

*Important Concepts . . .*

# Preview Review



*Language Arts Grade 4 TEACHER KEY*

*W2 - Lesson 2: Dog Days of Summer*

## 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 2 Teacher Key

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# Preview/Review Concepts for Grade Four Language Arts

## *TEACHER KEY*



*W2 - Lesson 2:  
Dog Days of Summer*

# OBJECTIVES

By the end of this lesson, you should

- proofread using editing symbols
- implement a writing rubric
- apply reading and writing strategies

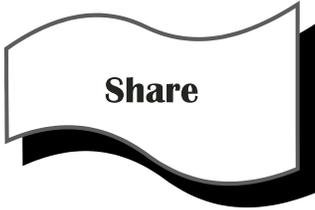
## GLOSSARY

**predicate** - the action, or what happens in the sentence

**subject** - the person or animal who performs the action

## W2 - Lesson 2: Dog Days of Summer

### Step 1: Write



In the last lesson, you wrote paragraphs about Jet, an airport dog. Today as you edit and revise, you will be asked to check, correct, and improve your writing.

Your goal is to make your revised copy

**LOOK better**

**READ better**

**SOUND better**

### Step 2: Edit



With your highlighter in hand, go back to the writing section of W2 - Lesson 1.

- Use the Sentence Rubric on the next page and mark any corrections needed in your story. For example, highlight any word that you know is misspelled or for which you need to check the spelling.
- Did you leave out any words? If you did, draw an upside-down V with your highlighter to indicate where the word is missing. Then, write the missing word above this spot.

Example:

The dog chased the birds <sup>off</sup>  
^ the runway.

Sentence Rubric	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?		

### Step 3: Revise



When you have completed your corrections, you are ready to improve your writing. This is where you will choose better words and rearrange your sentences to make them more interesting and varied.

The Writing Rubric can help you.

Writing Rubric	Yes	No
Did I indent for each paragraph?		
Does this writing sound like it is my own?		
Will my readers understand what I have written?		
Did I tell my story in a logical order?		
Do my sentences begin in different ways?		

Using this rubric step by step is useful.

**1. Did I indent each paragraph?**



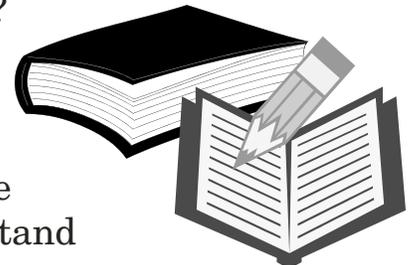
If not, draw an arrow pointing to the right before the first word of each paragraph.

**2. Does my writing sound like my own?**

In other words, you should not have used exactly the same words and sentences as the writer of the article. You should have used a variety of words.

**3. Will the reader understand what I have written?**

Does your writing make sense?  
Did you explain yourself as well as you possibly could?  
Someone who has never heard about dogs that clear the runway of birds should understand your explanation.



If your writing is not easy to understand, do some fixing. Talk to a classmate about your writing. What does he or she think about it? How can you make your message clearer?

**4. Did I tell my story in a logical order?**

To tell all about Jet’s job right at the beginning of the story does not make sense. First, you would need to explain the problem at the Florida airport. Then, you might have to explain why a dog like Jet was picked for the job. A strong conclusion may end with a report on how this experiment is working.

### 5. Do my sentences begin in different ways?

By now, you are probably saying, “My sentences are correct, and they are complete. Each one has a subject and a predicate. What else could I possibly need?” That *something* you need in your writing is

## Variety

### How to Add Variety to Your Writing

If your sentences all sound the same, your writing may become boring. Do not start every sentence with a subject (who) and end with a predicate (did what).

e.g.,	The dog	chased the birds away.
	SUBJECT	PREDICATE
	(who?)	(did what?)

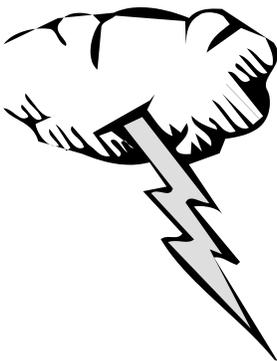
Instead, make your sentences more interesting by using the following sentence starters.

