

*Important Concepts . . .*

# Preview Review



*Language Arts*

*Grade 4*

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

## Important Concepts of Grade 4 Language Arts

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W3 - Lesson 5 .....	Historically Speaking
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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

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# Preview/Review Concepts for Grade Four Language Arts



***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

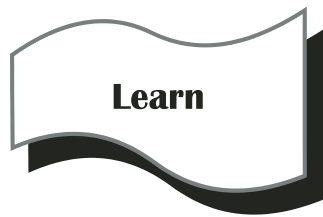
**editing** - reading what is written to find things that need to be changed, added, or deleted

**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:**

**Sentence 2:**

**Sentence 3:**



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.

Use the key words, together with your own words, to rewrite the first paragraph.



2. Without looking back at the paragraph, use your key words to rewrite the paragraph. Use complete sentences. Do not try to rewrite the paragraph word-for-word. Connect the keywords using your own ideas and your own words.

Please write on every second line. Later in the lesson you are asked to proofread this work. Writing in pen is preferred.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

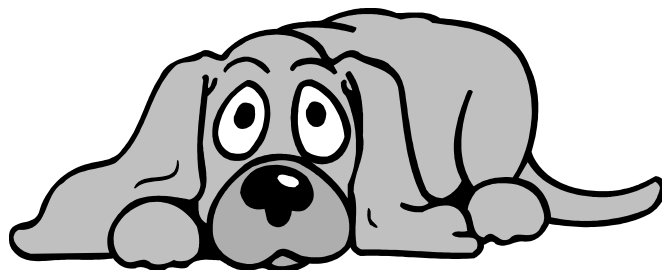
**Sentence 2:**

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)**

---

**Sentence 1:**

---

**Sentence 2:**

---

**Sentence 3:**

---

**Sentence 4:**

---

**Sentence 5:**

---

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



Use the key words together with your own words to rewrite the second paragraph.

4. Now, rewrite the second paragraph, joining the key words with words of your own. Write on every second line because later in the lesson you are asked to proofread this work.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Frequently Misspelled Words

A black and white graphic of a banner with wavy edges. The words "Word Work" are written in a bold, sans-serif font in the center of the banner.

### Word Work

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.

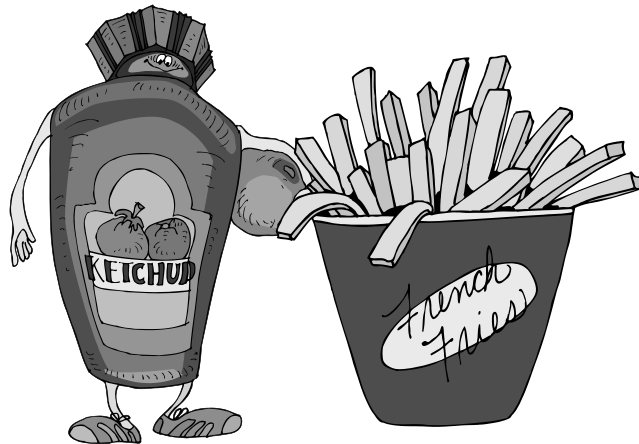


If you have already mastered the words given each day, help a friend learn them. Speaking of **friend**, that is one of the words that is used often, and it often is misspelled.

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 \_\_\_\_\_

b. friend + less \_\_\_\_\_

c. friend + ly \_\_\_\_\_

d. un + friend + ly \_\_\_\_\_

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

a. friend + ly + er \_\_\_\_\_

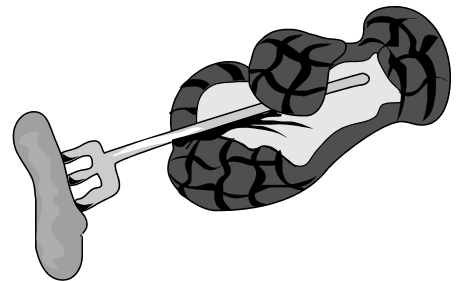
b. friend + ly + est \_\_\_\_\_

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 \_\_\_\_\_
- b. a dessert \_\_\_\_\_
- c. a person you like \_\_\_\_\_
- d. a piece of armour \_\_\_\_\_
- e. a person who steal \_\_\_\_\_

8. Unscramble the **ie** words below.

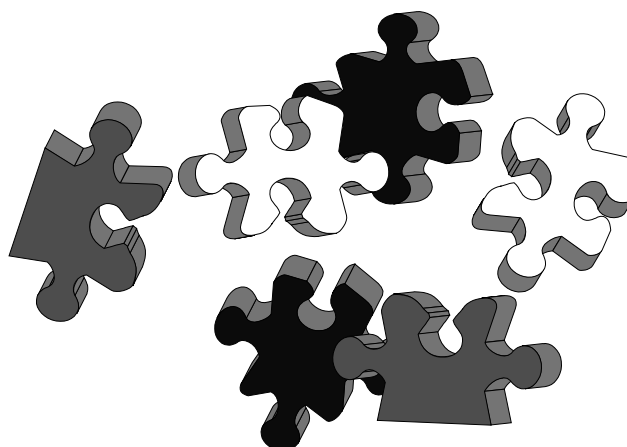
a. feiht \_\_\_\_\_

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

c. rendif \_\_\_\_\_

d. elshid \_\_\_\_\_

e. ipe fo ceipe \_\_\_\_\_



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

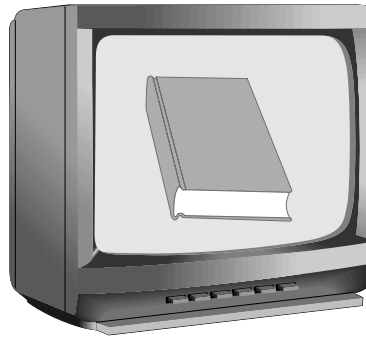
Can you think of any more words that are good examples of this rule?

