

Fix It! Grammar

The Nose Tree
TEACHER'S MANUAL BOOK 1

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THIRD EDITION

Welcome to *Fix It!*

Welcome to the first book of *Fix It! Grammar: The Nose Tree*. As your students enjoy reading a sentence or two of this fairy tale each day, they will learn to apply grammar rules to the writing. Over the course of the year, they will become experts in the basic parts of speech and some of the rules involved in writing.

This is not a traditional grammar program, so it will not feel as if you are really learning grammar. Instead, you and your students will be internalizing the tools necessary for editing their own compositions, which is the main goal of grammar.

The Method: Modeling Proper Grammar Within Stories

The traditional method of teaching grammar is to present a grammar rule and then have students apply it in a series of contrived exercises. When that grammar rule is learned, another is taught and practiced in the same manner.

Although students often do well on these traditional worksheets, the learning does not usually transfer to their own writing and editing. Why? The grammar involved in real-life sentences is usually much more complicated than what is in the grammar exercise book, so students are often unable to edit their own work.

Fix It! Grammar overcomes these difficulties by teaching grammar at the point of need. Instead of a page full of grammar exercises, students will tackle real-life sentences with limited instruction. Thus, students will learn to think about their writing and incrementally learn how to apply the grammar rules to written work. Moreover, it is this daily practice in editing that will help instill the habit of editing anything they write.

For this to work, you as the teacher need to approach this book as a series of modeling exercises. Discuss each rule as it is presented, and then model for your students how to label the sentences and make the corrections. As your students gain confidence, they will often complete the labels and corrections accurately, but that is not always the case. Consider that mistakes are an opportunity to learn. If your students mismark a word or miss a correction, laugh! Show them what they missed, revisit the grammar rule involved, and encourage them that they can catch it next time.

After all, everyone needs an editor. Even professional writers and editors miss errors. The important thing is to understand the process and catch as much as you can. Knowing the reasons behind the fixes will make your students much better editors in the long run, and you will also gain the expertise to evaluate your students' papers better when they are older.

The Process: 15 Minutes a Day

This book is intended to provide 33 weeks of grammar instruction and practice. The process should take about fifteen minutes a day, four days a week. If you are using it with an older student, the book might be completed in a semester by doubling up the weeks.

If you are using this course with a writing class that meets weekly, we recommend having each family purchase the teacher's manual. Ask the parents to go over the passages at home with their children. That frees you up to focus on just some of the concepts so it does not take up too much class time.

Get Ready

Follow the instructions on the blue page in the front of this manual to download the student book. Print out one copy per student. You can purchase a spiral-bound version of the student book if desired. See: IEW.com/FIX-1-SB

Your student will need a binder with four tabs organized as follows:

Fix Its	The first part of the book includes the weekly instruction, passages, and grammar cards. Put all of the first part except the weekly fixes behind this tab. Each week as you hand your students the next week's fixes, they can keep adding them to this section and not be tempted to read ahead and spoil the suspense.
Grammar Glossary	The rest of the student book, the Grammar Glossary, should be placed behind this tab.
Rewrite	Place a few pages of lined paper here for your student to use when rewriting the passage.
Vocabulary	Provide more lined paper for your student to keep a list of the vocabulary words along with their meanings.

Get Started

Begin the program by reading the directions presented on page 3 of the student book (page 7 of this Teacher's Manual). Tell your student that this program works like a puzzle. It is a series of daily games to practice the elements of grammar that they will learn over many weeks.

Your students will likely miss many of the fixes and markings as they work through the program, so stress that "a mistake is an opportunity to learn." They can use their mistakes to learn grammar better. Thus, keep the lessons light and fun, and teach your students to laugh and learn from the elements they miss.

Learn It

Start the week by reading through the "Learn It" section of the student book. Cut out the related grammar cards located near the back of the student book. Your student may keep these cards handy throughout the year and reference them as needed.

Next, show your student how to apply the lesson to the Day 1 passage. Model how to make the editing marks and grammar notations. Since all the markings are illustrated in this Teacher's Manual, you can easily guide your student.

The explanations below the edited text are for the teacher. The discussion notes provide you with the reasons behind each of the fixes as well as some of the other elements of grammar that may come up in your discussion.

