

*Important Concepts . . .*

# Preview Review



***Language Arts Grade 4 TEACHER KEY***

***W1 - Lesson 1: Serving One's Master***

## 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 W1 - Lesson 1 Teacher Key

Publisher: Alberta Distance Learning Centre

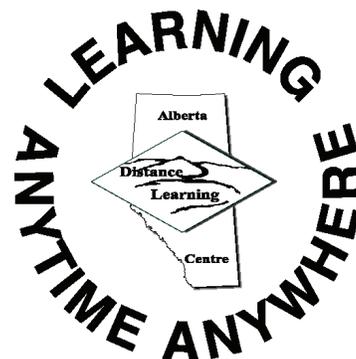
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## Introductory Information for Teachers

Preview/Review courses are designed to be used in a classroom setting under the supervision of a teacher. They are aimed mainly at students who have already worked on the concepts in the regular course, but who need to review these concepts again before beginning the next grade. Some students may find Preview/Review courses useful in preparing for a course they will be taking in a new grade. No Preview/Review course is intended to replace the regular course because Preview/Review courses cover only some of the important concepts from the Program of Studies for each grade.

The Preview/Review course for Language Arts 4 contains fifteen lessons in three sections. Each section has five lessons. Some of the lessons have homework assignments. A short quiz is provided at the end of each section to test the student's mastery of the material covered. The course is designed to be covered over a three week period. The Collection of true stories of working dogs, entitled "Dogs on the Job" by Christopher Farran is the main resource for the Preview/Review.

Teachers are encouraged to use the Preview/Review materials in a way that meets the needs of each student. Different students will have different needs depending on where their weaknesses and strengths in the Language Arts area lies.

Similarly, students who work at a slower pace will likely not be able to master as many new concepts or complete as many questions in the allotted time as students who work more quickly. The expectations for each student will vary depending on the student's ability and how fast that the student can work through the material. Therefore, it is important that the teacher monitor all students and assign a reasonable amount of work for each student to complete in the allotted time. Most of the booklets have an abundance of questions to choose from. It is not expected that all students should do all of the questions, but do suitable questions for their required program.

## Introduction: It's a Dog's Life

Welcome to the Grade Four Language Arts Review: It's a Dog's Life. Over the next three weeks you will read stories, poems, jokes, and rhymes about dogs. You will write about dogs, share what you know about dogs, and learn from others. During your review course, you will have opportunities to watch movies about our canine friends, bake a dog treat, join a dog for a walk, or visit the SPCA.



### Do Dogs Work?

Perhaps you have seen a seeing-eye dog or a dog trained to help someone confined to a wheelchair. These are just a few of the special jobs that dogs can do. You'll be amazed to learn what other jobs dogs can do!



The main resource for your review unit is *Dogs on the Job! True Stories of Phenomenal Dogs*. In this book you will find real stories of dogs and the special work they can be trained to do.



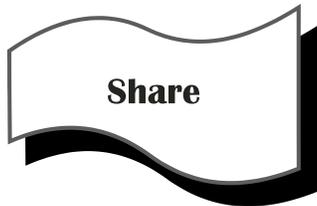
You will also find out about water dogs who fetch baseballs out of San Francisco Bay and dogs who work at airports. Would you be surprised to read about a dog who can skateboard and pick up garbage in the park?

Some of the stories you will read in class. Others you will read as homework.

# Daily Plan

Each day's lesson will be divided into several sections.

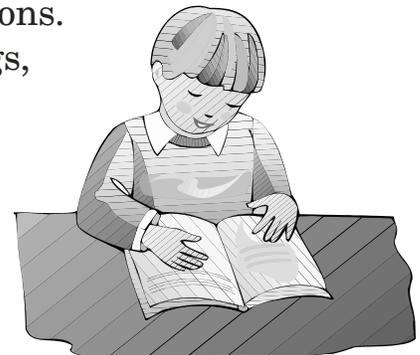
Each day you will do the following:



Discuss a topic or share some thoughts from your homework.



Read one or more reading selections. These could be articles about dogs, fables, poems, or jokes.



Learn, or review, important skills or strategies needed for reading and writing.



**Write**

Improve your skills in writing sentences and paragraphs.



**Word Work**

Work to improve your knowledge of word parts, both for sounding out words and for spelling

ph as in phone

phe - nom - e - nal



**Homework**

Complete a short homework assignment, which is optional, but recommended.

Usually these assignments will take about 10 minutes. Some jobs like baking dog biscuits or watching a movie will obviously take longer. Hopefully these tasks will be enjoyable and worthwhile.



