

# Fix It!<sup>TM</sup> Grammar

Nose Tree

STUDENT BOOK

LEVEL 1

Pamela White

Fourth Edition, January 2022

Institute for Excellence in Writing, L.L.C.

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Fourth Edition, January 2022  
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ISBN 978-1-62341-357-6

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## Instructions

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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.

**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.

### Editing Marks

 indent

 insert

 delete

 capitalize

 lowercase

 reverse order

 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.

## Additional Resource

*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](http://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	<b>Fix It! Grammar Cards for Nose Tree Level 1</b>
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											22											
Coordinating Conjunction													13																		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												12						18													28		
Apostrophe Contraction																			19							26							

### Clauses

<i>Who/Which</i> Clause				5				9										17															
<i>That</i> Clause										11																							
Adverb Clause																											21				27		



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Sample



Sample

**Read It!**

1 vocabulary

**Mark It!**

2 nouns (n)

**Fix It!**

1 capital  
1 end mark

did you ever hear the story of the three

**poor** soldiers

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance.

**Read It!**

1 vocabulary

**Mark It!**

2 nouns (n)

**Fix It!**

1 capital  
1 end mark

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

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance.

**Read It!**

1 vocabulary

**Mark It!**

4 nouns (n)

**Fix It!**

1 capital  
1 end mark

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

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance.

**Read It!**

1 vocabulary

**Mark It!**

2 nouns (n)

**Fix It!**

1 capital  
1 end mark

one evening they **reached** a dark forest

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance.



Sample

**Read It!**

1 vocabulary

**Mark It!**

1 article (ar)

2 nouns (n)

**Fix It!**

1 capital

1 end mark

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

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline.

**Read It!**

1 vocabulary

**Mark It!**

3 articles (ar)

4 nouns (n)

**Fix It!**

1 capital

1 end mark

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

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance.

**Read It!**

1 vocabulary

**Mark It!**

2 articles (ar)

2 nouns (n)

**Fix It!**

1 capital

1 end mark

suddenly a small **dwarf** in a red jacket stood

before him

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance.

**Read It!**

1 vocabulary

**Mark It!**

2 articles (ar)

2 nouns (n)

**Fix It!**

1 capital

1 end mark

the soldier **invited** him to get warm by the fire

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are eight sets of these lines provided for rewriting the text above.



Sample

**Read It!**

1 vocabulary

**Mark It!**

1 article (ar)

2 nouns (n)

2 pronouns (pr)

**Fix It!**

1 capital

1 end mark

he told the little man about their **problem**

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance.

**Read It!**

1 vocabulary

**Mark It!**

1 article (ar)

1 noun (n)

1 pronoun (pr)

**Fix It!**

1 capital

1 end mark

the little man **promised** that he would help

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance.

**Read It!**

1 vocabulary

**Mark It!**

4 articles (ar)

5 nouns (n)

3 pronouns (pr)

**Fix It!**

1 capital

1 end mark

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

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for rewriting the text above.

**Read It!**

1 vocabulary

**Mark It!**

2 articles (ar)

3 nouns (n)

1 pronoun (pr)

**Fix It!**

1 capital

1 end mark

the person wearing the cloak would have

his wish **granted**

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline.

## Review It!

---

### 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!**

1 vocabulary

**Mark It!**

- 1 noun (n)
- 2 pronouns (pr)
- 2 adjectives (adj)
- 1 coordinating conjunction (cc)
- 1 prepositional phrase
- 2 subject-verb pairs (s v)

**Fix It!**

- 1 capital
- 1 end mark

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

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline.

**Read It!**

1 vocabulary

**Mark It!**

- 2 articles (ar)
- 3 nouns (n)
- 1 pronoun (pr)
- 2 adjectives (adj)
- 1 coordinating conjunction (cc)
- 1 prepositional phrase
- 1 *who/which* clause (w/w)
- 3 subject-verb pairs (s v)

**Fix It!**

- 1 capital
- 1 end mark

he enjoyed the apples, which came from the tree,  
 but his nose felt **odd**

**Rewrite It!**

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

**Read It!**

1 vocabulary

**Mark It!**

- 2 pronouns (pr)
- 1 -ly adverb (ly)
- 1 *that* clause (that)
- 2 subject-verb pairs (s v)

**Fix It!**

- 1 capital
- 1 end mark

he **realized** that it was growing rapidly

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance.

**Read It!**

1 vocabulary

**Mark It!**

3 pronouns (pr)  
3 subject-verb pairs (s v)

**Fix It!**

2 capitals  
2 end marks

“it is still growing” he **exclaimed**. “when will  
it stop”

**Rewrite It!**

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance.