# Fix It! Gramar

Nose Tree
STUDENT BOOK
LEVEL 1

Pamela White

Fourth Edition, January 2022 Institute for Excellence in Writing, L.L.C.

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# **Instructions**

The list below shows the components to each Fix It! Grammar weekly exercise.

Although **Mark It** is listed before **Fix It**, the student may choose to **Fix It** first and then **Mark It**. This is acceptable because the *Fix It! Grammar* exercises are like a word puzzle. The goal is to complete the lists at the top of the student page for each passage.

Students should discuss their work with the teacher after working through each daily passage. However, older students may work with their teacher on a weekly basis. Students should actively be involved in comparing their work with the Teacher's Manual. The repetition of finding and fixing their own mistakes allows them to recognize and avoid those mistakes in the future.

Fix It! Grammar should be treated as a game. Keep it fun!

## Learn It!

On the first day of the new Week, read through the Learn It section. Each Learn It covers a concept that the student will practice in future passages. Instructions for marking and fixing passages are included in each Learn It.

### Read It!

Read the day's passage.

Look up the bolded vocabulary word in a dictionary and pick the definition that fits the context of the story. Maintain a list of vocabulary words and their definitions.

The vocabulary definitions are printed in the Teacher's Manual.

# Mark It!

Mark the passage using the guide at the top of the daily practice page.

## Fix It!

Correct the passage using the guide at the top of the daily practice page. The Teacher's Manual includes detailed explanations for grammar concepts and punctuation in each daily passage.

# Rewrite It!

After marking, correcting, and discussing the passage with the teacher, copy the corrected passage on the lines provided or into a separate notebook.

- Copy the corrected story, not the editing marks.
- Indent and use capital letters properly.
- Copy the corrected punctuation.

# **Editing Marks**

 $\P$  indent

△ insert

√ delete

<u>t</u> capitalize

7 lowercase

# add a space

close the space

# **Helpful Hints**

Use different colors for **Mark It** and **Fix It**.

When you complete the book, remove the daily passages.

Use the remaining **Learn It** pages as a quick grammar reference.

Appendix I Complete Story Familiarize yourself with the story that you will be editing by reading the complete story found in Appendix I.

**Appendix II Collection Pages** Look for strong verbs, quality adjectives, and -ly adverbs in this book and write them on the collection pages in Appendix II.

**Appendix III Grammar Glossary** Reference the Grammar Glossary found in Appendix III of the Teacher's Manual for more information about the concepts taught in the *Fix It! Grammar* series.

# Fix It! Grammar Cards are an optional product that will enhance the Fix It! Grammar learning experience.

# Fix It! Grammar Cards

Thirty full color grammar cards highlight key *Fix It! Grammar* concepts for quick and easy reference.

For a more relaxed and entertaining way to drill and review grammar concepts learned, instructions for a download of multiple game ideas are included in the card pack.

Fix It! Grammar Cards are beautifully designed and come in a sturdy card box for easy storage.

# IEW.com/FIX-GC



On the chart below *Fix It! Grammar Cards* are listed in the order that the information is taught in this book. Some cards are not introduced until future books.

| WEEK     | Fix It! Grammar Cards for Nose Tree Level 1  |
|----------|--|
| 1        | Editing Marks, Capitalization, Title, Indentation, Noun  |
| 3        | Pronoun  |
| 5        | Dependent Clause   |
| 7        | Adjective  |
| 8        | Preposition  |
| 9        | Subject-Verb Pair, Verb  |
| 10       | Linking Verb   |
| 11       | Helping Verb   |
| 12       | Quotation  |
| 13       | Conjunction, Coordinating Conjunction  |
| 14       | Adverb   |
| 19       | Apostrophes  |
| 21       | www Word   |
| 23       | Number Words and Numerals  |
| Not Used | Prepositional Phrase, Interjection, Indefinite Pronoun, Commas with Adjectives before a Noun, Run-On, Clause, Sentence Openers, #3 -ly Adverb Opener, #4 -ing Opener, Comparative and Superlative Adjectives and Adverbs |

# **Scope and Sequence**

Week numbers indicate when a concept is introduced or specifically reinforced in a lesson. Once introduced the concept is practiced throughout the book.

Week 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

# **Parts of Speech**

| Noun                     | 1 |   |   | 4 |  |   |   |   |    |    |   |    |    |  | 18 |   |    |    |    |  |    |   |
|--------------------------|---|---|---|---|--|---|---|---|----|----|---|----|----|--|----|---|----|----|----|--|----|---|
| subject noun             |   |   |   |   |  |   |   | 9 |    |    |   |    |    |  |    |   |    |    |    |  |    |   |
| Pronoun                  |   |   | 3 | 4 |  |   |   |   |    |    |   |    |    |  |    |   |    |    |    |  |    |   |
| subject pronoun          |   |   |   |   |  |   |   | 9 |    |    |   |    |    |  |    |   |    |    |    |  |    |   |
| Preposition              |   |   |   |   |  |   | 8 |   |    |    |   |    |    |  |    |   |    |    | 25 |  |    |   |
| Verb                     |   |   |   |   |  |   |   |   |    |    |   |    |    |  |    |   |    |    |    |  |    |   |
| action verb              |   |   |   |   |  |   |   | 9 |    |    |   |    |    |  | 18 |   | 22 |    |    |  |    |   |
| linking verb             |   |   |   |   |  |   |   |   | 10 |    |   |    |    |  |    | 1 | 22 |    |    |  |    |   |
| helping verb             |   |   |   |   |  |   |   |   |    | 11 |   |    |    |  |    |   | 22 |    |    |  |    |   |
| Coordinating Conjunction |   |   |   |   |  |   |   |   |    |    | 1 | .3 |    |  |    |   |    |    |    |  | 29 | } |
| Adjective                |   |   |   |   |  | 7 |   |   |    |    |   |    |    |  | 18 |   |    | 24 |    |  |    |   |
| article adj              |   | 2 |   | 4 |  |   |   |   |    |    |   |    |    |  |    |   |    |    |    |  |    |   |
| possessive adj           |   |   |   |   |  | 7 |   |   |    |    |   |    |    |  |    |   |    |    |    |  |    |   |
| adj after linking verb   |   |   |   |   |  |   |   |   | 10 |    |   |    |    |  |    |   |    |    |    |  |    |   |
| Interjection             |   |   |   |   |  |   |   |   |    |    |   |    |    |  |    |   |    |    |    |  |    |   |
| Adverb                   |   |   |   |   |  |   |   |   |    |    |   |    | 14 |  |    |   |    | 24 |    |  |    |   |

# Capitalization

| First Word of Sentence | 1 |   |  |  |  |    |    |   |  |    |  |
|------------------------|---|---|--|--|--|----|----|---|--|----|--|
| Personal Pronoun I     |   | 3 |  |  |  |    |    |   |  |    |  |
| Quotation Marks        |   |   |  |  |  | 16 | 20 | 1 |  | 28 |  |

# **Punctuation**

| End Marks              |   |    |    |    |
|------------------------|---|----|----|----|
| period                 | 1 |    | 18 |    |
| question mark          | 1 |    | 18 |    |
| exclamation mark       |   | 12 | 18 |    |
| Quotation Marks        |   | 12 | 18 | 28 |
| Apostrophe Contraction |   |    | 19 | 26 |

# Clauses

| Who/Which Clause |  | 5 |  | 9 |    |  | 17 |    |  |    |  |
|------------------|--|---|--|---|----|--|----|----|--|----|--|
| That Clause      |  |   |  |   | 11 |  |    |    |  |    |  |
| Adverb Clause    |  |   |  |   |    |  |    | 21 |  | 27 |  |

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |  |
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|

# Homophones

| There/Their/They're | 6 |    |    |
|---------------------|---|----|----|
| To/Two/Too          |   | 12 |    |
| Its/It's            |   |    | 16 |

# **Other Concepts**

| Indentation        | 1 |   |    |  |
|--------------------|---|---|----|--|
| Subject-Verb Pairs |   | 9 |    |  |
| Numbers            |   |   | 23 |  |

# **Stylistic Techniques**

| Who/Which Clause  | 5 |   | 9 |    |       | 17 |    |  |    |  |
|-------------------|---|---|---|----|-------|----|----|--|----|--|
| Quality Adjective |   | 7 |   |    |       |    |    |  |    |  |
| Strong Verb       |   |   |   | 13 |       |    |    |  |    |  |
| -ly Adverb        |   |   |   |    | 14 15 |    |    |  |    |  |
| Adverb Clause     |   |   |   |    |       |    | 21 |  | 27 |  |

# Vocabulary

| 1 poor<br>penniless<br>valleys<br>reached | 2 guarding<br>dozed<br>dwarf<br>invited | 3 problem<br>promised<br>cloak<br>granted | 4 departed returned treated refill | 5 bowed<br>guest<br>amazing<br>astonished | 6 travel settle fine instant |
|---|---|---|------------------------------------|---|------------------------------|
| 7 rare                                    | 8 neighboring                           | 9 unusual                                 | 10 sewed                           | 11 remembered                             | 12 observed                  |
| grazed                                    | clever                                  | rashly                                    | remaining                          | suspected                                 | whirled                      |
| coach                                     | magical                                 | explained                                 | traded                             | donned                                    | recognized                   |
| fancy                                     | stroll                                  | cunning                                   | searched                           | spotted                                   | alarming                     |
| 13 escape                                 | 14 sheepishly                           | 15 weary                                  | 16 owned                           | 17 wandered                               | 18 munched                   |
| sprang                                    | echoed                                  | refused                                   | shocked                            | aid                                       | odd                          |
| sill                                      | surrounded                              | lowly                                     | separate                           | promptly                                  | realized                     |
| greedy                                    | demanded                                | secretly                                  | decided                            | loaded                                    | exclaimed                    |
| 19 damp                                   | 20 stumbled                             | 21 groaned                                | 22 chuckled                        | 23 consume                                | 24 hurried                   |
| continued                                 | stump                                   | assist                                    | begged                             | return                                    | stated                       |
| massive                                   | inspected                               | lengthy                                   | select                             | heartily                                  | commanded                    |
| trek                                      | curious                                 | appeared                                  | gobbled                            | suffered                                  | devoured                     |
| 25 lush                                   | 26 heal                                 | 27 portion                                | 28 worse                           | 29 denied                                 | 30 collected                 |
| announced                                 | humbled                                 | slightly                                  | cure                               | sharply                                   | whole                        |
| improve                                   | chopped                                 | desired                                   | property                           | informed                                  | normal                       |
| slyly                                     | sobbed                                  | slices                                    | apologize                          | rightful                                  | cheerfully                   |

# **Weekly Lessons**

| Week 11                       | Week 16 91 |
|-------------------------------|------------|
| Week 27                       | Week 17 97 |
| Week 3 13                     | Week 18103 |
| Week 4 19                     | Week 19109 |
| Week 525                      | Week 20115 |
| Week 6 31                     | Week 21121 |
| Week 7 37                     | Week 22127 |
| Week 8 43                     | Week 23133 |
| Week 9 49                     | Week 24139 |
| Week 10 55                    | Week 25145 |
| Week 11 61                    | Week 26151 |
| Week 12 67                    | Week 27157 |
| Week 13 73                    | Week 28163 |
| Week 14 79                    | Week 29169 |
| Week 15 85                    | Week 30175 |
| Appendices                    |            |
| Appendix I: Complete Story    |            |
| Nose Tree                     |            |
| Appendix II: Collection Pages |            |
| -ly Adverb                    |            |
| Strong Verb                   |            |
| Quality Adjective             |            |



# Learn It!

Every word belongs to a word group—a part of speech. There are eight parts of speech: noun, pronoun, verb, preposition, conjunction, adjective, adverb, interjection.

The first part of speech that you will learn is the noun.

# Noun

A **noun** names a person, place, thing, or idea.

To determine if a word is a noun, test it:

Can an article adjective (a, an, the) come before it? Is it countable?

**Find It!** Read the sentence and look for the words that name people, places, things, and ideas.

*Mark It!* Write *n* above each noun as shown below.

n

The soldiers walked over hills and rivers.

# Parts of Speech

## Noun

Definition: A noun names a person, place, thing, or idea.

Tests:

the \_\_\_\_\_

# **Capitalization**

Capitalize the first word of a sentence.

Fix It! Place three short lines below letters that should be capitalized.

the soldiers were hungry.

# **End Marks**

Use a period at the end of a statement.

Use a question mark at the end of a question.

Fix It! Place a period or question mark at the end of each sentence.

They were tired.

Where could they find work?