# Preview/Review Concepts for Grade Four Language Arts

## *TEACHER KEY*



*W1 - Lesson 1:  
Serving One's Master*

# OBJECTIVES

By the end of this lesson, you should

- use an increasing variety of words to express and extend the understanding of concepts related to personal interests and topics of study
- identify compound words
- use a variety of sentence beginnings
- use a sentence checklist
- self-correct sentences
- predict and reflect on readings

## GLOSSARY

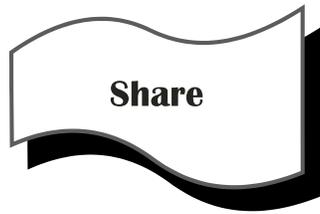
**noun** - the name of a person, place, or thing

**sentence** - a group of words that tells an idea and makes sense

**synonym** - a word that has the same or almost the same meaning as another word

**verb** - an action word or a being word (Being words are words such as *is*, *was*, *were*, and *are*.)

## W1 - Lesson 1: Serving One's Master

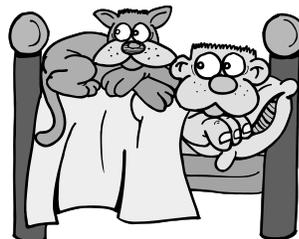


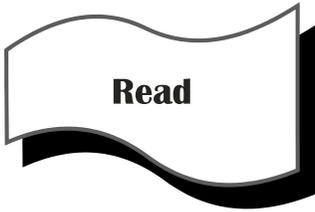
In partners or in small groups, share your thoughts and feelings about dogs.

- Tell why you like or do not like dogs.
- Talk about dogs that are your favourites, dogs you fear, or a dog you would like to own.



- If you have a pet, describe this animal and tell what is special about it.
- Where did you get your pet?
- How long ago did this character (pets can be characters) come to live with you?
- Is your pet a favourite with all the family?
- Does having a pet create problems for you or your family?





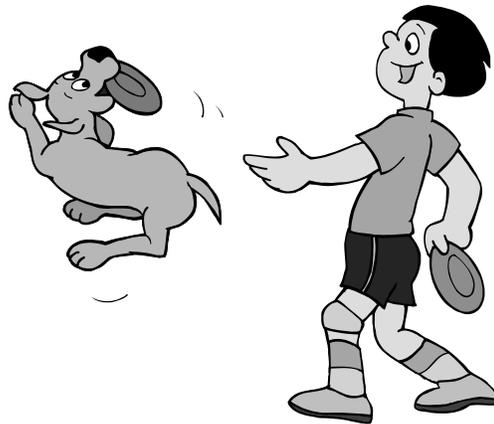
Before you begin reading in your book, *Dogs on the Job!*, think about the topic of dogs at work.

For example,

- What do you think is work to a dog?
- How do dogs feel about the work they do?
- What makes a dog want to do something for its master?



Look at the title of your book, *Dogs on the Job!*



Then read the subtitle, *True Stories of Phenomenal Dogs*.

1. What does **phenomenal** mean? Give a definition or a synonym of the word. (If you are not sure, look up **phenomenal** in a dictionary or thesaurus.)

*Phenomenal - having the nature of or being a phenomena*  
*Synonym - extraordinary, amazing, exceptional*

2. Read the introduction found near the front of the book: "What's Work to a Dog?"

a. What does the author say about what is work for a dog?

*The author questions whether or not dogs*

*find "jobs" to be work.*

b. Do you agree? Explain your reasons.

*Answers will vary.*

c. Why are dogs so willing to work for humans?

*Dogs are willing to work for humans*

*because they like to please people and*

*because they are loyal.*



d. In doing a job, does a dog seem willing or grudging?

*Dogs seem eager to help people.*

Turn back to the contents of your book. Read the titles with a partner or in a small group. From the titles, try to predict what ten of the stories might be about. Later, you will write sentences about some of these titles.



## What is a sentence?

A sentence is a group of words that tells an idea and makes sense.

A sentence must include a subject (the *who* part) and a verb (the *did what* part).

- A subject is a noun, the name of a person, place, or thing.
- A verb is an action word or a being word. Being words are words such as: *is, was, were, and are*.

Here are some simple sentences.

Jane jumped.

Ian is here.

I woke early.

The terrier chased the stray cat.

The fierce dog growled at the intruder.



Look at the titles on the contents page of *Dogs on the Job!* for ideas. Each title gives you an idea of what the story is about. Use your imagination to predict what kind of work you think each of these canines does. You may also want to turn to the page where the story begins and look at the illustration.

