

Important Concepts . . .

Preview Review



Language Arts Grade 4 TEACHER KEY

***W3 - Lesson 2: Can Dogs Lead
Double Lives?***

Important Concepts of Grade 4 Language Arts

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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 2 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



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Preview/Review Concepts for Grade Four Language Arts

TEACHER KEY



*W3 - Lesson 2:
Can Dogs Lead Double Lives?*

OBJECTIVES

By the end of this lesson, you should

- read and write dialogue using quotation marks and speech tags
- vary the use of “said”

GLOSSARY

dialogue - a conversation in writing

dialect - a form of speech used by people of a certain area

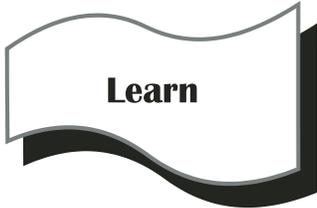
direct quotation - the exact words spoken; always start and end with quotation marks

slang - a kind of language used in everyday conversation; often uses new words and new meanings for old words

tag words or speech tags
- words or phrases that describe how a character is speaking

W3 - Lesson 2: Can Dogs Lead Double Lives?

Dialogue - Getting Characters to Talk

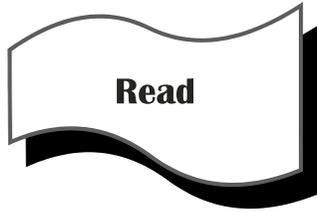


In this lesson you will learn how to write **dialogue**. Dialogue describes **conversation** in writing. Dialogue helps to show what is happening in a story. By reading what each character says and how he or she says it, readers learn more about the character.



slang: a kind of language used in everyday conversation. Slang uses new words and new meanings for old words. E.g., gonna, ain't, cool, awesome.

Dialogue adds interest to a story. To make dialogue interesting, the author tries to make the conversation seem true-to-life. To do this, the writer has to imitate the way people really talk. Sometimes this means writing **slang**, contractions, and even sentence fragments.



Read the following imaginary conversation between a tracking dog named Madison and a student named Jonathan.

“Boy, I had a busy weekend,” Madison sighed.

“You too? What did you do?” asked Jonathan.

“We ended up at a rustic old cabin in the woods. Chasing a bank robber,” drawled Madison. “The woods were thick with trees and underbrush and just about any animal you could think of. Deer, possums, raccoons.”

“Didn’t all those smells mix you up on what you were tracking?” Jonathan questioned.

“Yup! I admit there were some tempting smells in the bush. I just had to stay focussed. My boss reminded me what I was there for. And it wasn’t the possums,” Madison chuckled.

“That must have been tough,” said Jonathan.

Just then the principal walked in. Smiling pleasantly, she asked, “What can I do for you, Jon?”

Notice how the writer uses **tag words** or **speech tags** to give the reader an idea how the character is speaking. **Tag words** are phrases such as

Madison sighed

asked Jonathan

drawled Madison

Using a variety of tag words including **said** makes the story appealing. The following nonsense poem explains this quite well.

Whiffle a Wheeze and Crackle a Gleez

Monsters don't say
when they want a thing said.
They chatter and murmur and hiss.
When they want a thing told,
using language age-old
they smackle and crackle and griss.
They snarffle with glee
and snort hee-hee—hee-hee.
They whisper and whiffle and wheeze.
Monsters don't say
when they want something said.
They'd rather be sick in their bed.

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1. List words from the poem that can be used in speech tags to describe how monsters have spoken. (Hint: Add **-ed** to the words.)

chattered

murmured

hissed

smackled

crackled

grissed

snarffled

snorted

whispered

whiffed

wheezed

SAID is Dead!

Have you ever heard the expression, “SAID is dead”?

When people say this, they mean the word **said** is used too much in speech tags, and writers should try to use other more interesting tag words.

Saying “SAID is dead” is not exactly true. **Said** is a useful word in speech tags, but try not to over-use it. Try spicing up your writing with a few other tag words.

