

Important Concepts . . .

Preview Review



Language Arts

Grade 4

W1 - Lesson 3: Nibbles and Bits

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 3

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Preview/Review Concepts for Grade Four Language Arts



*W1 - Lesson 3:
Nibbles and Bits*

OBJECTIVES

By the end of this lesson, you should

- examine riddles
- work with verbs, verb tenses, and vivid verbs
- edit, revise, and rewrite using the WERP writing process

GLOSSARY

revision - the revised copy of your story

strong verb - an action word that tells the reader exactly what kind of action occurred

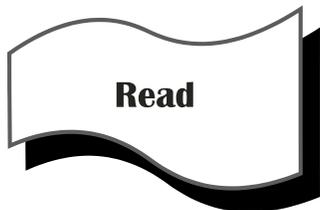
W1 - Lesson 3: Nibbles and Bits

Do you know any jokes or riddles about dogs? Now is your chance to tell one.



Jokes and riddles usually make us laugh out loud. Sometimes a joke makes everyone groan. That's often because of the surprise ending. It makes the listener think, "Oh, for goodness sake! Why didn't I think of that?"

Tell your joke. Listen to the other students' jokes. Then try to figure out what makes these little stories funny.



Read this humorous poem about somebody's dog.

I've Got a Dog

I've got a dog as thin as a rail;
He's got fleas all over his tail;
Every time his tail goes flop,
The fleas on the bottom all hop to the top.

Anonymous



Can you picture what the author is talking about?

What makes this poem funny?

Here are some “woofers” for you to read. Cover the answers with a piece of paper as you read them. See if you can guess what the answer is to each riddle. See if you can memorize a few riddles. Later, share them with your friends and family.

“Woof! Woof!” You know, have fun!

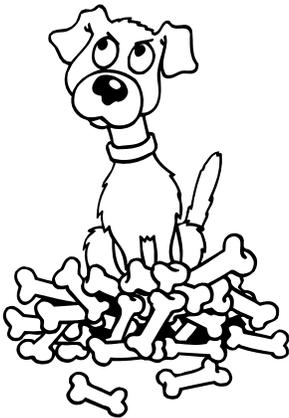
What kind of dog does Dracula have?.... *bloodhound*

What kind of dog sniffs out new flowers?*budhound*

Here are some “what-do-you-get-if-you-cross-this-with-that” jokes. See if you can guess some of the answers.

What do you get if you cross a beagle with bread dough? *Dog biscuits*

What do you get if you cross a dog with a Concorde?*A jet setter*



Many riddles start with *why* or *what*. In the case of dogs, they often relate to things that dogs are known to do. Some dogs chase their own tails, scratch themselves, and even bite.

Why did the poor dog chase his own tail? *He was trying to make both ends meet.*

Why did the dachshund bite the woman’s ankle? *He was short and couldn’t reach any higher.*

For more weird and wonderful dog jokes, check the library, the Internet, or ask your friends.

On the other hand, why not just make up your own?

Word Work

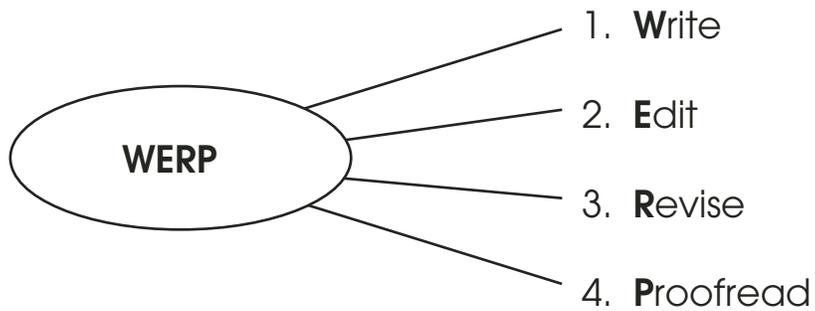
Do your spelling test. Your instructor will test you on the **ie** and **ei** words you have been studying. See the Homework section of W1 - Lesson 2.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

Write

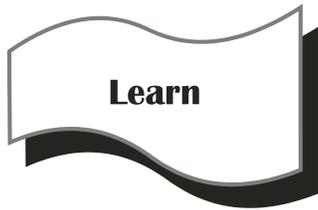
In W1 - Lesson 2, you were introduced to the Editing part of WERP. Editing and Revising are important steps in the writing process. Today, you can learn more about these two steps.

Do you remember the four steps?



Editing and revising really go hand-in-hand. When you edit, you look for things that are incorrect and for things that need to be changed or rewritten so that they sound better. When you make the changes, you are revising.

For example, when you highlight something that is spelled wrong, you are editing. When you write in the correct spelling, you are revising.



In W1 - Lesson 2, you began editing your paragraph about Water Dogs by using the Sentence Checklist. Today you will learn other ways to edit and revise your writing.

Indent each new paragraph

We begin a new paragraph whenever we want to change the topic to write about something new. The first paragraph of Water Dogs tells about the physical characteristics of water dogs. The second paragraph tells what water dogs can do.

Did you indent the first word in each of your paragraphs? If you forgot, with your highlighter draw an arrow pointing to the right.



Use Strong Verbs

Do you know the difference between a **strong verb** and a **weak verb**?

A strong verb is an action word that tells the reader exactly what kind of action occurred.

Look at these two sentences:



The dog went into the water.

The dog dove into the water.

Does one of these sentences describe the action in a more exact way? The second sentence does, doesn't it? We say that **dove** is a strong verb.

Here's another example:

The dog got off the boat.

The dog leaped from the boat.

Does **leaped** give you a better picture in your mind of how the dog looked when it was leaving the boat?

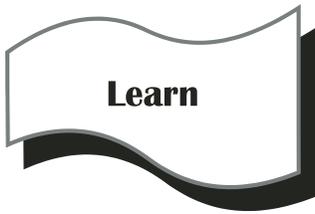
1. Rewrite the sentence using the word *sprang* instead of *leaped*.



2. Look at the following sentence. Think of a strong verb that could be used in place of each underlined verb. Rewrite the sentence.

The owner told the dog to get the ball.

Proofreading



The final step in the **WERP** writing process is proofreading.

The Five Steps of Proofreading

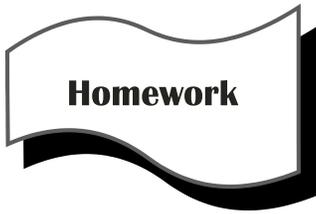
1. Compare your revised copy to the story you originally wrote. Be sure you copied carefully all the changes that you marked with your highlighter.
2. Read your story out loud. Stop and fix any mistakes you have made in spelling, punctuation, and capitals.
3. Have someone else read your story out loud to you. Ask yourself:



Does my story make sense?

Does it sound good?

4. If you said “no” to either of these questions, go back over your story and try to fix the rough spots.
5. If you only have a few minor errors to correct, do so. Then you are done. On the other hand, your story may have so many cross-outs and corrections that it looks messy. If it looks like your dog chewed on it, you should rewrite it neatly.



Homework

Your homework today is to proofread the revised copy of the “Water Dogs” story you wrote in W1 - Lesson 2. Follow the five proofreading steps.