# **Indentation**

Notice that some sentences are indented. An indented sentence means that the sentence begins a new paragraph.



| Read It!     | Mark It!    | Fix It!    | Day 1 |
|--------------|-------------|------------|-------|
| 1 vocabulary | 2 nouns (n) | 1 capital  |       |
|              |             | 1 end mark |       |

did you ever hear the story of the three

# poor soldiers



| Read It!     | Mark It!    | Fix It!    | Day 2 |
|--------------|-------------|------------|-------|
| 1 vocabulary | 2 nouns (n) | 1 capital  |       |
|              |             | 1 end mark |       |

they were penniless and had no food or home

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| Read It!     | Mark It!    | Fix It!    | Day 3 |
|--------------|-------------|------------|-------|
| 1 vocabulary | 4 nouns (n) | 1 capital  |       |
|              |             | 1 end mark |       |

they walked a long way over hills, rivers,

and valleys

| <b>Rewrite It!</b> |        |        |      |      |  |
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| Read It!     | Mark It!    | Fix It!    | Day 4 |
|--------------|-------------|------------|-------|
| 1 vocabulary | 2 nouns (n) | 1 capital  |       |
|              |             | 1 end mark |       |

# one evening they **reached** a dark forest

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# Learn It!

# **Article Adjective**

The **article adjectives** are *a*, *an*, *the*.

A noun follows an article adjective. Sometimes adjectives (describing words) come between the article and its noun, as in *a kind dwarf*.

The three words a, an, the signal that a noun is coming.

Mark It! Write ar above each article.

ar ar a

The tired soldier built a fire near an oak tree.



| Read It!     | Mark It!       | Fix It!    | Day 1 |
|--------------|----------------|------------|-------|
| 1 vocabulary | 1 article (ar) | 1 capital  |       |
|              | 2 nouns (n)    | 1 end mark |       |

they decided to take turns guarding the camp

| Rewrite It! |           |      |           |
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| Read It!     | Mark It!        | Fix It!    | Day 2 |
|--------------|-----------------|------------|-------|
| 1 vocabulary | 3 articles (ar) | 1 capital  |       |
|              | 4 nouns (n)     | 1 end mark |       |

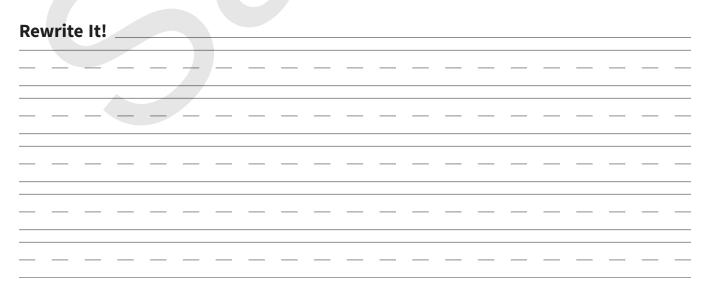
two soldiers **dozed** under a tree while the third built a fire and stayed awake

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| Read It!     | Mark It!        | Fix It!    | Day 3 |
|--------------|-----------------|------------|-------|
| 1 vocabulary | 2 articles (ar) | 1 capital  |       |
|              | 2 nouns (n)     | 1 end mark |       |

# suddenly a small dwarf in a red jacket stood

# before him



| Read It!     | Mark It!        | Fix It!    | Day 4 |
|--------------|-----------------|------------|-------|
| 1 vocabulary | 2 articles (ar) | 1 capital  |       |
|              | 2 nouns (n)     | 1 end mark |       |

the soldier invited him to get warm by the fire

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# Learn It!

# Pronoun

A **pronoun** replaces a noun in order to avoid repetition. It refers back to some person or thing recently mentioned and takes the place of that person or thing.

There are many types of pronouns. The personal pronouns take the place of common and proper nouns. The personal pronouns in the table below are organized by number, person, and function.

Number means one (singular) or more than one (plural). Person means who is speaking (1st), spoken to (2nd), or spoken about (3rd).

Function means the job a word is doing in the sentence.

| 2<br>numbers | 3<br>persons | These pronouns can function as the subject of a sentence. | These pronouns can function as the object of a preposition. | These possessive pronouns function as adjectives. | These possessive pronouns do not function as adjectives. |
|--------------|--------------|---|---|---|--|
|              | 1st          | I   | me  | my  | mine   |
| singular     | 2nd          | you   | you   | your  | yours  |
|              | 3rd          | he, she, it   | him, her, it  | his, her, its                                     | his, hers, its   |
|              | 1st          | we  | us  | our   | ours   |
| plural       | 2nd          | you   | you   | your  | yours  |
|              | 3rd          | they  | them  | their   | theirs   |

# *Mark It!* Write *pr* above each pronoun.

The little man was thankful. He gave the soldiers the horn. It would help them.

Without pronouns to replace the nouns, this passage sounds strange.

The little man was thankful. The little man gave the soldiers the little man's horn. The horn would help the soldiers.

# **Capitalization**

Capitalize the personal pronoun *I*.

Fix It! Place three short lines below the personal pronoun *I*.

When the little man gave me the horn, i blew it.



### **Pronoun**

Definition: A pronoun replaces a noun in order to avoid repetition.



| Read It!     | Mark It!        | Fix It!    | Day 1 |
|--------------|-----------------|------------|-------|
| 1 vocabulary | 1 article (ar)  | 1 capital  |       |
|              | 2 nouns (n)     | 1 end mark |       |
|              | 2 pronouns (pr) |            |       |

he told the little man about their problem

| Rewrite It! |   |      |
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| Read It!     | Mark It!       | Fix It!    | Day 2 |
|--------------|----------------|------------|-------|
| 1 vocabulary | 1 article (ar) | 1 capital  |       |
|              | 1 noun (n)     | 1 end mark |       |
|              | 1 pronoun (pr) |            |       |

# the little man promised that he would help

| Rewrite It! |      |
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| Read It!     | Mark It!        | Fix It!    | Day 3 |
|--------------|-----------------|------------|-------|
| 1 vocabulary | 4 articles (ar) | 1 capital  |       |
|              | 5 nouns (n)     | 1 end mark |       |
|              | 3 pronouns (pr) |            |       |

the dwarf gave the soldier a **cloak** and told him to show it to his friends in the morning

| Rewrite It! |   |      |
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| Read It!     | Mark It!        | Fix It!    | Day 4 |
|--------------|-----------------|------------|-------|
| 1 vocabulary | 2 articles (ar) | 1 capital  |       |
|              | 3 nouns (n)     | 1 end mark |       |
|              | 1 pronoun (pr)  |            |       |

the person wearing the cloak would have

his wish granted

| Rewrite It! |      |  |
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# Quotation Marks—End Marks

**Quotation marks** indicate words are spoken.

Quote "I want the gold," Attribution the princess declared.

The quote is the sentence in quotation marks. The attribution is the person speaking and the speaking verb.

If the quoted sentence makes a statement, place a period inside the closing quotation mark unless the attribution follows.

Attribution, "Quote," "Quote," attribution.

If the quoted sentence asks a question, place a question mark inside the closing quotation mark.