Fortunately, many words can be used in place of **said**.

Words to Use Instead of SAID

added	asked	agreed
begged	blurted	cried
demanded	exclaimed	explained
gasped	giggled	hollered
joked	laughed	moaned
murmured	objected	ordered
questioned	replied	remarked
sighed	shouted	stammered
thought	wailed	whispered
wondered	yawned	yelled





Rules for Quotations

When you are writing dialogue, you are quoting someone. This means you are telling exactly what the speaker said.

Punctuation

- Use quotation marks around the exact words that are spoken. The exact words are called a **direct quotation**.
- Punctuation is always used between the tag words and the direct quotation.

See the following examples. Notice where the commas are placed.

Using Tag Words

Tag words before the quotation

Sam roared, "Get out of my way!"

2. Write your own sentence with the tag words in front.

Garth explained, "You have to put the red block in first."

Tag words in the middle of the quotation

"I'd like to come," said Jenna, "but I'll have to ask my mom."

3. Write a sentence with the tag words in the middle.

"Would you please help me," asked Mom, "because I have an appointment at two o'clock?"

Tag words at the end of the quotation

“Why would you say that?” Blake wailed.

4. Write a sentence with the tag words at the end.

“I could eat tiger ice cream every day of the week,” admitted Zera.

Notice the ending punctuation (question mark, comma, or exclamation mark, but not a period) goes before the closing quotation marks.

“Why would you say that?” Blake wailed.

“I think I’ll just stay here,” sighed Mary Ann.

“That’s for sure!” exclaimed Mr. Holland.

Start a New Paragraph

Whenever the speaker changes, you indent and begin a new paragraph.

New Speaker → New Paragraph

To see how this works, re-read the conversation between Madison and Jonathan on page 2. Read the conversation in groups of three — each person being Madison, Jonathan, or the principal. Notice how there is a new paragraph when each person begins speaking.

Style of Speech

Make your characters sound like real people. Have them speak the way they do in real life.

You may use slang, incomplete sentences, and contractions. Writers even use **dialect**, which is a form of speech used by people of a certain area.

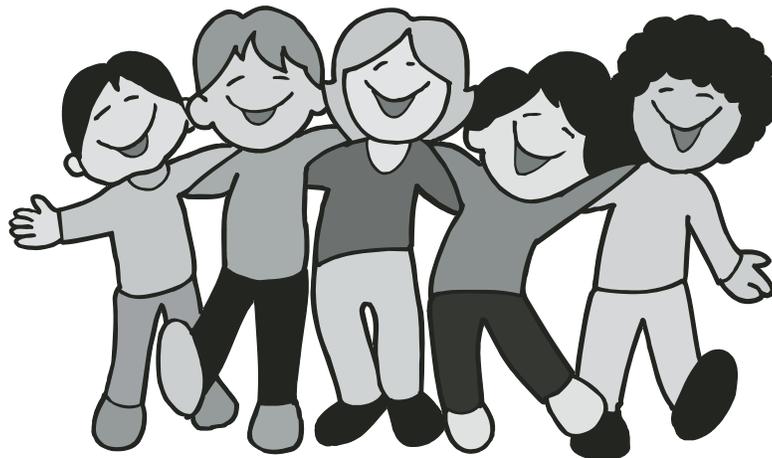
For example, people from the Maritimes might say,

“We has to go,” she announced. “They’s no other way.”

In the southern United States, you might hear,

“How y’all doing?” he asked.

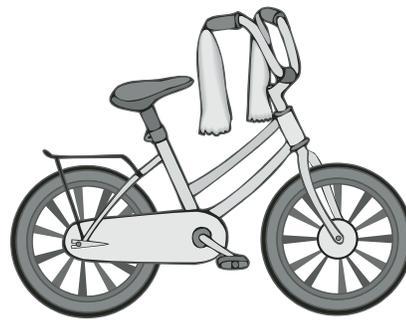
In Western Canada you may say,
“How’s it goin’?” he said.



Punctuation Practice

Put quotation marks in the right places for the following sentences that use dialogue.

- 5. "Would you like to come with us?" asked Mrs. Yuri.
- 6. Dan hollered loudly, "Don't you dare take my new bike!"



- 7. "Don't help me," said Dan, "because I like doing it myself."

Write suitable **speech tags** for the following sentences. Think of a variety of speech tags and use **said** in only one sentence. Think of who is speaking and how they might say the sentences.

Answers will vary.

- 8. "Today has been lots of fun, son. Let's do this again,"

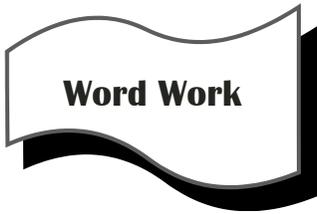
_____ .

- 9. _____ , "Do we have to go home so soon?"

- 10. "Who broke my favourite vase?" _____

_____ .





Spelling

Over the next few days you will study some new words that are frequently misspelled. Learn them now, and you'll never be caught spelling them wrong again!

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

Look at the words.

when
 Note the **wh** beginning

went
 Note the **t** ending

were
 Think: was/were

we're
 Think: we are

We were on our way to school.

We're right on time.
 (We are right on time.)

Speak the words. Pronounce them carefully and accurately.

Syllables

All the spelling words are one, two, or three-syllable words. Write each word under the correct heading. Then write the word in syllables beside it. One-syllable words will be easy.

One-Syllable Words

Spelling Word	Word in Syllables
<i>when</i>	<i>when</i>
<i>went</i>	<i>went</i>
<i>were</i>	<i>were</i>
<i>we're</i>	<i>we're</i>
<i>that's</i>	<i>that's</i>
<i>said</i>	<i>said</i>

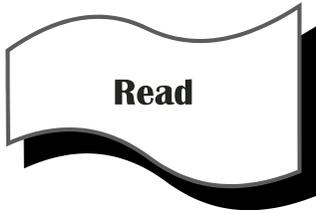
Two-Syllable Words

Spelling Word	Word in Syllables
<i>really</i>	<i>real ly</i>
<i>sometimes</i>	<i>some times</i>
<i>because</i>	<i>be cause</i>

Three-Syllable Words

Spelling Word	Word in Syllables
<i>finally</i>	<i>fi nal ly</i>
<i>favourite</i>	<i>fa vour ite</i>
<i>different</i>	<i>dif fer ent</i>

Service Dogs



Your reading topic is about service dogs. These are dogs specially trained to help people who have special needs. In a group or with a partner, share what you know about dogs that help people with disabilities to lead normal lives.

At one time, guide dogs for the blind were the only service dogs trained to help people. However, dog trainers are finding more and more ways that dogs can help humans. Today, there are many types of service dogs.

- guide dogs for blind persons
- hearing dogs that alert their owners to sounds
- mobility assistance dogs ... that may pull a wheelchair
- medical alert dogs
- companion dogs
- therapy dogs

Each of these service dogs helps its handler to live more independently. Independence is the gift a service dog offers!



Much time and money are needed to train a service dog — up to \$10 000. This is because each dog is trained to do special jobs that its new owner requires.



That means the wait for a service dog can be a year or more. Luckily, the cost to the new owner is often paid by community clubs.

Homework

Homework

Turn to the Contents in the book, *Dogs on the Job!* Locate the story, “The Most Important Gift”. Read the story to find



- how a Labrador Retriever helps a young girl be more independent
- how a Golden Retriever helps a woman who has cerebral palsy and lupus
- how a Labrador Retriever helps people with emotional problems when they are tense, angry, confused, or anxious.

cerebral palsy:
a disease that affects the use of the muscles

lupus: an illness that affects the body's resistance to disease