Notice that they are organized into two sections: Fixes and Grammar Notations. You will likely need to reference the grammar notations in order to make the corrections, so do not feel that you have to follow the discussion notes in order. Simply use them as a reference as you work through the passage.

The Layout

You can teach the information in any order that makes sense to you and your students. To keep things organized, the material is arranged like this:

Fixes. These notes provide the reasons for each of the corrections. Use them to explain why a fix was needed or to quiz your students on their understanding.

Grammar Notations. These notes explain the grammar markings and suggest questions that can help you guide your student to see how the grammar works.

Do not feel like you need to read everything in these sections to your students. Teach at the point of need. If it is too much, teach less. If they know it already, skip it.

Style. This section is introduced in Week 9. The style section deals with dress-ups and typically appears on Day 4 of every week.

Week 33

DAY 4

^{prep} ^{adj} ⁿ ^{ar} ⁿ ^{vb} ^{ly} ^{prep} ⁿ ^{prep}
 from that time the soldiers lived cheerfully at home in ~~there~~/their/~~they're~~

ⁿ ^{cc} ^{ly} ^{vb} ^{ar} ⁿ ^{ar} ⁿ ^{prep}
 palace and occasionally took an airing to discover the world in

ⁿ ^{prep} ^{ar} ^{adj} ^{adj} ⁿ
~~there~~/their/~~they're~~ coach with the three dapple-gray horses.

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: No, because it continues to talk about what happened afterward.

Capitalization. Capitalize the first word of a sentence.

Homophones. Have students cross out the incorrect *there/their/they're* (two places) and check the spelling when copied.

End marks. Period at end of statement.

Grammar Notations

Verbs. *lived, took.* If students mark the infinitive to *discover* as a verb, accept it.

-ly adverbs. *cheerfully, occasionally.* Ask: What part of speech do these adverbs describe? Answer: the verbs *lived* and *took*.

Prepositional phrases. *From that time, at home, in their palace, in their coach, with the three dapple-gray horses.* Ask students to use the parts of speech notations to show how each phrase fits the pattern: preposition + noun/pronoun, no verb: *from...time; at home; in...palace; in...coach; with...horses.*

Coordinating conjunction. *and.* Ask: What words does this cc join? Answer: the verbs *lived* and *took*. The same noun (*soldiers*) has two verbs.

Style

Have your students choose the single best of the following dress-ups from this week's sentences. Discuss their answers. Best possibilities:

Strong verbs. *presented, ached.*

Quality adjectives. *secure, natural, dapple-gray.*

-ly adverbs. *miserably, directly, cheerfully.*

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Sentences. At the beginning of each lesson is the student sentence with corrections.

Vocabulary words. These and their definitions are printed in the sidebar, along with other supporting notes.

Fix It

On the remaining three days of the week, continue to fix and mark the passage. Review the directions presented on page 7 of this Teacher's Manual and continue to model the process as needed. Students may do some of the lesson on their own, such as looking up the vocabulary word and attempting to fix and mark the passage. However, it can also be done together.

The entire lesson should not take more than fifteen minutes per day. If you cannot touch on everything in that period of time, that is fine.

Use the discussion notes as needed to explain the fixes and discuss the grammar involved. Use the questions to help your student understand the grammar better, but do not feel compelled to read it all to your student. The principles will be repeated over and over, so there is plenty of time to learn. The daily discussion and practice will bring mastery, so keep this part of the lesson light and fun.

In addition to the regular discussion of grammar, the discussion notes include advanced concepts, teacher's notes, and tidbits for the grammar lovers among you. These additions, set off with icons, are primarily for the teacher's information to explain something that might be confusing in the discussion. If a student is curious, go ahead and discuss those concepts. However, they are generally above the scope of this course and can be just for a teacher's enjoyment and training.

Rewrite

Finally, the rewrite is the key to success. By rewriting the passage and paying careful attention to detail, your student will internalize the corrections. For your convenience, the corrected passage rewrite is printed in the Teacher's Manual at the end of each week's fixes.

Pacing

Adjust the pace of the teaching as needed. If your student is not understanding all the details, then do not require him to add new markings until the previous ones are easy. This mastery learning approach should be fun and low stress. If your students start to groan when you say, "Time for *Fix It!*" something is wrong.