Attribution, "Quote?" "Quote?" attribution.

If the quoted sentence expresses strong emotion, place an exclamation mark inside the closing quotation mark.

Attribution, "Quote!" "Quote!" attribution.

# Think About It!

Many words can be used as different parts of speech. However, a word can perform only one part of speech at a time. For example, running can be a verb, adjective, or noun.

Verb: The soldiers were running through the forest.

In this sentence running is a verb because it follows the helping verb were. A word that ends in -ing functions as a verb only if it follows a helping verb.

Adjective: The soldiers heard running water.

In this sentence running describes water. What kind of water? running. An adjective describes a noun or pronoun.

Noun: The second soldier said, "Running is fun."

In this sentence running is a thing. A noun is a person, place, thing, or idea.

| Read It!     | Mark It!                        | Fix It!    | Day 1 |
|--------------|---------------------------------|------------|-------|
| 1 vocabulary | 1 noun (n)                      | 1 capital  |       |
|              | 2 pronouns (pr)                 | 1 end mark |       |
|              | 2 adjectives (adj)              |            |       |
|              | 1 coordinating conjunction (cc) |            |       |
|              | 1 prepositional phrase          |            |       |
|              | 2 subject-verb pairs (s v)      |            |       |
|              |                                 |            |       |

he was hungry, so he **munched** on several apples

| Rewrit | te It! |       |      |      |      |      |
|--------|--------|-------|------|------|------|------|
|        |        |       |      |      |      |      |
|        |        | - $+$ | <br> | <br> | <br> | <br> |
|        |        |       |      |      |      |      |
|        |        |       | <br> | <br> | <br> | <br> |
|        |        |       |      |      |      |      |
|        |        |       | <br> | <br> | <br> | <br> |
|        |        |       |      |      |      |      |
|        |        |       | <br> | <br> | <br> | <br> |
|        |        |       |      |      |      |      |
|        |        |       | <br> | <br> | <br> | <br> |

| Day 2 |
|-------|
|       |
|       |
|       |
|       |
|       |
|       |
|       |
|       |
|       |

he enjoyed the apples, which came from the tree,

but his nose felt odd



| Read It!     | Mark It!                   | Fix It!    | Day 3 |
|--------------|----------------------------|------------|-------|
| 1 vocabulary | 2 pronouns (pr)            | 1 capital  |       |
|              | 1 -ly adverb (ly)          | 1 end mark |       |
|              | 1 that clause (that)       |            |       |
|              | 2 subject-verb pairs (s v) |            |       |

he **realized** that it was growing rapidly

| Rewrite I | t! |      |      |      |
|-----------|----|------|------|------|
|           |    |      |      |      |
|           |    |      | <br> | <br> |
|           |    |      |      |      |
|           |    | <br> | <br> | <br> |
|           |    |      |      |      |
|           |    | <br> |      | <br> |
|           |    |      |      |      |
|           |    | <br> |      | <br> |
|           |    |      |      |      |
|           |    | <br> | <br> | <br> |

| Read It!     | Mark It!                   | Fix It!     | Day 4 |
|--------------|----------------------------|-------------|-------|
| 1 vocabulary | 3 pronouns (pr)            | 2 capitals  |       |
|              | 3 subject-verb pairs (s v) | 2 end marks |       |

"it is still growing" he exclaimed. "when will

it stop"

| Rewrite It! |          |      |  |
|-------------|----------|------|--|
|             |          |      |  |
|             | J— — — — | <br> |  |
|             |          |      |  |
|             |          |      |  |
|             |          | <br> |  |
|             |          |      |  |
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|             |          |      |  |
|             |          |      |  |
|             |          | <br> |  |
|             |          |      |  |
|             |          |      |  |
|             |          | <br> |  |

# Fix It! Gramar

**Nose Tree** 

TEACHER'S MANUAL LEVEL 1

Pamela White

The purchase of this book allows its owner access to e-audio resource talks by Andrew Pudewa. See blue page for details and download instructions.

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# **Instructions**

The list below shows the components to each Fix It! Grammar weekly exercise.

Although **Mark It** is listed before **Fix It**, the student may choose to **Fix It** first and then **Mark It**. This is acceptable because the *Fix It! Grammar* exercises are like a word puzzle. The goal is to complete the lists at the top of the student page for each passage.

Students should discuss their work with the teacher after working through each daily passage. However, older students may work with their teacher on a weekly basis. Students should actively be involved in comparing their work with the Teacher's Manual. The repetition of finding and fixing their own mistakes allows them to recognize and avoid those mistakes in the future.

Fix It! Grammar should be treated as a game. Keep it fun!

# Learn It!

On the first day of the new Week, read through the Learn It section. Each Learn It covers a concept that the student will practice in future passages. Instructions for marking and fixing passages are included in each Learn It.

### Read It!

Read the day's passage.

Look up the bolded vocabulary word in a dictionary and pick the definition that fits the context of the story. Maintain a list of vocabulary words and their definitions.

The vocabulary definitions are printed in the Teacher's Manual.

# Mark It!

Mark the passage using the guide at the top of the daily practice page.

## Fix It!

Correct the passage using the guide at the top of the daily practice page. The Teacher's Manual includes detailed explanations for grammar concepts and punctuation in each daily passage.

# Rewrite It!

After marking, correcting, and discussing the passage with the teacher, copy the corrected passage on the lines provided or into a separate notebook.

- Copy the corrected story, not the editing marks.
- Indent and use capital letters properly.
- Copy the corrected punctuation.

# **Editing Marks**

 $\P$  indent

√ delete

<u>t</u> capitalize

7 lowercase

# add a space

close the space

# **Helpful Hints**

Use different colors for **Mark It** and **Fix It**.

When you complete the book, remove the daily passages.

Use the remaining **Learn It** pages as a quick grammar reference.

**Appendix I Complete Story** Familiarize yourself with the story that you will be editing by reading the complete story found in Appendix I.

**Appendix II Collection Pages** Look for strong verbs, quality adjectives, and -ly adverbs in this book and write them on the collection pages in Appendix II.

**Appendix III Grammar Glossary** Reference the Grammar Glossary found in Appendix III of the Teacher's Manual for more information about the concepts taught in the *Fix It! Grammar* series.

# Fix It! Grammar Cards are an optional product that will enhance the Fix It! Grammar learning experience.

# Fix It! Grammar Cards

Thirty full color grammar cards highlight key *Fix It! Grammar* concepts for quick and easy reference.

For a more relaxed and entertaining way to drill and review grammar concepts learned, instructions for a download of multiple game ideas are included in the card pack.

Fix It! Grammar Cards are beautifully designed and come in a sturdy card box for easy storage.

