

Fix It Book 3: Frog Prince Errata

Errata for the Second Printing, version 4

Week 9 Day 2 (Teacher’s Book page 62)

The second line of the passage has a formatting error—all of the marks in the red box below should be shifted to the left.

(if i ^{AC S}lose that ball), (which cost him a royal fortune), you know.’”
Remove this delete mark. It should delete the comma after “me,” in the line above.

The subject-verbs are *I lose* and *which cost*. Also, the delete mark was intended to remove the comma at the end of the first line after *me*.

Week 14 Day 3 (Teacher’s Book page 93)

In the passage, a #2 above *at* in at the table. Plan to discuss the “Run-on sentence” before discussing the “Short #2 openers take commas.”

Errata for the Second Printing, version 3

Introduction (Teacher’s Book page 6)

Under “Find Help,” the Scope and Sequence page numbers should be 210–212.

Week 8 Rewrite (Teacher’s Book page 59)

In the third sentence of the rewrite, the comma after *Pray tell* should be a colon: “**Pray tell: who ...**

Week 11 Day 1 (Teacher’s Book page 73)

Move the *S* from over *what* to over *he*. The subject is *he*; *what* is the direct object: *he did want what*.

V S V

“A frog.” “[What did he want]?”

Week 11 Day 4 (Teacher’s Book pages 76, 77; Student Book page 25)

In the passage in the student and teacher book, add em dashes around *of all people’s: Your word—of all people’s—must be trustworthy*.

In the Teacher’s Book

- On page 76 under **Commas and other punctuation: Run-on sentence**, change the commas to em dashes in each of the examples.
- On page 77 in the **Grammar Notations: Prepositional phrases** section, add this comment after the paragraph about *like*: *Of all people’s* interrupts the flow of the sentence so is clearer set off with dashes or commas.
- On page 77 under **Grammar Notations: Clauses, phrases, and openers**, add the em dashes around the phrase as it appears in the last bullet point: Your **word**—of all people’s— **must** be trustworthy.
- On page 77 add the em dashes around the phrase in the Student Rewrite.

Week 14 Day 3 (Teacher’s Book page 93)

In the passage, underline **at the table**.

Week 15 Day 3 (Teacher’s Book page 99)

Add #1 to “Velvet carpeted ...” in the fixed passage.

Week 16 Day 4 (Teacher’s Book page 106)

Add this advanced note under the Teacher’s Note for “MC: Not only **was he going** to stick around:
ADVANCED. The sentence is a #1 but the “not only” MC requires another MC (“but ...” to complete the thought. “Not only” and “but also” are correlative conjunctions.

(continued next page)

Week 31 Day 2 (Teacher's book page 194)

Change **1. Teacher's Note** at the side to read as follows: When #3 openers describe the verb only instead of the entire main clause, as here (Robert signed a reply *in a modest manner*), they are not needed.

Grammar Glossary CorrectionsPage G-31: Numbers

Numbers, rule 3, cut second period after "dates."

Page G-40: #3 Adverb Opener Section

After much study, Pamela White revised the comma rule for -ly adverb openers. The **#3 Adverb Opener** section should read as follows:

The main difference between an -ly dress-up and -ly sentence opener is the flow of the sentence. Beginning the sentence with the -ly adverb gives a different kind of rhythm than placing it later in the sentence.

Advanced: -ly Adverb Punctuation. LY openers take a comma after them when they modify the sentence but do not need a comma when they modify the verb. The best way to tell what they modify is to put the sentence in two patterns that use the adjective form of the -ly adverb.

- Did the subject act in the adjective manner? **If so, the -ly modifies the verb: no comma.**
 - Example: **Resentfully** the stranger answered him. The stranger answered in a resentful manner, so this -ly modifies the verb and therefore does not take a comma.
- Is it adjective that the rest of the sentence is true? **If so, the -ly modifies the sentence: comma.**
 - Example: **Unfortunately**, Queen Mary was traveling with him at the time. It is unfortunate that she was traveling with him at the time, so this -ly modifies the whole sentence and needs a comma.

Sometimes, both the comma and no comma are correct but affect the meaning.

Sorrowfully Chanticleer acceded to the counsel of his wife. He acceded, but he did so sorrowfully, with regret.

Sorrowfully, Chanticleer acceded to the counsel of his wife. This opener is the narrator's warning that Chanticleer made a mistake in acceding to his wife's advice. It is sorrowful that Chanticleer acceded to his wife's counsel.

Errata for Second Printing, version 2 and previous

Week 1 Review Page: Learn It Section

It may be easier to go over the **Prepositional Phrases** section before the **Subjects and Verbs** section.

Week 1 Day 1 (Student Book page 5 and Teacher's Book pages 9 and 13)

Remove the commas after *past*, *kingdom*, and *alps* in both the teacher and student books: in the recent past in an obscure kingdom tucked away among the alps reigned Be sure to remove the commas in the rewrite section.

In the Teacher's Book under "Commas and Other Punctuation," the "Long #2 Opener" section should read as follows:

Long #2 prepositional openers.

Advanced. When multiple prepositional phrases begin a sentence, treat them like one long opener with no commas separating each short prepositional phrase. Usually, long #2 prepositional phrase openers (five or more words) take a comma at the end of the opener, but not when a verb (*reigned*) instead of the subject follows the opener. The original is correct: In the recent past in an obscure kingdom tucked away among the Alps reigned a decorous king.

