

## Fix It Book 4: The Little Mermaid Errata

### Errata for the Third Printing, version 5

#### Week 9 Day 4 (Teacher's Book page 63)

In the passage, put a *V* over the word *lit*: *the ship was so brightly lit*.

#### Week 23 Day 4 (Teacher's Book page 148)

In the passage, the first *who* clause should include the essential *that* clause. Mark it like this:

(who fixed his ebony eyes upon her so earnestly (that she cast down her own.))

Under **Clauses, Phrases, and Openers**, the third bullet should read as follows:

- DC (*who-which clause*): **who fixed** his ebony eyes upon her so earnestly that she cast down her own. (The essential *that* clause is part of this DC.)

#### Week 30 Day 2 (Teacher's Book page 188)

Under **Grammar Notations: Clauses, phrases, and openers**, add this teacher's note to the third bullet point about the AC: *as ours fell*:

If your students ask why "just as" is set off with commas, explain that this construction is an idiom, and idioms do not follow the usual rules.

### Errata for the Third Printing, version 4

#### Introduction (Teacher's Book page 6)

In the **Find Help** section, the page numbers for the scope and sequence should read 211–213.

#### Week 2 Day 1 (Teacher's Book page 17)

The first bullet under **Fixes: Punctuation** should read as follows:

- **#3 -ly openers** do not need commas when they modify just the verb: the roof is formed in an artistic manner. The original is correct.

#### Week 2 Day 2 (Teacher's Book pages 18 and 21)

In the passage remove the delete mark under the comma after *truly*.

Under **Fixes: Punctuation**

- In the third bullet point (**Run-on sentence**), second paragraph, add a comma after *Truly*.
- The fourth bullet point should read as follows:
  - **#3 -ly adverb openers** that modify the sentence require commas, so the original is correct with the comma. See **Teacher's Note**.
- In the margin, add a new Teacher's Note to explain why the comma should be there:
 

**Teacher's Note.** To tell whether an -ly opener modifies the sentence, use this pattern: ***it is true that she deserved praise***. To tell whether an -ly opener modifies the verb, use this pattern: ***she deserved praise in a true manner***. In this case, the second does not make sense, so the adverb is not modifying the verb.

On page 21, add a comma to the rewrite: *Truly, she deserved ample praise*.

#### Week 3 Day 4 (Teacher's Book page 26)

Under **Grammar Notations: Clauses, Phrases, and Openers**, the first bullet point should read as follows:

- **#3 -ly adverb opener**: *Freely*. Since this -ly opener modifies the verb (it had grown in a free manner), it is correct without a comma.

#### Week 7 Day 2 (Teacher's Book page 50)

The delete mark after *they acknowledged* should be on the comma, not the bracket.

#### Week 7 Day 4 (Teacher's Book page 52)

Under **Fixes: Punctuation**, the last bullet point should read as follows:

- **#3 -ly adverb openers** do not need commas when they describe just the verb (*she placed in a loving manner*). Fix: **Lovingly** she placed a wreath.

(continued next page)

Week 8: Day 4 (Teacher's Book pages 58 and 59)

"The mermaid heard music on board" should be marked #1, not #6. (It has six words.)

On page 59 under **Grammar Notations: Clauses, Phrases, and Openers**, the sixth bullet should read as follows:

- #1 subject opener (MC): The **mermaid heard** music on board.

Week 10: Day 3 (Teacher's Book pages 69 and 71)

In the passage add a hand-written comma after *Suddenly*.

Under **Fixes: Punctuation**, the first bullet point should read as follows:

- **#3 -ly adverb openers**. When the -ly opener modifies the MC after it, it needs a comma: It was sudden that the sea became turbulent. Fix: **Suddenly**, the sea became turbulent.

Add a comma to the rewrite on page 71: Suddenly, the sea.

Week 13 Day 4 (Student Book page 29 and Teacher's Book pages 88 and 89)

In the passage of both books, remove the comma after *Timidly*.

Under **Fixes: Punctuation**, the first bullet point should read as follows:

- **#3 adverb openers**. "Timidly" does not need a comma after it since it modifies the verb: *a young girl approached in a timid manner*. The original is correct.

On page 89, remove the comma after "Timidly" in the rewrite: Timidly a young girl.