## Can a Dog Be a Shepherd?

A white banner with a black border and wavy edges, containing the word "Share" in bold black text.

**Share**

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




**Read**

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?




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

---

---

b. What

---

---

c. Where

---

---

d. When

---

---

e. Why

---

---

f. How

---

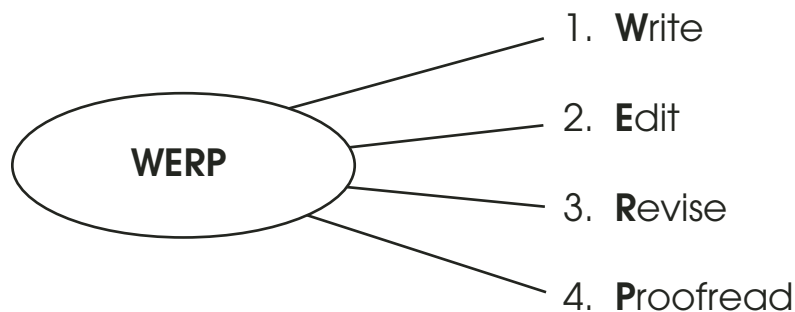
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## WERP

### Learn

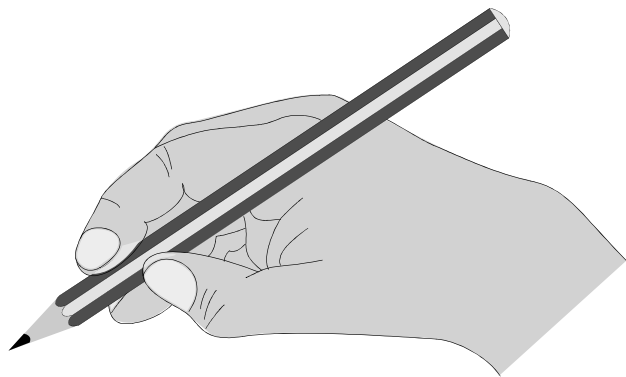
Today you will learn about **WERP** – a writing strategy that can improve your writing. You can use WERP when you are writing a story, a report, a book review, a poem, or any form of writing.

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.



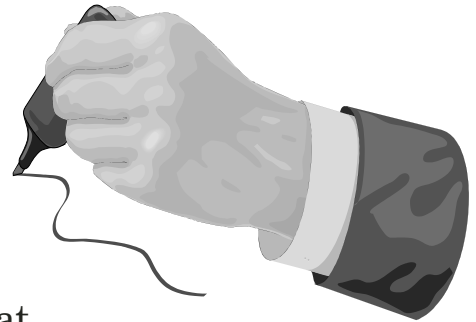
### Write

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.

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**.

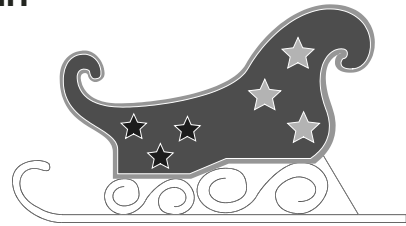
**Except after c:**

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  
either  
foreign

forfeit  
height  
leisure

neither  
seize  
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?

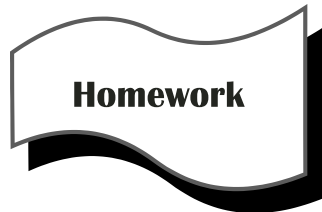
11. Fill in the blanks with an **ie** or **ei** word that matches the meaning. Without looking at the word lists, try to decide on the spelling of each word.

- a. odd, unusual \_\_\_\_\_
- b. people next door \_\_\_\_\_
- c. find out how heavy \_\_\_\_\_
- d. one or the other \_\_\_\_\_
- e. light carriage used on snow \_\_\_\_\_
- f. the tallness of anyone or anything \_\_\_\_\_

## 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

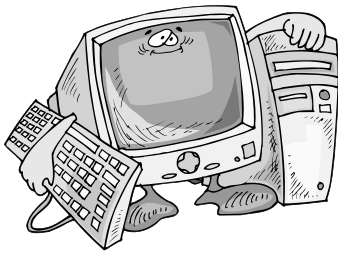
piece of pie

thief

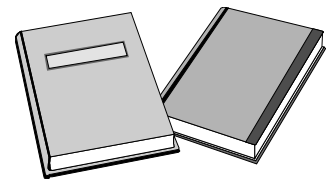
### Activities That Improve Spelling

- 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.