# IEW.com/FIX-GC



On the chart below *Fix It! Grammar Cards* are listed in the order that the information is taught in this book. Some cards are not introduced until future books.

| WEEK     | Fix It! Grammar Cards for Nose Tree Level 1  |  |  |  |  |  |  |  |  |  |
|----------|--|--|--|--|--|--|--|--|--|--|
| 1        | Editing Marks, Capitalization, Title, Indentation, Noun  |  |  |  |  |  |  |  |  |  |
| 3        | Pronoun  |  |  |  |  |  |  |  |  |  |
| 5        | Dependent Clause   |  |  |  |  |  |  |  |  |  |
| 7        | Adjective  |  |  |  |  |  |  |  |  |  |
| 8        | Preposition  |  |  |  |  |  |  |  |  |  |
| 9        | Subject-Verb Pair, Verb  |  |  |  |  |  |  |  |  |  |
| 10       | Linking Verb   |  |  |  |  |  |  |  |  |  |
| 11       | Helping Verb   |  |  |  |  |  |  |  |  |  |
| 12       | Quotation  |  |  |  |  |  |  |  |  |  |
| 13       | Conjunction, Coordinating Conjunction  |  |  |  |  |  |  |  |  |  |
| 14       | Adverb   |  |  |  |  |  |  |  |  |  |
| 19       | Apostrophes  |  |  |  |  |  |  |  |  |  |
| 21       | www Word   |  |  |  |  |  |  |  |  |  |
| 23       | Number Words and Numerals  |  |  |  |  |  |  |  |  |  |
| Not Used | Prepositional Phrase, Interjection, Indefinite Pronoun, Commas with Adjectives before a Noun, Run-On, Clause, Sentence Openers, #3 -ly Adverb Opener, #4 -ing Opener, Comparative and Superlative Adjectives and Adverbs |  |  |  |  |  |  |  |  |  |

# **Scope and Sequence**

Week numbers indicate when a concept is introduced or specifically reinforced in a lesson. Once introduced the concept is practiced throughout the book.

Week 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

# **Parts of Speech**

| Noun                     | 1 |   |   | 4 |  |   |   |   |    |    |   |    |    |   |  | 18 |  |    |    |    |  |    |   |
|--------------------------|---|---|---|---|--|---|---|---|----|----|---|----|----|---|--|----|--|----|----|----|--|----|---|
| subject noun             |   |   |   |   |  |   |   | 9 |    |    |   |    |    |   |  |    |  |    |    |    |  |    |   |
| Pronoun                  |   |   | 3 | 4 |  |   |   |   |    |    |   |    |    |   |  |    |  |    |    |    |  |    |   |
| subject pronoun          |   |   |   |   |  |   |   | 9 |    |    |   |    |    |   |  |    |  |    |    |    |  |    |   |
| Preposition              |   |   |   |   |  |   | 8 |   |    |    |   |    |    |   |  |    |  |    |    | 25 |  |    |   |
| Verb                     |   |   |   |   |  |   |   |   |    |    |   |    |    |   |  |    |  |    |    |    |  |    |   |
| action verb              |   |   |   |   |  |   |   | 9 |    |    |   |    |    |   |  | 18 |  | 22 |    |    |  |    |   |
| linking verb             |   |   |   |   |  |   |   |   | 10 |    |   |    |    |   |  |    |  | 22 |    |    |  |    |   |
| helping verb             |   |   |   |   |  |   |   |   |    | 11 |   |    |    | 4 |  |    |  | 22 |    |    |  |    |   |
| Coordinating Conjunction |   |   |   |   |  |   |   |   |    |    | 1 | .3 |    |   |  |    |  |    |    |    |  | 29 | } |
| Adjective                |   |   |   |   |  | 7 |   |   |    |    |   |    |    |   |  | 18 |  |    | 24 |    |  |    |   |
| article adj              |   | 2 |   | 4 |  |   |   |   |    |    |   |    |    |   |  |    |  |    |    |    |  |    |   |
| possessive adj           |   |   |   |   |  | 7 |   |   |    |    |   |    |    |   |  |    |  |    |    |    |  |    |   |
| adj after linking verb   |   |   |   |   |  |   |   |   | 10 |    |   |    |    |   |  |    |  |    |    |    |  |    |   |
| Interjection             |   |   |   |   |  |   |   |   |    |    |   |    |    |   |  |    |  |    |    |    |  |    |   |
| Adverb                   |   |   |   |   |  |   |   |   |    |    |   |    | 14 |   |  |    |  |    | 24 |    |  |    |   |

# Capitalization

| First Word of Sentence | 1 |   |    |    |    |
|------------------------|---|---|----|----|----|
| Personal Pronoun I     |   | 3 |    |    |    |
| Quotation Marks        |   |   | 16 | 20 | 28 |

# **Punctuation**

| End Marks              |   |    |    |    |    |
|------------------------|---|----|----|----|----|
| period                 | 1 |    | 18 |    |    |
| question mark          | 1 |    | 18 |    |    |
| exclamation mark       |   | 12 | 18 |    |    |
| Quotation Marks        | 4 | 12 | 18 |    | 28 |
| Apostrophe Contraction |   |    |    | 19 | 26 |

# Clauses

| Who/Which Clause |  | 5 |  | 9 |    |  | 17 |  |    |  |    |  |
|------------------|--|---|--|---|----|--|----|--|----|--|----|--|
| That Clause      |  |   |  |   | 11 |  |    |  |    |  |    |  |
| Adverb Clause    |  |   |  |   |    |  |    |  | 21 |  | 27 |  |

| Week 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 2 |
|---|
|---|

# Homophones

| There/Their/They're | 6 |    |    |
|---------------------|---|----|----|
| To/Two/Too          |   | 12 |    |
| lts/lt's            |   |    | 16 |

# **Other Concepts**

| Indentation        | 1 |  |  |  |   |  |  |  |  |  |    |  |  |  |
|--------------------|---|--|--|--|---|--|--|--|--|--|----|--|--|--|
| Subject-Verb Pairs |   |  |  |  | 9 |  |  |  |  |  |    |  |  |  |
| Numbers            |   |  |  |  |   |  |  |  |  |  | 23 |  |  |  |

# **Stylistic Techniques**

| Who/Which Clause  |  | 5 |   | g |  |    |     |   | 17 |  |   |    | T |  |  | 7  |  |
|-------------------|--|---|---|---|--|----|-----|---|----|--|---|----|---|--|--|----|--|
| Quality Adjective |  |   | 7 |   |  |    |     |   |    |  |   |    |   |  |  |    |  |
| Strong Verb       |  |   |   |   |  | 13 |     |   |    |  |   |    |   |  |  |    |  |
| -ly Adverb        |  |   |   |   |  | 1  | 4 1 | 5 |    |  |   |    |   |  |  |    |  |
| Adverb Clause     |  |   |   |   |  |    |     |   |    |  | 2 | 21 |   |  |  | 27 |  |