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

Under **Fixes: Punctuation**, the third bullet point should read as follows:

- **#3 -ly adverb openers** that modify the verb (*they entwined in an eager manner*) do not need a comma. The original is correct: **Eagerly** they entwined their arms.

Week 16 Day 1 (Teacher's Book page 103)

Under **Fixes: Punctuation**, the third bullet point should read as follows:

- **#3 -ly adverb openers**. Keep the comma because *Increasingly* acts transitionally.

Week 18 Day 4 (Teacher's Book page 118)

Under **Fixes: Punctuation**, the second bullet point should read as follows:

- **#3 -ly adverb openers**. *Fervently* modifies the verb (*the court applauded in a fervent manner*), so the -ly opener does not need a comma. Fix: **Fervently** the whole court applauded her.

Week 19 Day 2 (Teacher's Book page 122)

Under **Fixes: Punctuation**, the first bullet point should read as follows:

- **#3 -ly adverb openers**. *Silently* modifies the verb (*she crept away in a silent manner*), so it is correct without a comma.

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

Under **Fixes: Homophones, Usage, and Spelling**, the first bullet point should read as follows:

- Use the adverb *hastily*, not the adjective *hasty*, to modify the verb: she escaped in a hasty manner. No comma is needed since this -ly opener modifies the verb. Fix: **Hastily** the Little Mermaid escaped.

Week 23: Day 4 (Teacher's Book page 148)

In the passage, the word *tale* should be spelled **tail**. *Tale* means story; *tail* is the animal part.

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

Three of the delete marks are in the wrong place:

- The first delete mark over *rose* should be removing the apostrophe in *sister's*.
- The second delete mark just before *when* should be removing the comma after *plaintively*.
- The third delete mark after *spoke* should be removing the comma between *spoke* and *of*.

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Week 26 Day 2 (Teacher's Book page 164)

Under **Fixes: Punctuation**, the first bullet point should read as follows:

- **#3 -ly adverb opener.** *Fondly* modifies the verb (*he held affection in a fond manner*), so it is correct without a comma.

Week 31 Day 1 (Teacher's Book page 193)

Under **Fixes: Punctuation**, the first bullet point should read as follows:

- **#3 -ly adverb opener.** *Soundlessly* modifies the verb (*she drew back the curtain in a soundless manner*), so it does not need the comma. Fix: **Soundlessly** the Little Mermaid drew back the gossamer curtain.

Week 31 Day 3 (Teacher's Book page 195)

Under **Fixes: Punctuation**, the fifth bullet point should read as follows:

- **#3 -ly adverb opener.** *Dispiritedly* modifies the verb (*she thought in a dispirited manner*), so it is correct without a comma.

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

Under **Fixes: Punctuation**, the fourth bullet point should read as follows:

- **#3 -ly adverb openers.** *Tenderly* modifies the verb (*she kissed in a tender manner*), so it is correct without a comma.

**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.

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Errata for Second Printing, version 2 and previous
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Week 1: Instruction page (Student Book page 4, Teacher's Book page 8)

Grammar Cards: There is no "Verb" grammar card. Delete the card from the list.

Commas: **That clauses** ~~always never~~ take commas. This is so easy there is no grammar card to remind you.

Week 1: Days 1–4 (Teacher's Book page 9, 10, 12, and 14)

The fixed passages should not contain brackets and parenthesis, DC, MC, or AC notations because the students do not need to mark the clauses in Week 1. Thus, you may ignore them.

On Day 2, page 10, there is an errant "MC S" over the word *above*. Please delete.

Week 2 Learn It page (Student Book page 6, Teacher's Book page 16)

Throughout the book, it is sometimes hard to tell when to have clauses within a clause or separate clauses. The important thing is identifying the basic clauses and deciding on the commas. It does not matter if you mark the clauses as separate or overlapping.

Therefore, the third bullet point under **Grammar Notations** should read:

- In the brackets or parenthesis, include the words that form the main part of that clause-- namely, the *www* word or *who*, *which*, or *that* starting a dependent clause and the subject-verb pair of the clause. End the clause at the most logical place after the S-V. You could include essential clauses that go with the clause you are marking, but it is easier to keep it simple.

Week 2: Day 4 (Teacher's Book page 20)

**Items in a series (cc)**. Ask: What words does *and* join, does it need a comma before it, and why?

Answer: No ~~comma~~ ~~coind/changed~~ because *and* joins only two verbs, *nibbled* and *allowed*.