For more on a mastery learning approach to teaching, listen to Andrew Pudewa's "Mastery Learning" talk. It has been included as a free download with your *Fix It!* purchase. See the blue page in the front of this manual for download instructions.

Grammar Glossary

The Grammar Glossary, found at the end of the teacher and student books, is a tool that can be used for all six *Fix It! Grammar* books. It summarizes most of the information that is taught in the books. Reference it if you want a little more information than was provided with the passage. It will also be a handy grammar guide for your student to use in the future.

Grading

This course is intended to be used as a teaching tool and thus should not be graded. If you must assign a grade, assess the students' rewrite of the passage. You can simply choose one of the passages from the week to evaluate. The passage can be worth ten points. Deduct one point for each error.

Find Help

The scope and sequence for this book is on pages 178-180.

If you would like to see a demonstration of how to do the *Fix It!* lessons, please watch the webinar on the IEW website. It is on the *Fix It!* Overview page. See: IEW.com/Fix

The Institute for Excellence in Writing also provides teacher forums for those using our materials. It is a great place to meet other IEW teachers and find answers to specific writing and grammar questions. To join: IEW.com/forum

Instructions

Instructions

Welcome to *Fix It! Grammar*. This year you can enjoy learning grammar by seeing how it works in a real-life story.

GET READY

To organize your work, you will need a notebook with four sections. If the book you are holding is already spiral bound, then your notebook will contain just the last two sections:

- Fix Its
- Grammar Glossary
- Rewrite
- Vocabulary

You will also need an envelope or pouch for your grammar review cards, which are located after page 72 and just before the Grammar Glossary section.

LEARN IT

With your teacher, read through the “Learn It” section for the week. This will show you what you will be looking for that week and for weeks to come.

To help you remember and review what you learned, find the grammar card(s) for the week. Keep them in an envelope and lay them all out on the table each time you work on *Fix It!* so that the information is at your fingertips.

FIX IT

Each day complete the following tasks.

Read Read the sentence.

Vocabulary Look up the bolded word in a dictionary. Decide which definition best fits the meaning of the word in this sentence. On a separate piece of paper in the vocabulary section of your notebook, write a brief definition (using key words) labeled with the appropriate week. You will add to this list every day.

Day 1 Your teacher will help you mark and fix the first passage. Complete the rewrite after fixing.

Days 2–4 Use the abbreviations at the top of the page along with the grammar cards to help you remember how to mark the passage. Your teacher will help you with anything you miss. Remember, a mistake is an opportunity to learn.

Rewrite After marking, correcting, and discussing the passage with your teacher each day, copy the corrected passage into a separate notebook so that you end up with a handwritten copy of the complete story. Your teacher can show you an example of the rewrite in the teacher’s book.

- Be sure to double-space.
- Do not copy the markings, just the story.
- Be careful to indent where indicated and use capital letters properly.
- Carefully copy the punctuation and use end marks.

If you are ready, let’s get started!

Read this introductory page with your students.

Help your students set up their Fix It notebook as described in the Get Ready section.

Notice that the first day of each week is a teaching day. Read through the Learn It part with your students and then show them exactly what to do using the Day 1 passage.

On the remaining days your students can complete the fixes independently before you go over them to ensure understanding.

Week 1

Nouns, Homophones, and End Marks

LEARN IT

Since this is the first day, there are several things you need to know to get started. But do not worry; they are easy! Read through these few things with your teacher, who will use the Day 1 passage to show you how they work.

Indent Notice the ¶ symbol at the beginning of the Day 1 sentence. This is a paragraph mark, and it means that this sentence needs to start a new paragraph with an indent. In a later lesson you will learn the rules for when to begin a new paragraph.

For now, all you have to do is watch for the paragraph marks (¶). Whenever you see one at the start of a sentence, be sure to start a new paragraph when you copy the sentence into your notebook. Do not copy the ¶ symbol in your rewrite.

Nouns (n) Grammarians have sorted words into different categories, and you can learn how to do it, too. They call these labels “parts of speech.” This week you will look for nouns. Label them by printing a little *n* over each one.

