

*Important Concepts . . .*

# Preview Review



*Language Arts*

*Grade 4*

*W3 - Lesson 4: Happy Endings*

## Important Concepts of Grade 4 Language Arts

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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
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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 4

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# Preview/Review Concepts for Grade Four Language Arts



*W3 - Lesson 4:  
Happy Endings*

# OBJECTIVES

By the end of this less, you should

- determine subject and predicate in a sentence
- use adjectives and adverbs to add detail and interest
- use different types of sentences
- combine simple sentences into compound sentences using **and**, **but**, and **or**
- combine simple sentences into complex sentences

## GLOSSARY

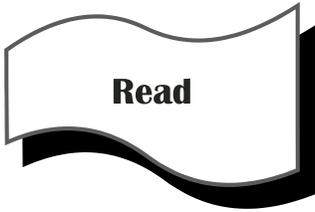
**sentence** - a group of words that tells a complete thought

**simple sentence** - a sentence with one subject (*the who*) and one predicate (*did what*)

**compound sentence** - a sentence made of two simple sentences joined by a conjunction (*but, and, or*)

**compound word** - a word made from two words put together

# W3 - Lesson 4: Happy Endings



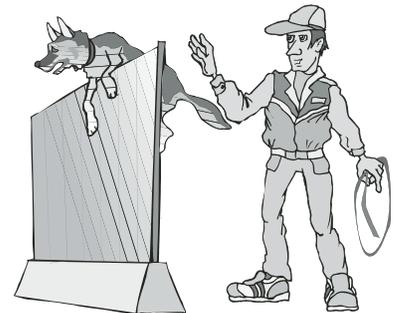
Today’s story is about some women prisoners who helped train dogs to assist disabled people.

Turn to the Contents in *Dogs on the Job!* and locate the story, “Leaving Prison Behind”. Read the story to find how a dog trainer saved the lives of many homeless dogs, and how she also changed forever the lives of many people.

After reading this non-fiction story, discuss the following questions. Look up answers in the story if you need to.

- Explain who each main character is:

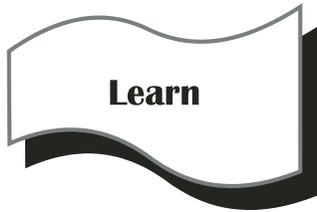
Dawn Jecs  
 Sue Miller  
 Angie Barnum



- What did Dawn Jecs set out to do? (See page 98.)
- What skills did the prison women learn in this “prison pet partnership” program? (See pages 98 and 99.)
- How did working with the dogs change the lives of the women in prison? (See page 99.)
- How did homeless dogs benefit from the program? (See page 98.)
- Angie’s mom, Pat Barnum, wanted help for her daughter who had frequent seizures. Dawn did not think she could train a dog who could successfully help Angie. Discuss how Sheba, Sue Miller’s dog-in-training, was given the task of watching over Angie.
- What were the happy endings to the story?

**Seizure:** a short period of unconsciousness which occurs suddenly accompanied by rather violent muscle contractions

## Types of Sentences



### What is a Sentence?

A **sentence** is a group of words that tells a complete thought.

A sentence has a capital letter at the beginning and a punctuation mark at the end.

We went to the mall.

Susan cried.

What are you doing?

Holidays are here!



### The Simple Sentence

A **simple sentence** has one subject (*the who*) and one predicate (*did what*).

The man            is going to work.  
(subject)            (predicate)

The following sentence still has just one subject.

The man and his dog            are going fishing.  
(subject)            (predicate)

The following sentence has just one predicate.

The man            swam and fished at the lake.  
(subject)            (predicate)

### The Compound Sentence

**conjunction:**  
a joining word

A **compound sentence** is made up of two simple sentences joined by a conjunction.

A **comma** is also used before the conjunction.

but and or



The man (subject)	swam and fished at the lake, <b>but</b> (predicate)
the dog (subject)	just slept in the shade. (predicate)

Answer the following questions about the sentence in the box.

1. The above sentence is made by putting two simple sentences together. What is the joining word?

\_\_\_\_\_

2. Write:

a. the first subject \_\_\_\_\_

b. the first predicate \_\_\_\_\_

c. the second subject \_\_\_\_\_

d. the second predicate \_\_\_\_\_

Here is another example.