3. Write two complete sentences about two different dogs. As you write your sentences, think about what makes a good sentence. Make your sentences as correct as possible.

Example:

Some dogs look after sheep and keep them together.

a. Answers will vary. Check for correctness.

(Note the student's use of the rubrics).

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b.

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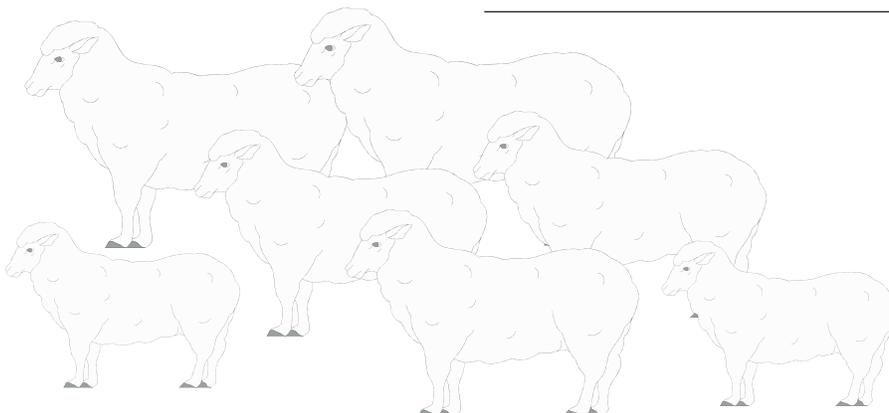
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Use the rubrics below to check your sentences.

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?		



The word **dog** appears in many English words and adds colour or interest to our language. You may be surprised at how many words and compound words have **dog** in them.



"Hi! How are you?  
I haven't seen you in a dog's age."

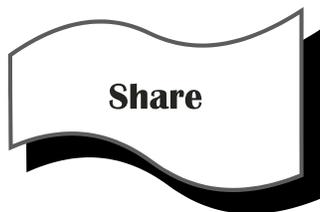
4. Directions: Use the following “dog” words to fill in the blanks below:

- |             |            |
|-------------|------------|
| dogwatch    | dog-eared  |
| dog paddle  | hot dog    |
| dogwood     | hangdog    |
| top dog     | doggie bag |
| dog-eat-dog | Dogrib     |

- |                                       |                           |
|---------------------------------------|---------------------------|
| a. a way to swim                      | <u><i>dog paddle</i></u>  |
| b. a First Nations tribe and language | <u><i>Dogrib</i></u>      |
| c. the winner                         | <u><i>top dog</i></u>     |
| d. container of leftover food         | <u><i>doggie bag</i></u>  |
| e. something for a picnic             | <u><i>hot dog</i></u>     |
| f. a two-hour duty on a ship          | <u><i>dogwatch</i></u>    |
| g. feeling ashamed or sneaky          | <u><i>hangdog</i></u>     |
| h. a tough competition                | <u><i>dog-eat-dog</i></u> |
| i. pages turned down                  | <u><i>dog-eared</i></u>   |
| j. a plant                            | <u><i>dogwood</i></u>     |



In the book, *Dogs on the Job*, read Chapter 1, “B.A.R.K.-ing in the Bay”.



## Water Jobs for Water Dogs

With a partner or in a small group, discuss what you discovered when you read the story, “B.A.R.K.-ing in the Bay”. Use leads such as the following to guide your discussion:



- Describe the physical characteristics of the dogs in the story.
- Tell what kinds of work water dogs were originally trained to do.
- Explain how the dog owners and pets do their jobs in San Francisco Bay.
- Why do the dogs and owners retrieve the balls?
- What has been the greatest benefit of their work? Explain the Portuguese water dogs’ contribution to society.



Read the following shorter version of “B.A.R.K.-ing in the Bay”. This article tells about the special job of the Portuguese water dogs.

## Water Dogs

Portuguese water dogs are interesting animals. For one thing, their oily coats do not shed or trigger allergies. These chunky and hardy canines are comfortable living outdoors. Living outdoors and having non-allergenic hair, water dogs make ideal pets for people with allergies.

These wonderful dogs can be helpful to humans. Why do you think the fishermen of Portugal bred and trained these animals? Familiar with choppy ocean water, water dogs jump into the waves to get nets and floats for fishermen. If an item falls overboard, a trained dog dives in and fetches it for his master. Water dogs will carry messages from boat to boat. For fishermen or people who like boating, a Portuguese water dog makes a perfect pet.



That's all for today. Don't forget what you have learned.



