

## Fix It Book 2: Robin Hood Errata

### Errata for the Second Printing, version 4

#### Week 4 Day 2 (Teacher's Book page 28)

In the passage, "my" should be marked with a *pr*.

#### Week 7 Day 4 (Teacher's Book page 48)

In the passage, the word *slain* (to the slain forester) should be marked as an adjective.

In the notations under **Homophones and usage**, it should read "to, the preposition" (not adverb).

#### Week 12 Day 1 (Student Book page 27)

In the passage of the student book, remove the comma after *one fair morn*.

#### Week 12 Day 4 (Teacher's Book page 78)

In the passage, there should be a *S* over the word *men*.

#### Week 25 Day 1 (Teacher's Book page 153)

Under **Fixes: Commas with adjectives**, exchange the word *tall* for *sturdy* as follows.

- 1) ~~sturdy~~ tall, brave soul ... 2) brave and ~~sturdy~~ tall)

#### Student Book: Grammar cards

The "Sentence Openers #1 and #2" card should be marked Week 10, not Week 8.

The "Sentence Openers #3 and #5" card should be marked Weeks 11 and 12, not Week 10.

Teacher Book Scope and Sequence Week 30 (page 208): add *ay* to the vocab list, third word.

### Errata for the Second Printing, version 3

#### Week 4: Day 4 (Teacher's Book page 30)

Remove the *n* over *all* in the passage.

Under **Grammar Notations: Pronouns**, add this note:

- ★ **Advanced.** *All* is an indefinite pronoun because there is no specific noun it is replacing, but you do not need to teach indefinite pronouns now.

#### Week 6 Day 1 (Student Book page 15, Teacher's Book pages 39 and 43)

Remove the comma after *impulsively* in the passage of both books. Remember to remove the comma from the rewrite on page 43.

#### Week 6 Day 3 (Student Book page 15, Teacher's Book pages 41 and 43)

Remove the comma after *in self-defense* in the passage of both books. Remember to remove the comma from the rewrite on page 43.

#### Week 7 Day 4 (Teacher's Book page 48)

Under **Grammar Notations**, two sections need the preposition *to* needs to be removed from the verb section as follows:

**Subject and verbs**, delete *to* in two places: "*Sheriff of Nottingham was related, he had*" and "*which helps along related.*"

**Clauses**, the first bullet point should begin, "*What is the first verb? was related.*" (Delete the word *to* since it is part of the prepositional phrase.)

#### Week 8 Day 2 (Teacher's Book page 52)

Under **Grammar Notations: Subjects and verbs**, revise the highlighted part of the advanced note:

- ★ **Advanced.** Students may be confused by *there*, which is **an adverb, a pronoun used to introduce the clause**, not the subject. The true subject comes after *gathered*, which students may hear more clearly if you revise the sentence: *many others gathered around him there.*

(continued on next page)

Week 11 Instructions (Student Book page 24 and Teacher's Book page 68)

In the third paragraph of "#3 -ly Adverb Opener" section, add a comma after *regularly*:

Example: *Regularly, [the common folk ...]*

Week 11 Day 2 (Student Book page 25 and Teacher's Book page 70 and 73.)

In the passage of both books, add a comma after *regularly*.

In the Teacher's Book add a comma to the example in the first paragraph under **Combine sentences with a who**: Here is one example: *Regularly, the common folk.*

Also add the comma in the rewrite on page 73.

Week 12 Day 1 (Student Book page 27)

In the passage of the student book, remove the a comma *morn*.

Week 12 Day 4 (Student Book page 27, Teacher's Book page 78 and 79)

In the passage of both books, add a comma after *clearly*.

On page 79, under **Clause and sentence openers**, revise the first entry as follows:

- #3 -ly adverb opener: *Clearly. Clearly* takes a comma after it because it modifies the whole clause: it was clear that Robin was not captivated by the brook.

Add the comma to the rewrite on page 79.

