixes** (syllables before the word) and **suffixes** (syllables after the word).

a. be + friend *befriend*

b. friend + less *friendless*

c. friend + ly *friendly*

d. un + friend + ly *unfriendly*

6. In the next two words, change the **y** to **i** and add the ending.

a. friend + ly + er *friendlier*

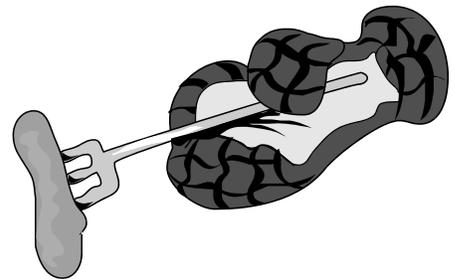
b. friend + ly + est *friendliest*

Take another look at the spelling rule.

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

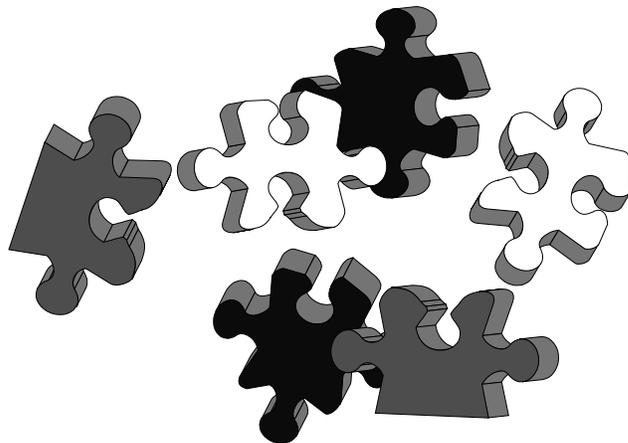
The first part of the rule says *write i before e*. Here are a few that do that.

- friend
- piece of pie
- thief
- field
- shield



7. Write the correct spelling word beside its matching phrase below.

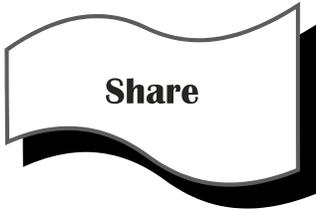
- a. a place to plant crops *field*
- b. a dessert *piece of pie*
- c. a person you like *friend*
- d. a piece of armour *shield*
- e. a person who steal *thief*

8. Unscramble the **ie** words below.a. feiht *thief*b. dielf *field*c. rendif *friend*d. elshid *shield*e. ipe fo ceipe *piece of pie*

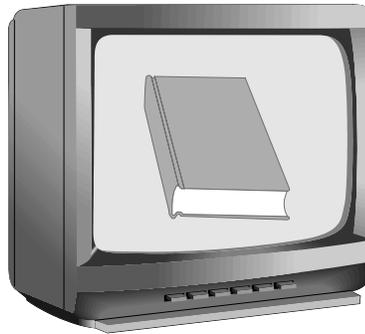
Write **i** before **e**,
except after **c**
or when sounded like **a**,
as in neighbour and weigh.

Can you think of any more words that are good examples of this rule?

Can a Dog Be a Shepherd?



You probably know that many books about dogs have been made into movies. Your neighbourhood video store or your local library, likely has several movies about our canine friends.



Have you read any good books, or have you seen any good movies about dogs?

Watching a dog story on video or DVD is a great family activity. Why not find a dog-story movie sometime during this course and watch it with your family?

Brainstorm with a partner or in a group to see how many books or movies about dogs you can come up with. Record your list on the next page.

Share your list with other groups, and add their ideas to your list so that you have a useful list to refer to in the future.

Remember that you capitalize all the main words in a title. Less important words such as *a*, *an*, *and*, *with*, *to*, and *the*, are not capitalized unless used as the first word in the title.

Dog Stories or Movies

Answers will vary.

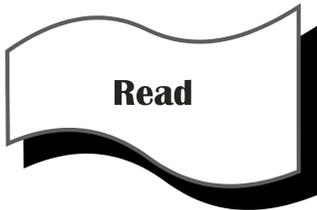
Lassie

Old Yeller

Benji

Lady and the Tramp

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Look in the Contents for the story, “Sheepish Behavior.” Then, turn to the first page of the story and look at the illustration.

9. What do you think this dog’s job is?

Answers will vary.



Read the story, “Sheepish Behavior”, and learn how this Border Collie does her job.

After reading the story, you meet with a partner and ask each other questions about the story. Remember that you can ask six types of questions. In other words, try to go beyond asking basic **what** questions.

To do this, use the **five W's** and **H**. Begin your questions with

Who

What

Where

When

Why

How



Questions that begin with **Who**, **What**, **Where**, and **When** are recall questions. Answers to these questions can be looked up in the story.

Questions that begin with **How** or **Why** make people think harder.

- How did that happen?
- Why did he do that?

10. Write six questions that you could ask about the story, "Sheepish Behavior." Use each recall question listed below.

a. Who

Questions will vary. Check for punctuation, too.

b. What

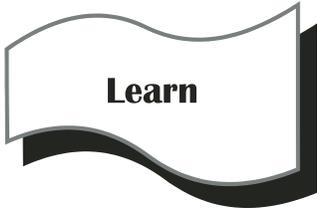
c. Where

d. When

e. Why

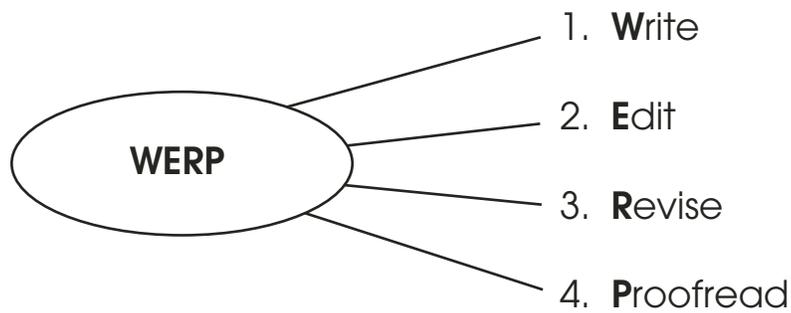
f. How

WERP

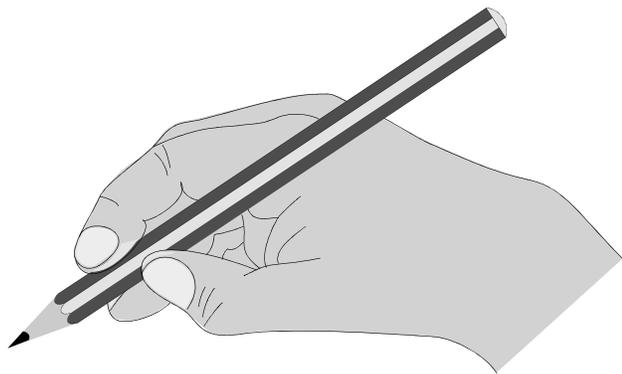


Today you will learn about **WERP** – a writing strategy that can improve your writing. You can use WERP when you are writing a story, a report, a book review, a poem, or any form of writing.

Have you ever written a story, handed it in to your teacher, and received a less-than-wonderful mark? Were you disappointed? Probably you only did the first step of WERP — the writing. What you forgot to do was the rest of the WERP process.

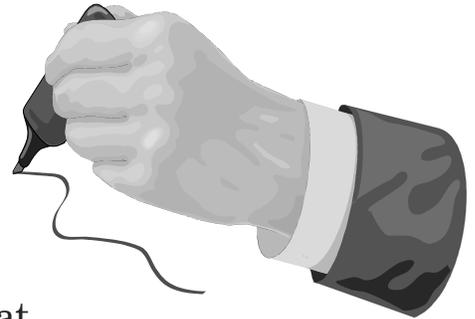


Earlier in this lesson, you started a writing assignment. You did the *Write* step. Now you can do the next step – ***Edit***.