Nouns are things, people, animals, places, and ideas. To determine if a word is a noun, apply these two tests, which work best for objects and animals:

1. Is it countable? *two* _____
2. Can an article come in front of it? *the* _____; *a/an* _____.

Homophones Homophones are words that sound alike but are spelled differently and have different meanings. Where indicated with underlining, choose the correct homophone for *there*, *their*, or *they're* by crossing out the incorrect words. Use *there* when it is indicating a place (here or there), *their* when it belongs to someone, and *they're* when it is a contraction meaning *they are*.

End marks You have likely learned that every sentence must have an end mark. End marks are missing in this week's sentences. Decide which kind of end mark (period, question mark, or exclamation point) each sentence needs and add it on.

To help you remember these things for future lessons, cut out the Week 1 grammar cards located in the back of this book. Keep them in an envelope so you can reference them as needed.

FIX IT

Follow the process detailed on the previous page to complete the fixes this week.

- Read the sentence.
- Define the bolded vocabulary word.
- Fix and mark the sentence.
- Discuss your work with your teacher.
- Rewrite the sentence in another notebook.

Read the Learn It part with your students.

Because this is the first week, there are many things to cover. If it is too much, just choose one thing today and teach a new thing each day this week.

You have complete control over what you cover at what pace, so feel free to shorten lessons as needed.

Grammar Cards.

Find the grammar cards in the back of the student book and cut out the ones that were covered in today's lesson. Have your students keep the cards in an envelope so they can spread the cards out each day and use them for reference.

Once you have read the Learn It part, show your student how to apply it to the Day 1 passage.

Teacher's note. As you progress through these lessons, you will find many things to address in each passage. You do not need to cover them all! Keep it light and make it a game. Your student does not have to master the elements the first time out. Over time with repetition, mastery will come.

DAY 1

n n

¶ Did you ever hear the story of the three **poor** soldiers?

Show your student how to complete the Fix It part of the instructions. Cut out the Week 1 grammar cards located in the back of the student book. These cards can serve as reminders throughout the year.

Read the sentence. Read the sentence together. Explain to your student that you will be working on a story this year, one sentence per day.

Define the bolded vocabulary word. Find the bolded vocabulary word and talk about its meaning. If your students do not know the word, show them how to look it up in the dictionary. Choose the specific meaning that applies in this context.

Fix and mark the sentence. Mark the sentence as illustrated above.

Fixes

Indent. This sentence will start on a new line and include an indent of about ½ inch because it is the start of the story and therefore a new topic.

To help your students remember to indent when copying the passage into their notebook, the editing mark for *paragraph* (¶) has been added to the indented sentences on the student pages.

End marks. The sentence asks a question so closes with a question mark.

Once the passage is marked and you have discussed the marking with your students, show them how to begin their rewrite on a fresh sheet of paper. Review the rewrite instructions on page 3 of the Student Book (page 7 of this Teacher's Manual). Show your students what is meant by writing something double-spaced (by skipping a line between lines). Instruct them to indent when indicated and include capital letters and punctuation. They should not copy the markings.

Grammar Notations

Nouns to mark with *n*: *story, soldiers*.

Guide students to find nouns they missed with hints and questions. E.g., "I found two nouns in this passage, one referring to some people and the other a thing. Can you find either? Hint: the word *the* always has a noun close after it."

Rewrite. Each day, after students mark, correct, and discuss the passage with you, they should copy the corrected passage into a separate notebook so that, by the end of the class, they have a handwritten copy of the complete story. You can show them the examples of rewrites from this teacher's book.

Students should follow these guidelines:

- Be sure to double-space.
- Do not copy the markings, just the story.
- Be careful to indent where indicated and use capital letters properly.
- Carefully copy the punctuation and use end marks.

poor: lacking sufficient money. Explain that many words have more than one meaning, but the student's job is to write the meaning that *best* fits the context. In this case, *poor* could also mean unhappy or unfortunate, but *destitute* in the second sentence suggests that *impoverished* is the best meaning.

✍ Teacher's note.

The rules for indentation will be taught Week 12. If you wish to read them now for your reference, see Grammar Glossary: Additional Rules and Concepts: Indentation Rules, page G-29.

✍ Teacher's note.

The paragraph mark is called a "pilcrow," and it was created in the Middle Ages to separate content and predates actual paragraphs.

DAY 2

They had fought well in the wars, but now they were out of work and
n *n*
destitute.