Week 15 Day 2 (Teacher's Book page 94)

In the passage, put a #6 above "Hah!" Place a #1 above "I will tan ...."

Under **Grammar Notations**, change the first two bullet points to read as follows:

- #6 vss and MC: *"Hah!" the other exclaimed.*
- #1 subject opener and MC: *I will tan your hide.*

Week 18 Day 2 (Student Book page 39, Teacher's Book page 112 and 115)

In the passage of both books, add a comma after *usually*.

Add the comma to the rewrite on page 115.

Under **Grammar Notations: Prepositional phrases**, the pattern should read **preposition + noun/pronoun (no verb)**.

Week 20 Day 1 (Student Book page 43, Teacher's book page 123 and 127)

In the passage of both books, add a comma after *surely*.

Add the comma to the rewrite on page 127.

Week 25 Day 2 (Student Book page 53, Teacher's Book pages 154 and 157)

In the passage, add a comma after *suddenly*.

Add the comma to the rewrite on page 157.

Week 26 Day 4 (Student Book page 55, Teacher's Book pages 162 and 163)

In both books, remove the comma after *openly*.

Remove the comma in the rewrite on page 163.

Week 27 Day 4 (Teacher's Book pages 168 and 169)

Under **Fixes: Homophones and Usage**, second bullet point, substitute text as follows:

- if *there* (in that place pronoun setting up clause) is any man.

In the paragraph under **Grammar Notations: Subjects and verbs**, the third question should read as follows: "**3**) *there* is a pronoun that sets up the clause; the true subject is man.

(continued on next page)

## Grammar Glossary Corrections

### Page 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
--

### Weeks 2–6: Possessive Pronouns

In the first printing of this book the author tried to simplify the marking of pronouns by not marking possessive pronouns. However, this turned out to be more confusing for students, so most of the possessive pronouns have been added to the list for marking.

Add *pr* over any of the pronouns listed below. The list of pronouns on the Pronouns Grammar Card in the student book should read as follows. This is not intended to be a comprehensive list but just of the ones that the student will need to mark in this book.

*I, me, you, he, him, his, she, her, it, its, we, they, them, their*

### Week 3 Day 3 (Teacher’s Book page 23)

Drop *vb* over *clothed* and *seated*. Thus, the only verb in the passage is *came*.

Under **Grammar Notations**, the verbs and coordinating conjunctions sections should read as follows:

**Verbs.** *came*.

If students wish to mark *clothed* and *seated* or *feasting* and *drinking* as verbs, that is fine. See *Grammar Lovers*.

**Grammar lovers.** Technically, *clothed* and *seated* are past participles and *feasting* and *drinking* are present participles, functioning as adjectives instead of as verbs.

(continued on next page)

Participles do not function as verbs unless they have a subject and helping verb immediately setting them up. Contrast this: The foresters were clothed; they were feasting. They still express a verb action, which is why this concept is advanced for this level. For more about verbals, see Grammar Glossary, G-9.

**Coordinating conjunctions.** Ask: What words does each *and* join? Answer: *clothed, seated* (two -ed words); feasting, drinking (two -ing words). Since these are each only two items in a series (not main clauses), they do not take a comma.

Week 3 Day 4 (Teacher's Book page 24)

Change *n* to *pr* over *One*. Under Grammar Notations, add this note under "Articles and nouns":

★ **Advanced.** *One* is a pronoun here, acting as the subject of *accosted*. If students do not catch it, just explain briefly and move on. It is not a critical concept at this level.

Week 4 Day 1 (Teacher's Book page 27)

Drop *vb* over *taunted* in the passage.

Also drop *taunted* from the list of verbs in the **Grammar Notations**. The **Advanced** note under **Verbs** should read, "If students mark the infinitive *to be* or the past participle *taunted* as a verb, you can point out that these are what we call verbals ...."

Week 4: Day 2 (Teacher's Book page 28)

Add this note next to the Grammar Notations.