Editing

Editing your written work means reading what you have written to find things that need to be changed, added, or deleted. You may want to identify spelling mistakes, mark places where more words are needed, or underline whole sentences that need to be “fixed-up”.



There are several ways to edit your writing. One tool that helps you is the Sentence Checklist or rubrics.

Student refers to this.

Sentence Checklist	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?		

Use the questions in the checklist above as a guide when you are editing your writing.

Turn to the story you wrote about water dogs.

With a highlighter in hand, read your story out loud. Highlight any errors you find. Use a pen to make your corrections.



One important part of editing your work is **checking the spelling** of each word. Highlight any word that you know is misspelled. Also, if you are not sure about a word, mark it. Then, look up any highlighted words in a dictionary or thesaurus.

When you are done, your first draft may be colourful and maybe even a bit messy. That’s all right! It means you are ready for the next step in the WERP process – “Revising”. We’ll look at this step in the next lesson.



ie and ei Words – Some of Each

Remember the *i before e* rule:

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



Earlier you learned how the first part of this rule helps you to spell **ie** words such as **friend** and **field**.

The next part of this rule helps you spell words in which **ei** follows **c**.

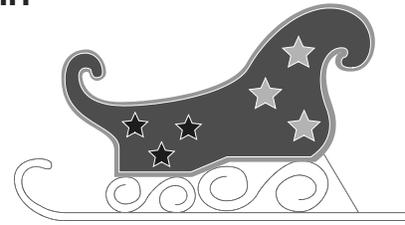
Except after c:

receive
ceiling



When sounded like *a* as in
neighbour and *weigh*:

neighbour
weigh
sleigh



The last part of the rule helps you spell words where **ei** has the sound of **a**. Nine words do not follow the **i** before **e** rule. We call these words **exceptions to the rule** or **weird words**.

Weird Words (Exceptions to the Rule)

counterfeit	forfeit	neither
either	height	seize
foreign	leisure	weird



Complete the exercise below to show how well you understand the **i** before **e** rule. Your goal is to spell each word correctly. Can you do it without copying from the lists above?

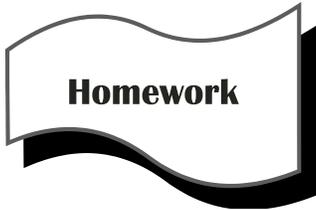
11. Fill in the blanks with an **ie** or **ei** word that matches the meaning. Without looking at the word lists, try to decide on the spelling of each word.

- | | |
|---------------------------------------|-------------------------|
| a. odd, unusual | <u><i>weird</i></u> |
| b. people next door | <u><i>neighbour</i></u> |
| c. find out how heavy | <u><i>weigh</i></u> |
| d. one or the other | <u><i>either</i></u> |
| e. light carriage used on snow | <u><i>sleigh</i></u> |
| f. the tallness of anyone or anything | <u><i>height</i></u> |

Next Lesson . . .

Do you know any jokes or riddles about dogs? Be prepared to share them in the next lesson.

Homework



Study the rule and the words that follow. You are tested on them in the next lesson during the Word Work section.

The *i* Before *e* Rule:



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

- | | | | |
|--------|---------|--------------|--------|
| friend | receive | neighbour | weird |
| field | ceiling | weigh | height |
| shield | sleigh | piece of pie | thief |

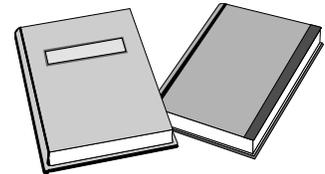
Activities That Improve Spelling

- reading
- writing
- crossword puzzles
- word searches
- unscrambling words
- spelling games such as Scrabble and Upwords
- spelling bees

Friends of Good Spellers



- dictionary
- thesaurus
- computer spell check
- your own lists of words that you often misspell



How to Study Spelling Alone

1. **Look** at the word and **analyze** it.
2. **Say** the word to yourself.
3. **Cover** the word so that you cannot see it
4. **Write** the word without looking.
5. **Check** the word.