Invite your students to mark the sentence as described on Day 1. When they are done, use the passage to discuss the markings. When the discussion is complete, students may begin their rewrite. Continue this process as you work through the book.

destitute: without enough money for basic survival; impoverished

Fixes

End mark. This is a statement so add a period.

Grammar Notations

Nouns to mark with *n*: *wars*, *work*. Remind your students that nouns always follow close after the word *the*.

✦ **Advanced.** If students recognize that *they* is a noun, praise them for it! It is actually a pronoun, but most pronouns are basically types of nouns. However, this is an advanced concept that will be addressed later.

Advanced concepts are included here for your reference, but you do not need to discuss them with your students.

DAY 3

n
n
n

They had journeyed a long way, sick at heart with their **wretched** luck.

Fixes

Homophones. Review *there/their/they're* because it will show up in the next passage.

- *there* = the adverb pointing to a place or point
- *their* = the possessive pronoun
- *they're* = the contraction for *they are*, which does not appear anywhere in the story since it is told in past tense

Discuss the spelling of each word, especially *their*.

End marks. This is a statement so add a period.

wretched: very unfortunate in condition or circumstances

Grammar Notations

Nouns to mark with *n*: *way*, *heart*, *luck*. Praise students if they count *they* as a noun.

Tests to determine if a word is a noun:

- If it is a person or thing, it is a noun.
- If it has *a*, *an*, or *the* in front of it, it is a noun. Sometimes there are adjectives in between, as in “a long way.” Also, if it is a word that could have *a*, *an*, or *the* in front of it, it is likely a noun: “with *the luck* they had.”
- If it is something you can count (such as *two ways* or *two hearts*), it is likely a noun.

STUDENT REWRITE

Did you ever hear the story of the three poor soldiers? They had fought well in the wars, but now they were out of work and destitute. They had journeyed a long way, sick at heart with their wretched luck.

One evening their road brought them to a deep, gloomy wood.

Sample

Week 22

Review

LEARN IT

There are no new concepts for today. See if you can answer the questions below. If not, check your grammar cards for the answers.

- What is a test for verbs?
- Can you list the coordinating conjunctions? (Hint: FANBOYS)

Do you remember what these vocabulary words mean? If not, look them up in your vocabulary list in the back of your notebook.

- abundant
 - curious
 - sociable
 - survey
 - splendid
-

FIX IT

Read Read the sentence.

Vocabulary Look up the bolded word in a dictionary and decide which definition best fits the meaning of the word in this sentence. Add the definition to the list in the back of your notebook.

Day 1 Your teacher will help you mark and fix the first passage. Complete the rewrite after fixing.

Days 2-4 Use the abbreviations at the top of the next page and the grammar cards to help you remember how to mark the passage. Your teacher will help you with anything you miss. Remember, a mistake is an opportunity to learn.

Continue to evaluate the dress-ups used this week. Out of all the choices, circle the single strongest verb, adjective, and -ly adverb from the week.

Rewrite Copy the corrected passage into a separate notebook.

- Be sure to double-space and indent where indicated.
- Do not copy the markings, just the story.
- Remember to use capital letters properly.
- Carefully copy the punctuation and use end marks.

Discuss the Learn It part with your students.

Adjust the lessons as needed.

This week is a review week.

DAY 1

¶ meantime his comrades, who continued ~~there~~/~~their~~/~~they're~~ journey,
 came to that same wood.

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: Yes. Start a new paragraph because of a new place.

Capitalization. Capitalize the first word of a sentence.

Homophones. Have students cross out the incorrect *there/their/they're* and check the spelling when copied.

End marks. Period at end of statement.

meantime:
meanwhile; at the same time

Grammar Notations

Adjectives. *that, same.*

✧ **Advanced.** If your students do not mark these, let it go. Since they are not descriptive, it will be hard for many students to recognize that these are adjectives. Optional: Point out that both words describe the noun *wood* (*that wood; same wood*), and only adjectives can describe nouns.

Prepositional phrases. *to that same wood.*

Ask: What is the noun at the end of the prepositional phrase? Answer: *wood*.

Ask: How does the phrase fit the pattern (preposition + noun, no verb)? Use the parts of speech notations to help show this. Answer: *to...wood*.