Week 6 Day 3 (Teacher's Book page 43)

The bracket at the end of the sentence should be a parenthesis: ... from his royal **cares**).

(continued next page)

Week 6 Day 4 (Teacher's Book page 44)

In the fixed passage, *out* should not be included in the underline because it is an adverb there. The second line should look like this: ... **you toss that ball out in the garden]**?

Week 7 Day 1 (Teacher's Book page 47)

At the end of the passage, underline **to such twaddle**. Add *to such twaddle* to the list of prepositional phrases under Grammar Notations.

Week 9 Day 1 (Teacher's Book page 61)

Change the bracket to a parenthesis in the second line after *as talking frogs*: **as talking frogs)**

Week 10 Day 3 (Teacher's Book page 69)

Move the MC from over *princess* to over the bracket for the main clause *he began*.

Week 11 Day 1 (Teacher's Book page 73)

In the second line of the passage, remove the brackets around "*a frog*."

Week 11 Day 2 (Teacher's Book page 74)

Under "Advanced. MC: **remember**" section add

If students ask why two MCs are back to back with only a comma, explain that *remember* sets up what the reader is to remember in the same way that a speaking verb sets up a quotation with a comma—that is, it is an exception to the usual rule. A colon could be used instead, but a colon draws more attention to what follows than fits this context.

Week 13 Day 2 (Teacher's Book page 86)

Spanning the second and third line of the passage, underline **of this desolate forest**.

Week 15 Day 1 (Teacher's Book page 97)

In the definition for *savory* in the right sidebar it should read *smell*, not *small*.

Week 16 Day 2 (Teacher's Book page 104)

In the passage, "I'm so sorry" and "Wish" should be marked #1 sentence openers.

In the second line of the passage, *than just your leg* should not be underlined. Also remove the teacher's note: **Teacher's note.** ~~The preposition card does not list all prepositions, only the most common. If your students do not catch this one, you can let it go.~~ The word *than* could be a preposition or a conjunction in this passage, but determining which is not worth the effort because it doesn't affect the punctuation. Thus, simply leave it be.

Week 16 Day 4 (Teacher's Book page 106)

The parenthesis should have been after *meals*, not after *him*:

but [her father insisted] (she bring to/two/too him all his meals).

Week 17 Day 3 (Teacher's Book page 111)

Remove the ¶ in front of "secretly." The first sentence of the passage continues Arthur's perspective. The second sentence begins the tale and is thus a new topic. Also, bold *apropos*.

Week 21 Day 3 (Teacher's Book page 135)

"A palace maid snickered" should have been marked with a #6.

Week 23 Day 1 (Teacher's Book page 145)

Remove the underline from *out* in **the luster had gone out of life**. The prepositional phrase is just *of life*.

Week 24 Day 3 (Teacher's Book page 153)

There should be a parenthesis instead of a bracket after *direction*:...***in Arthur's direction)***,

(continued next page)

Week 24 Day 4 (Teacher's Book page 154)

In the second line of the passage, underline **over his hurt leg**.

Week 25 Day 2 (Teacher's Book page 158)

In the corrected passage correct the following:

- Change second set of brackets around "when I lose my temper" to parentheses for the AC.
- Underline the prepositional phrases *of food* and *to my taste*.
- Add to the list of prepositional phrases at the bottom of the page: ... *to me; of food; to my taste*.

Week 25 Day 4 (Teacher's Book page 160)

In the corrected passage, change MC to DC over the *who* clause: *who enjoyed ...*

Week 27 Day 3 (Teacher's Book page 171)

Move the notations a little to the left on the first and second line.

- End of first line: MC over the bracket, S=Robert, V=was.
- Second line: MC: S=*he* V=*took*. DC: S=*he*, V=*could envision*.

Week 27 Day 4 (Teacher's Book page 172)

Add quotation marks before *irately*.

Week 31 Review Page Answers (Teacher's Book page 192)

Add to the answer to #2: **and who, which, that**.

Week 32 Day 4 (Teacher's Book page 202)

Under the Grammar Notations, the DC notation is missing a comma after *mark*:

- DC (noun clause): that **Dorinda had** fortuitously **lost** her beauty **mark**, along with all the other warts.

Week 33 Day 3 (Teacher's Book page 207)

In the second line of the passage, there should be a parenthesis, not a bracket, after *pond*:

and dropped her crown in the new sturgeon pond).

Week 33 Day 4 (Teacher's Book page 208)

Add *Later* to the list of words needing to be capitalized.

Add this bullet point to the **Commas and Other Punctuation** section:

- **Run-on sentence.** Ask students to explain and correct the comma splice (MC, MC). Answer: The comma after *matrimony* is not strong enough to hold the MCs together. Fix, with MCs italicized: *the Iron Chef fashioned a frog and toad anticipating joyous matrimony. Later that evening at the wedding feast, the erstwhile frog and toad skipped the main course of sturgeon roe soufflé and enjoyed just desserts.*

Week 33 Rewrite (Teacher's Book page 209)

In the student rewrite, the word *evening* is misspelled (second to last line).

Scope and Sequence Chart

In Week 11 in the Style column, add *#Q opener*.

In Week 31 in the Style column, delete *Q Opener*.

Grammar Glossary Corrections

Page G-7: Possessive Pronouns

Remove "it" from the Possessive Pronouns list.