#### Use a *When-Where-How* Phrase

e.g., After their long flight, the birds claimed the runway as a good place to land.  
(Tells WHEN)

e.g., On the tarmac, the birds became a danger to any plane trying to land or take off.  
(Tells WHERE)

e.g., With explosive energy, Jet raced from his kennel, scattering the resting birds.  
(Tells HOW)



**Use an *ly* Word**

e.g., Naturally, the birds liked the open runways for a landing spot.

e.g., Quickly, the dog raced after the resting birds.

**Use an *ing* or *ed* Word**

e.g., Landing on the runway, the birds caused problems for the planes.

e.g., Tired from their flight, the birds landed on the tarmac.

**Use *Since-Although-Because-If* (SABI)**

e.g., Because the birds liked the airport runway, planes and passengers were in real danger.

e.g., If it hadn't been for Jet, more birds might have been killed.

Remember, not all of your sentences have to begin with a special sentence starter. Some of your sentences should start with the subject.

e.g., The birds wanted to land on the runway.

Now, go back to W2 - Lesson 1 and find the four paragraphs you wrote. See if you can add variety to your twelve sentences and *dress up* your writing.

Remember, to make your sentences sound better, use a variety of sentence starters

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### Sentence Starters

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**Type 1:** *Who/Did What* sentences

Type 2: *When/Where/How* phrase

Type 3: *ly* Words

Type 4: *ing* or *ed* words

Type 5: *SABI* (*since, although, because, if*)

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If you did not write on every other line for your first draft, you may have to squeeze some of these changes in. Write as neatly as you can.

By the time you are finished, your original story may look messy. That’s all right. The jumble of ink and highlighter indicates that you are taking the process of editing and revising seriously. You will write your revision or second draft in W2 - Lesson 3.



### Spelling Homophones

Practise writing these words on a separate piece of paper.

know	no	
there	their	they’re
it’s	its	
our	hour	
to	two	too

Use the “How to Study Spelling Alone” chart shown below to study your words.

**Know and No**

### 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.

The word **know** has the word **now** in it.

- Now I know.

**No** is a simple answer (the opposite of YES) and it has only two letters.

While you think about the explanation, write the words **know** and **no** below.

*know*

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*no*

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## There, Their, and They're

The word **there** has **here** in it.

- Is it here, or is it there?

The word **they're** has **they** and **are** in it, but it is shortened by using an apostrophe instead of a letter **a**.

- They're arriving there at three o'clock.

The word **their** is a weird word, because **i** does not come before **e**.

- Their car was damaged, but they're okay.

Remember: *Their* is a *weird* word.

Think of the meaning of each word as you write the words **there**, **their**, and **they're** below.

*there*

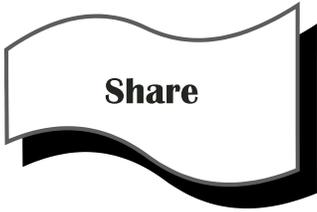
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*their*

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*they're*

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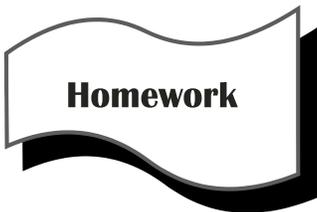
Have you ever heard someone say, “I’m going out to walk the dog”? Usually the expression, **walk the dog**, means to take a dog outside on a leash for some exercise.

**Walk the dog** is also an expression used in a certain sport or activity.

Has anyone in your group ever used **walk the dog** to mean something besides taking your pet for a walk?



What does it mean? If no one knows, see the Homework section at the end of this lesson for the answer.



### Homework

Turn to the contents of the book, *Dogs on the Job!* Locate the story, “The Dog Who Didn’t Need to Hear”. Read the story tonight to find out what was so phenomenal about Patsy Ann. Be prepared to discuss the story tomorrow.



## Interesting Internet Sites

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

Are you interested in learning more about “walk the dog”?

For a sketch and good description of the walk-the-dog trick, go to **[www.yoyoplace.com/tricks/index.html](http://www.yoyoplace.com/tricks/index.html)**  
Click on the “Walk the Dog” button.

To learn the steps of how to walk the dog, go to  
**[www.cosmicyo-yos.com/yoyotrick.asp?tricknum=110001](http://www.cosmicyo-yos.com/yoyotrick.asp?tricknum=110001)**

To read more about the Phenomenal Patsy Ann, go to  
**[www.juneau.lib.ak.us/community/history/patsy.htm](http://www.juneau.lib.ak.us/community/history/patsy.htm)**

or

**<http://myhero.com/hero.asp?hero=patsyann>**