Who-which clauses. Mark with *w-w* and read aloud: *who continued their journey*.

Ask: What noun immediately before it does this who clause describe?

Answer: *comrades*.

Ask students to show you where the commas are placed.

✧ **Advanced.** Point out that the who clause has its own verb (*who were journeying*) and that there must be another verb in the sentence that is not inside the who clause: *his comrades came*. Tell them Mr. Pudewa's words: "Don't let your who clause steal your sentence!"

DAY 2

ly *n* *prep* *pr* *vb* *prep* *n* *adj*
suddenly one of them stumbled over something **bizarre**.

Fixes

bizarre: unusual;
strange; unexpected

Indent. Is this a new topic, speaker, place, or time? Answer: No, because it continues the topic of their travel in the wood.

Capitalization. Capitalize the first word of a sentence.

End marks. Period at end of statement.

Grammar notations

Adjectives. *bizarre*. Ask: What does *bizarre* describe? Answer: *something*. Adjectives can modify pronouns as well as nouns.

Prepositional phrases. *of them, over something*.

Explain that prepositional phrases can end in nouns or pronouns. Ask: What is the noun or pronoun at the end of each prepositional phrase? Answer: *them, something*.

Ask: How does the phrase fit the pattern (preposition + noun/pronoun, no verb)? Use the parts of speech notations to help show this.

DAY 3

¶ “what can that be?” **queried** the other. “its / it’s not a tree root or stump.”

Fixes**queried:** asked

Indent. Is this a new topic, speaker, place, or time? Answer: Yes. Start a new paragraph because of a new speaker.

Capitalization. Capitalize the first word of a sentence (*What*) and of a quoted sentence (*It’s*).

Usage. Have students cross out the incorrect *its/it’s*, explain the meaning of the correct one, and check the spelling when copied. This should be *It’s* for the contraction: *It is* not a tree root, or *It’s* not a tree root.

Punctuation. Use a question mark inside the quotes since he is asking a question.

✧ **Advanced.** The first quotation is followed by a lowercase word since “queried the other” sets up the quotation and is part of that same sentence even though it follows an end mark.

End marks. Period at end of statement inside closing quotation marks.

Grammar Notations

Pronouns. *it*.

✧ **Advanced.** *that* is also a pronoun here.

Verbs. *can be, queried, is* (in *it’s*).

Coordinating conjunctions. *or*.

Ask: What words does this cc join? Answer: *tree root* and *stump*.

DAY 4

¶ ^{pr} ^{ly} ^{vb} ^{ar} ^{adj} ⁿ ^{cc} ^{vb} ^{vb} ^{prep} ⁿ ^{pr}
they carefully **inspected** the odd thing and could think of nothing that it
^{vb} ^{cc} ^{ar} ⁿ
resembled but a nose.

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: Yes. Start a new paragraph because of a new topic, pulling out of a speech and turning to their inspection.

Capitalization. Capitalize the first word of a sentence.

End marks. Period at end of statement.

inspected: looked carefully at; examined

Grammar Notations

Pronouns. *They, it.* Ask: What does *it* refer to? Answer: the thing they stumbled over, his nose.

-ly adverbs. *carefully.* Ask: What part of speech does this adverb describe? Answer: the verb *inspected*.

Prepositional phrases. *of nothing.* Ask: How does the phrase fit the pattern (preposition + noun, no verb)? Use the parts of speech notations to help show this.

Coordinating conjunctions. *and, but.*

✦ **Advanced.** Ask what words these cc's join. Answer: *and* joins two verbs (*inspected* and *could think*) to the same subject (*they*); *but* joins two nouns, *nothing* and *nose*.

✎ **Teacher's note.** To be grammatical, coordinating conjunctions must join the same parts of speech.

Style

Have your students choose the single best of the following dress-ups from this week's sentences. Discuss their answers. Best possibilities:

Strong verbs. *stumbled, queried, inspected, resembled.*

Quality adjectives. *bizarre, odd.*

-ly adverbs. *suddenly, carefully.*

STUDENT REWRITE

Meantime his comrades, who continued their journey, came to that same wood. Suddenly one of them stumbled over something bizarre.

“What can that be?” queried the other. “It’s not a tree root or stump.”

They carefully inspected the odd thing and could think of nothing that it resembled but a nose.