**Teacher's note.** The construction "as ... as" is an idiom, and idioms do not easily lend themselves to parts of speech breakdown.

Week 5 Day 2 (Teacher's Book page 33)

The last sentence in the "Teacher's Note" in the sidebar should read: *over there* is an adverb phrase answering the adverb question "See where?" It is not a prepositional phrase because *there* as a pronoun means *that place*, and it does not make sense to say "over that place."

Week 5 Day 3 (Teacher's Book page 35)

Remove *adj* over *all*. Change *n* to *pr* over *One*.

Add this note above the **Who-which clauses** note:

**Pronouns.** *One* is a pronoun here acting as the subject of *seethed*.

Week 7 Day 3 (Teacher's Book page 47)

At the end of the line under **Grammar Notations, Subjects and verbs**, change *delivered* to *rewarded*.

Week 7 Day 4 (Teacher's Book page 48)

In the passage underline ***to the slain forester***.

Week 8 Day 3 (Student Book page 19 and Teacher's Book pages 53 and 55)

Add a comma after *wintertime*: ...had shot deer in wintertime, when they....

Week 12 Day 1 (Teacher's Book page 75, Student Book page 27)

In the student book, remove the comma after *morn*.

In the Teacher's Book, remove parenthesis and comma after *morn* and add parenthesis after *leaves*. Also remove the comma in the rewrite on page 79.

(continued on next page)

Under **Clauses and sentence openers**, it should read as follows:

- DC and #5 clausal opener: *When birds were melodiously singing in the oak one fair morn hidden among its dewy, silent leaves.* **Teacher's note.** It is OK if students end the clause after *singing*, which picks up the subject-verb pair (the main thing to recognize), after *in the oak one fair morn*, or after *hidden among its dewy, silent leaves*.

Also, in the fixed passage in the Teacher's Book, place a comma after *dewy* for the coordinate adjectives: dewy, silent leaves.

Week 16 Day 1 (Teacher's Book page 99)

There is an errant pencil symbol over the DC in the fixed passage.

Week 18 Day 1 (Teacher's Book page 111)

Place a *cc* over *or*: taller **or** more thickset.

Week 21 Day 1 (Teacher's Book page 129)

Add "V" over "showed" and move "DC S V" to the right as shown below:

V                      DC   S   V  
showed his challenger] (that this was no easy fight).

Week 22 Day 1 (Teacher's Book page 135)

The V over *never* should be moved over *had*. (*Never* is not a verb.)

Week 28 Day 2 (Teacher's Book page 172)

Change the "Indent section" to the wording below, and add the "Quotations" section, and alter the "End Mark" section.

**Indent.** Is this a new topic, speaker, place, or time? Answer: Not with the first sentence because Robin is still talking to Will Stutely. In the second sentence, he addresses the stranger again, so start a new paragraph.

**Quotations.** This passage does not begin with quotation marks because Robin is still speaking here in the same paragraph as the Day 1 speech. There are no close quotation marks after "white oak" to indicate that Robin is not finished speaking. However, start the new paragraph with open quotation marks to remind the reader that someone is still speaking. End with quotations after *archer* because Robin is now finished. Fix: "If, stranger ... archer."

**End marks.** This is a statement so add a period inside the closing quotation marks.

On the **Student Rewrite**, page 175, start new paragraph at "If, stranger ..." and add open quotations.

Week 29 Day 4 (Teacher's Book page 180)

Remove #4 -*ing* from the passage at top since students do not have to mark #4s.

Week 31 Day 1 (Teacher's Book page 189)

Under the **Grammar Notations** the first line should read:

**Subjects and verbs.** *Will Stutely spoke up* (**adverb** is part of verb phrase), *who enjoyed, I do like...would have*.

## **Grammar Glossary Corrections**

Page G-7: Possessive Pronouns

Remove "it" from the Possessive Pronouns list.