This house is haunted, or someone is playing a trick on us.

3. What is the conjunction?

\_\_\_\_\_

4. For the sentence in the box above underline each subject with **one line** and each predicate with **two lines**. (*answers in above example*)

5. Write:

a. the first subject \_\_\_\_\_

b. the first predicate \_\_\_\_\_

c. the second subject \_\_\_\_\_

d. the second predicate \_\_\_\_\_



Here is one more example.

Jolene went to her job, and Trisha went to school.

6. What is the conjunction?

\_\_\_\_\_

7. For the sentence in the box above underline each subject with **one line** and each predicate with **two lines**.

8. Write:

a. the first subject \_\_\_\_\_

b. the first predicate \_\_\_\_\_

c. the second subject \_\_\_\_\_

d. the second predicate \_\_\_\_\_



### Writing Simple Sentences



9. Write two simple sentences about something you remember from today's story.

a. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Writing Compound Sentences

10. Write two compound sentences about something from the story. Use a different conjunction in each sentence. Remember to use the comma.



a. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You will use your spelling words to write more simple and compound sentences.

### Spelling Words



Here are more spelling words.

really	finally
said	favourite (favorite)
different	sometimes

### ly Words

Two of the spelling words end in *ly*.

really      finally

*ly* words are also called **adverbs**. The English language has many adverbs. Many adverbs are made by adding **ly** to an adjective.

For example:

**adjective:**  
a word that describes a noun (a person, place, or thing).

Adjective: The **real** apple looked better than the plastic apple.

Adverb: The juicy apple tasted **really** good.

Adjective: The **final** person to arrive was my brother.

Adverb: My brother **finally** arrived.

11. Make adverbs from the bolded adjectives.

a. The Labrador is an **obedient** dog.

The dog acted \_\_\_\_\_.

b. He tried to quiet the **excited** puppy.

The puppy barked \_\_\_\_\_.

c. That breed of dog is **unusual** because it is so large.

The Saint Bernard is \_\_\_\_\_ large.



## Other Spelling Words to Study

### Said

Because **said** has **ai** in it, you could expect to hear the long *a* sound. Unfortunately, this is not so. It is a **weird word** because it breaks the rules. You just have to learn it. Spell it to yourself, letter by letter. Write it a few times on the line below.

---

Cover the word and try it again. Get a picture of it in your mind.

### Favourite

You will sometimes see this word written as **favorite**, which is also correct. Usually in Canada, we spell the word with **our** instead of **or**.

Break the word into syllables and practise writing it.

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### Different

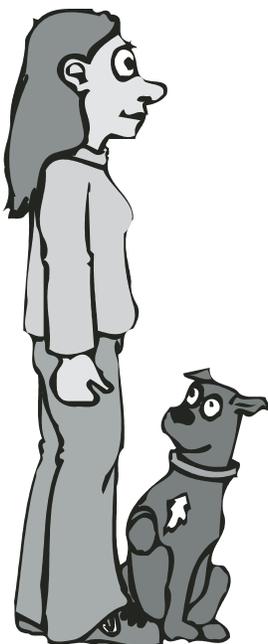
Do the same with the word **different**.

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### Sometimes

Notice that **sometimes** is a **compound word**. The two words make the two syllables. Break the word into syllables (words), and practise writing it.

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Write sentences with the six spelling words studied today.

Write 3 simple sentences and 3 compound sentences.

If you need to, look back at the **Learn** section to review simple and compound sentences. Again, try to use different conjunctions—**and**, **but**, **or**. At the end of each sentence, write in brackets the type of sentence you have written: *simple* or *compound*.

12. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

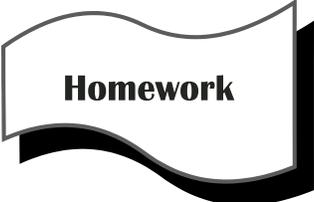
15. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Homework



### Homework

Study the Contents at the front of the book, *Dogs on the Job!*



### Share

Are there any stories you have not read? Pick one or two stories you have not read yet, and read them.

Be prepared to share a new story or favourite from all the stories you have read. Think about what you have learned and what you found most amazing about the dogs in these stories.