Sample

Scope and Sequence

Week	Parts of Speech	Punctuation	Dress-Ups	Homophones and Usage	Other Concepts	Vocabulary
1	Nouns (n)	End marks		There, their, they're	Indent (¶)	poor destitute wretched gloomy
2	Articles (ar)					keeping watch alert dwarf rebuffing
3		Quotations				plight worthy comrades don
4	Pronouns (pr)					elfin in due time likewise sociable
5	Which clauses (w-w)					purse awarding graciously curious
6	Who clauses (w-w)					dumbfounded survey settle down wondrous
7	Action verbs (vb)					trice encircled abundant dapple-gray
8			Identify possible strong verbs			splendid dwell neighboring elegant
9		Apostrophes to show ownership (possessives)				crafty observant luxuriant roamed
10	Helping verbs (vb)					rashly confided cunning indistinguishable
11		Apostrophes with contractions				banquet substituted bade farewell enclosed

Week	Parts of Speech	Punctuation	Dress-Ups	Homophones and Usage	Other Concepts	Vocabulary
12					Indentation rules	divulged suspected chamber tallying
13		Exclamation points		To, two, too		lingered pivoted rattled ordinarily
14	Adjectives (adj)					vacate vaulted haste covetous
15			Identify possible quality adjectives			despair vibrated immense besieged
16					Capitals	demolished challenged countered ploy
17	-ly Adverbs (ly)		Identify strongest -ly adverb			masqueraded crept ballads preoccupied
18				Its versus It's		disbanded invaluable forlorn mournfully
19	Prepositions (prep)					determined drifted fortune bone-weary
20						laden plucked peculiar detected
21	Coordinating conjunctions (cc)					cease arched inch on dale
22						meantime bizarre queried inspected

Scope and Sequence

Week	Parts of Speech	Punctuation	Dress-Ups	Homophones and Usage	Other Concepts	Vocabulary
23	Clause starters (cl) www.asia.b					elongated pitiabile assist in vain
24						benefactor chuckled antidote flourished
25				Your/You're		rightful genial feast obtain
26						heartily undertake costumed exquisite
27						appointed gobbled spacious appalling
28						alleviate sprucely restore humbled
29					Comparative adjectives	dose anticipated modest meddle
30						judged morrow enlarged remedy
31						arts pilfered stoutly casually
32						published legitimate fetch crossly
33						secure natural directly airing

Fix It! Grammar

Glossary

Pamela White

THIRD EDITION

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Successfully learn grammar in only 15 minutes a day!

Ingenious! Students hunt for and correct errors in daily passages that cumulatively tell a story. *Fix It! Grammar* encourages students to apply new grammar knowledge in context, aiding in the transfer of grammar skills into their own writing. Each book in the series of six provides a full year of grammar instruction and editing practice.

What's included?

- 33 weeks of daily passages
- 132 vocabulary words
- Reproducible student pages
- Clear teacher's notes
- Grammar Glossary

How does it work?

- Learn it: Explore a grammar concept.
- Fix it: Locate and fix errors in four short passages a week.
- Discuss it: Explore how the grammar applies to the passage.
- Copy it: Rewrite the corrected passage into a notebook.

What are its advantages?

- Grammar is taught in context.
- Repetition ensures mastery.
- Editing skills transfer better to writing.

Praise for the third edition of *Fix It! Grammar*:

"Nose Tree *Fix It!* has been perfect for a gentle introduction to writing and grammar. The instructions are so complete and easy to follow, the passages just the right length.

"[My daughter] loves learning the new words and is especially excited when she figures out the meaning of one before we look it up in the dictionary."

— Danielle O.



Pamela White has an M.A. in English and A.B.D. from Vanderbilt University. She is also certified as an Accomplished Instructor for IEW. Currently teaching online for IEW, she has taught traditional classroom and homeschooled students for more than three decades.

Fix It! Grammar emerged from her frustration with traditional methods of teaching grammar. Her high school students would memorize the rules and apply them in artificially contrived sentences, but there was little transfer to their writing. Her first *Fix It!* story showed that editing sentences in an ongoing story teaches grammar in a way that sticks and trains students to become self editors.



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Fix It! Grammar: The Nose Tree
Teacher's Manual Book 1



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