# Vocabulary

| 1 poor<br>penniless<br>valleys<br>reached | 2 guarding<br>dozed<br>dwarf<br>invited | 3 problem<br>promised<br>cloak<br>granted | 4 departed returned treated refill | 5 bowed<br>guest<br>amazing<br>astonished | 6 travel settle fine instant |
|---|---|---|------------------------------------|---|------------------------------|
| 7 rare                                    | 8 neighboring clever magical stroll     | 9 unusual                                 | 10 sewed                           | 11 remembered                             | 12 observed                  |
| grazed                                    |   | rashly                                    | remaining                          | suspected                                 | whirled                      |
| coach                                     |   | explained                                 | traded                             | donned                                    | recognized                   |
| fancy                                     |   | cunning                                   | searched                           | spotted                                   | alarming                     |
| 13 escape                                 | 14 sheepishly                           | 15 weary                                  | 16 owned                           | 17 wandered                               | 18 munched                   |
| sprang                                    | echoed                                  | refused                                   | shocked                            | aid                                       | odd                          |
| sill                                      | surrounded                              | lowly                                     | separate                           | promptly                                  | realized                     |
| greedy                                    | demanded                                | secretly                                  | decided                            | loaded                                    | exclaimed                    |
| 19 damp                                   | 20 stumbled                             | 21 groaned                                | 22 chuckled                        | 23 consume                                | 24 hurried                   |
| continued                                 | stump                                   | assist                                    | begged                             | return                                    | stated                       |
| massive                                   | inspected                               | lengthy                                   | select                             | heartily                                  | commanded                    |
| trek                                      | curious                                 | appeared                                  | gobbled                            | suffered                                  | devoured                     |
| 25 lush                                   | 26 heal                                 | 27 portion                                | 28 worse                           | 29 denied                                 | 30 collected                 |
| announced                                 | humbled                                 | slightly                                  | cure                               | sharply                                   | whole                        |
| improve                                   | chopped                                 | desired                                   | property                           | informed                                  | normal                       |
| slyly                                     | sobbed                                  | slices                                    | apologize                          | rightful                                  | cheerfully                   |

# **Weekly Lessons**

| Week 11                        | Week 16 91 |
|--------------------------------|------------|
| Week 27                        | Week 17 97 |
| Week 3 13                      | Week 18103 |
| Week 4 19                      | Week 19109 |
| Week 525                       | Week 20115 |
| Week 6 31                      | Week 21121 |
| Week 7 37                      | Week 22127 |
| Week 8 43                      | Week 23133 |
| Week 9 49                      | Week 24139 |
| Week 10 55                     | Week 25145 |
| Week 11 61                     | Week 26151 |
| Week 12 67                     | Week 27157 |
| Week 13 73                     | Week 28163 |
| Week 14 79                     | Week 29169 |
| Week 15 85                     | Week 30175 |
| Appendices                     |            |
| Appendix I: Complete Story     |            |
| Nose Tree                      |            |
| Appendix II: Collection Pages  |            |
| -ly Adverb                     |            |
| Strong Verb                    |            |
| Quality Adjective              |            |
| Appendix III: Grammar Glossary |            |



# Learn It!

Every word belongs to a word group—a part of speech. There are eight parts of speech: noun, pronoun, verb, preposition, conjunction, adjective, adverb, interjection.

The first part of speech that you will learn is the noun.

## Noun

A noun names a person, place, thing, or idea.

To determine if a word is a noun, test it:

Can an article adjective (a, an, the) come before it? Is it countable?

**Find It!** Read the sentence and look for the words that name people, places, things, and ideas.

*Mark It!* Write *n* above each noun as shown below.

The soldiers walked over hills and rivers.

For more information about nouns, see page G-5.

Noun Tests:
the \_\_\_\_\_

two

# **Capitalization**

Capitalize the first word of a sentence.

*Fix It!* Place three short lines below letters that should be capitalized.

the soldiers were hungry.

## **End Marks**

Use a period at the end of a statement.

Use a question mark at the end of a question.

Fix It! Place a period or question mark at the end of each sentence.

They were tired.

Where could they find work?

### **Indentation**

Notice that some sentences are indented. An indented sentence means that the sentence begins a new paragraph.

For more information about indentation, see page G-31.

In fiction (stories), there are four reasons to start a new paragraph:

> new speaker, new topic, new place, new time.



Week 1

Read It! Fix It! Day 1

did you ever hear the story of the three 2 nouns (n) 1 capital

poor soldiers 1 end mark

poor

lacking sufficient money

did you ever hear the story of the three

poor soldiers?

Rewrite It! Did you ever hear the story of the three poor soldiers?

| Read It!   | Mark It!    | Fix It!    | Day 2 |
|--|-------------|------------|-------|
| they were <b>penniless</b> and had no food or home | 2 nouns (n) | 1 capital  |       |
|  |             | 1 end mark |       |

## penniless

without a cent of money

they were **penniless** and had no food or home.

Capitalization They first word of the sentence
End Marks Use a period at the end of a statement.

Rewrite It! They were penniless and had no food or home.

Read It! Mark It! Fix It! Day 3

they walked a long way over hills, rivers, and **valleys** 

4 nouns (n)

1 capital 1 end mark

## valleys

low lands between hills or mountains

they walked a long way over hills, rivers,

and valleys.

Capitalization **They** first word of the sentence
End Marks Use a period at the end of a statement.

Rewrite It! They walked a long way over hills, rivers, and valleys.

Read It! Mark It! Fix It! Day 4

one evening they **reached** a dark forest

2 nouns (n) 1 capital

1 end mark

**reached** arrived at

one evening they **reached** a dark forest.

Capitalization **One** first word of the sentence
End Marks Use a period at the end of a statement.

**Rewrite It!** One evening they reached a dark forest.

# Learn It!

# **Article Adjective**

The **article adjectives** are *a*, *an*, *the*.

A noun follows an article adjective. Sometimes adjectives (describing words) come between the article and its noun, as in *a kind dwarf*.

Mark It! Write ar above each article.

ar ar

The tired soldier built a fire near an oak tree.

For more information about article adjectives, see page G-14.

Ask students to identify the noun that follows each article.

soldier

fire

tree

A noun does not always have an article adjective before it. However, if there is an article adjective, a noun will follow it.



| Read It!  | Mark It!       | Fix It!    | Day 1 |
|---|----------------|------------|-------|
| they decided to take turns <b>guarding</b> the camp | 1 article (ar) | 1 capital  |       |
|   | 2 nouns (n)    | 1 end mark |       |

guarding

watching over; keeping safe

they decided to take turns **guarding** the camp.

Capitalization **They** first word of the sentence
End Marks Use a period at the end of a statement.

Rewrite It! They decided to take turns guarding the camp.

| Read It!   | Mark It!        | Fix It!    | Day 2 |
|--|-----------------|------------|-------|
| two soldiers <b>dozed</b> under a tree while the third built | 3 articles (ar) | 1 capital  |       |
| a fire and stayed awake                                      | 4 nouns (n)     | 1 end mark |       |

#### dozed

slept lightly

two soldiers **dozed** under a tree while the third built ar n

a fire and stayed awake.

| Capitalization | <b>Two</b> first word of the sentence   |
|----------------|---|
| End Marks      | Use a period at the end of a statement. |

**Rewrite It!** Two soldiers dozed under a tree while the third built a fire and stayed awake.

| Read It!  | Mark It!        | Fix It!    | Day 3 |
|---|-----------------|------------|-------|
| suddenly a small <b>dwarf</b> in a red jacket stood | 2 articles (ar) | 1 capital  |       |
| before him  | 2 nouns (n)     | 1 end mark |       |

#### dwarf

in folklore, a very short man with magical powers

ar n ar n suddenly a small dwarf in a red jacket stood

before him.

Capitalization **Suddenly** first word of the sentence

End Marks Use a period at the end of a statement.

Rewrite It! Suddenly a small dwarf in a red jacket stood before him.

| Read It!   | Mark It!        | Fix It!    | Day 4 |
|--|-----------------|------------|-------|
| the soldier <b>invited</b> him to get warm by the fire | 2 articles (ar) | 1 capital  |       |
|  | 2 nouns (n)     | 1 end mark |       |

#### invited

politely asked someone to go somewhere or do something

the soldier invited him to get warm by the fire.

Capitalization *The* first word of the sentence
End Marks Use a period at the end of a statement.

**Rewrite It!** The soldier invited him to get warm by the fire.

# Learn It!

#### **Pronoun**

A **pronoun** replaces a noun in order to avoid repetition. It refers back to some person or thing recently mentioned and takes the place of that person or thing.

There are many types of pronouns. The personal pronouns take the place of common and proper nouns. The personal pronouns in the table below are organized by number, person, and function.

Number means one (singular) or more than one (plural). Person means who is speaking (1st), spoken to (2nd), or spoken about (3rd).

Function means the job a word is doing in the sentence.

| For more information |
|----------------------|
| about pronouns, see  |
| page G-6.            |
|                      |

The noun the pronoun replaces is called the antecedent.

|          |         | These          | These           | These         | These          |
|----------|---------|----------------|-----------------|---------------|----------------|
|          |         | pronouns can   | pronouns can    | possessive    | possessive     |
|          |         | function as    | function as     | pronouns      | pronouns do    |
| 2        | 3       | the subject of | the object of a | function as   | not function   |
| numbers  | persons | a sentence.    | preposition.    | adjectives.   | as adjectives. |
|          | 1st     | I              | me              | my            | mine           |
| singular | 2nd     | you            | you             | your          | yours          |
|          | 3rd     | he, she, it    | him, her, it    | his, her, its | his, hers, its |
|          | 1st     | we             | us              | our           | ours           |
| plural   | 2nd     | you            | you             | your          | yours          |
|          | 3rd     | they           | them            | their         | theirs         |

*Mark It!* Write *pr* above each pronoun.

pr

The little man was thankful. He gave the soldiers the horn. pr pr
It would help them.

Without pronouns to replace the nouns, this passage sounds strange.

The little man was thankful. The little man gave the soldiers the little man's horn. The horn would help the soldiers.

Ask students to identify the nouns that the pronouns replace.

He replaces little man
It replaces horn
them replaces soldiers

Week 7 students will learn a possessive pronoun like *his* replaces a possessive noun like *soldier's*. Both function as adjectives.

# Capitalization

Capitalize the personal pronoun *I*.

*Fix It!* Place three short lines below the personal pronoun *I*.

When the little man gave me the horn, i blew it.



| Read It!  | Mark It!        | Fix It!    | Day 1 |
|---|-----------------|------------|-------|
| he told the little man about their <b>problem</b> | 1 article (ar)  | 1 capital  |       |
|   | 2 nouns (n)     | 1 end mark |       |
|   | 2 pronouns (pr) |            |       |

problem

a difficult situation

<u>he</u> told the little man about their **problem.** 

Capitalization He first word of the sentence

End Marks Use a period at the end of a statement.

Pronoun **He** replaces soldier

their replaces soldiers'

Week 7 students will learn that a possessive pronoun like their is a pronoun that functions

as an adjective.

Rewrite It! He told the little man about their problem.

| Read It!  | Mark It!       | Fix It!    | Day 2 |
|---|----------------|------------|-------|
| the little man <b>promised</b> that he would help | 1 article (ar) | 1 capital  |       |
| -   | 1 noun (n)     | 1 end mark |       |
|   | 1 pronoun (pr) |            |       |

## promised

said that one would or would not do something



Capitalization **The** first word of the sentence
End Marks Use a period at the end of a statement.

Pronoun **he** replaces little man

**Rewrite It!** The little man promised that he would help.

Week 3

Read It!

the dwarf gave the soldier a cloak and told him to show it to his friends in the morning

fix It!

Day 3

4 articles (ar)

5 nouns (n)

1 end mark

3 pronouns (pr)

#### cloak

a long, loose piece of clothing without sleeves

the dwarf gave the soldier a **cloak** and told him

to show it to his friends in the morning.

Capitalization

The first word of the sentence

Use a period at the end of a statement.

Pronoun

him replaces soldier
it replaces cloak
his replaces soldier's
Week 7 students will learn that a possessive pronoun like his is a pronoun that functions as an adjective.

**Rewrite It!** The dwarf gave the soldier a cloak and told him to show it to his friends in the morning.

| Read It!                                | Mark It!        | Fix It!    | Day 4 |
|---|-----------------|------------|-------|
| the person wearing the cloak would have | 2 articles (ar) | 1 capital  |       |
| his wish <b>granted</b>                 | 3 nouns (n)     | 1 end mark |       |
|   | 1 pronoun (pr)  |            |       |

## granted

given what was asked

ar n ar n the person wearing the cloak would have

his wish **granted.** 

Capitalization *The* first word of the sentence

End Marks Use a period at the end of a statement.

Pronoun *his* replaces *person's* 

Rewrite It! The person wearing the cloak would have his wish granted.

# **Quotation Marks—End Marks**

**Quotation marks** indicate words are spoken.

Quote "I want the gold," Attribution the princess declared.

The quote is the sentence in quotation marks. The attribution is the person speaking and the speaking verb.

If the quoted sentence makes a statement, place a period inside the closing quotation mark unless the attribution follows.

Attribution, "Quote," "Quote," attribution.

If the quoted sentence asks a question, place a question mark inside the closing quotation mark.

Attribution, "Quote?" "Quote?" attribution.

If the quoted sentence expresses strong emotion, place an exclamation mark inside the closing quotation mark.

Attribution, "Quote!" "Quote!" attribution.

# Think About It!

Many words can be used as different parts of speech. However, a word can perform only one part of speech at a time. For example, *running* can be a verb, adjective, or noun.

Verb: The soldiers were running through the forest.

In this sentence *running* is a verb because it follows the helping verb *were*. A word that ends in -ing functions as a verb only if it follows a helping verb.

Adjective: The soldiers heard running water.

In this sentence *running* describes water. What kind of water? *running*. An adjective describes a noun or pronoun.

Noun: The second soldier said, "Running is fun."

In this sentence *running* is a thing. A noun is a person, place, thing, or idea.

Week 18

| Read It!  | Mark It!  | Fix It!    | Day 1 |
|---|---|------------|-------|
| he was hungry, so he <b>munched</b> on several apples | 1 noun (n)  | 1 capital  |       |
|   | 2 pronouns (pr)   | 1 end mark |       |
|   | 2 adjectives (adj)  |            |       |
|   | 1 coordinating conjunction (cc)   |            |       |
| munched   | 1 prepositional phrase  |            |       |
| chewed or ate, especially in a noisy way              | 2 subject-verb pairs (s v)  |            |       |
|   | 2 pronouns (pr) 2 adjectives (adj) 1 coordinating conjunction (cc) 1 prepositional phrase |            |       |

s v adj cc s v adj n
he was hungry, so he munched on several apples.

| Capitalization | <b>He</b> first word of the sentence  |
|----------------|---|
| End Marks      | Use a period at the end of a statement.   |
| Pronoun        | He; he replace second soldier   |
| Adjective      | The adjective <i>hungry</i> follows the linking verb and describes the subject (He). What kind of He (soldier)? <i>hungry</i> How many apples? <i>several</i> |
| S V Pairs      | He was; he munched  |

Rewrite It! He was hungry, so he munched on several apples.

| Read It!   | Mark It!                        | Fix It!    | Day 2 |
|--|---------------------------------|------------|-------|
| he enjoyed the apples, which came from the tree, | 2 articles (ar)                 | 1 capital  |       |
| but his nose felt <b>odd</b>                     | 3 nouns (n)                     | 1 end mark |       |
|  | 1 pronoun (pr)                  |            |       |
|  | 2 adjectives (adj)              |            |       |
| <b>odd</b><br>strange or unusual                 | 1 coordinating conjunction (cc) |            |       |
|  | 1 prepositional phrase          |            |       |
|  | 1 who/which clause (w/w)        |            |       |
|  | 3 subject-verb pairs (s v)      |            |       |

pr ar n w/w ar n
he enjoyed the apples, (which came from the tree),
cc adj n adj
but his nose felt odd.

| Capitalization | <b>He</b> first word of the sentence  |
|----------------|---|
| End Marks      | Use a period at the end of a statement.   |
| Pronoun        | <b>He</b> replaces second soldier   |
| Adjective      | Whose nose? <i>his</i> The possessive pronoun <i>his</i> functions as an adjective. The adjective <i>odd</i> follows the linking verb and describes the subject (nose). What kind of nose? <i>odd</i> |
| W/W Clause     | which came from the tree describes apples   |
| S V Pairs      | He enjoyed; which came; nose felt   |

Rewrite It! He enjoyed the apples, which came from the tree, but his nose felt odd.

| Read It!                                       | Mark It!                   | Fix It!    | Day 3 |
|--|----------------------------|------------|-------|
| he <b>realized</b> that it was growing rapidly | 2 pronouns (pr)            | 1 capital  |       |
|  | 1 -ly adverb (ly)          | 1 end mark |       |
|  | 1 that clause (that)       |            |       |
|  | 2 subject-verb pairs (s v) |            |       |
| realized<br>understood clearly                 |                            |            |       |

s pr v that s v v ly
he realized (that it was growing rapidly).

| Capitalization | <b>He</b> first word of the sentence  |
|----------------|---|
| End Marks      | Use a period at the end of a statement.   |
| Pronoun        | He replaces second soldier it replaces nose   |
| -ly Adverb     | Was growing how? <i>rapidly</i>   |
| S V Pairs      | He realized; it was growing In this sentence growing functions as a verb because it follows the helping verb was. A word that ends in -ing functions as a verb only if it follows a helping verb. |

Rewrite It! He realized that it was growing rapidly.

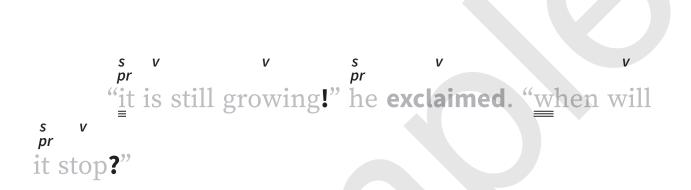
Read It! Mark It! Fix It! Day 4

"it is still growing" he  $\mbox{\bf exclaimed}.$  "when will it stop"

3 pronouns (pr) 3 subject-verb pairs (s v) 2 capitals2 end marks

#### exclaimed

cried out or spoke suddenly



| Capitalization | It first word of the quoted sentence When first word of the quoted sentence In this sentence he is not capitalized. Do not capitalize the first word of an attribution when it follows the quote.                     |
|----------------|---|
| End Marks      | Use an exclamation mark at the end of a sentence that expresses strong emotion. Place it inside the closing quotation mark. Use a question mark at the end of a question. Place it inside the closing quotation mark. |
| Pronoun        | It replaces nose he replaces second soldier it replaces nose  |
| S V Pairs      | It is growing; he exclaimed; it will stop In this sentence growing functions as a verb because it follows the helping verb is. A word that ends in -ing functions as a verb only if it follows a helping verb.        |

**Rewrite It!** "It is still growing!" he exclaimed. "When will it stop?"

# Fix It! Grammar

Glossary

FOURTH EDITION

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