Pattern: MC cc 2nd verb

Week 3: Day 2 (Student Book page 9, Teacher's Book page 24)

Student Book page 9: **pensive** and **singular** should be bolded (vocabulary words)

Teacher Book page 24

*Markings*: The MC "... the youngest princess cherished ..." is incorrectly labeled as a DC, but it is marked with brackets correctly.

*Fixes and Grammar Notations*: *But* is a preposition in this passage, not a coordinating conjunction.

The passage correctly deletes the comma before *but*, except the reason listed is not correct. Cross out **Items in a series** and substitute this explanation: **Mid-sentence prepositional phrases** do not take commas. Fix: nothing **but her lovely flowers**.

Week 4: Day 2 (Teacher's Book page 30)

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.

Because of this confusion, remove the underlining for *than the next* in the passage, and delete the phrase from the prepositional phrase list. Also, delete the teacher's note in the side bar: **1. Teacher's note**. ~~The preposition card does not list all prepositions, only the most common. If you like, have your students write *than* on their card.~~

Week 6: Day 2 (Teacher's Book page 46)

In the passage, remove the underlines from *than the churches*.

Under Grammar Notations, remove *than the churches* from the list of prepositional phrases. Also, delete the advanced note: ~~**Advanced**: *Than* is occasionally a preposition.~~

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Week 7: Day 4 (Teacher's Book page 52)

There should be quotations after *grown up*: "**Well, now, [you are grown up],**" [affirmed....

Week 8: Day 3 (Teacher's Book page 57)

Under Punctuation/Items in a series (cc's), last bullet point:

- The final *and* joins two **nouns** (not adjectives).

Week 9: Day 2 (Teacher's Book page 62)

Under Clauses, Phrases, and Openers, second bullet point, the *be* verbs may be found on the back of the Subject-Verb card. See the Grammar Card errata note below.

Week 12: Day 2 (Teacher's Book page 81)

In the passage, add S over *waves* and V over *drift*. Add parenthesis: ... let (the waves drift them)] ....

The first point under "Clauses, Phrases, and Openers" should read:

- #1 subject opener (MC): **She held** his head above the water and **let** (the waves drift them). Check that students marked the compound verb (two verbs with one subject).
- **ADVANCED**. DC (noun clause): the **waves drift** them. This is a noun clause acting as the direct object of *let*.

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

Under Grammar Notations, remove *than his body* from the list of prepositional phrases.

Week 14: Day 3 (Teacher's Book page 93)

Under Grammar Notations, remove *than before* from the list of prepositional phrases.

Week 15: Day 2 (Teacher's Book page 98)

Under Grammar Notations, remove *than any* from the list of prepositional phrases.

Week 16: Day 1 (Teacher's Book page 103)

Under Grammar Notations, remove *than her own* from the list of prepositional phrases.

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

There should be a pilcrow at the beginning of the fixed passage: ¶ "[I would give ....

Week 18: Day 4 (Teacher's Book page 119)

Under Grammar Notations, remove *than the rest* from the list of prepositional phrases.

Week 20: Day 4 (Teacher's Book page 130–131)

Add open quotation marks to the front of the passage: "**It's ill-advised.**"

Under **Quotations** it should read:

- Rules: 1) Open quotes to remind us that someone is still speaking. 2) Set the attribution off with a comma because a speaking verb (sneer) sets up the quote. 3) Check that the comma and period both go inside closing quotes.

In the Student Rewrite on page 131, there should have been a new paragraph with opening quotation marks at "It's ill-advised."

Week 25: Day 4 (Student Book page 53)

The word **plaintively** in the passage should be bolded.

Also, three of the delete marks are misplaced:

- The first delete mark over *rose* should be removing the apostrophe in *sister's*.
- The second delete mark just before *when* should be removing the comma after *plaintively*.
- The third delete mark after *spoke* should be removing the comma between *spoke* and *of*.

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Week 29: Day 1 (Teacher's Book page 181)

In the fixed passage, there should be parenthesis around (she had lost). Place an *S* over "she" and *V*'s over "had" and "lost."

Under Grammar Notations the first two should read as follows:

- #4 -ing participial phrase: Recalling all.
- DC (invisible *that*): **she had lost**.

Subject-Verb Grammar Card (Back of Student Book)

Add to the bottom of the back of the card

*be* verbs: am, is, are, was, were, be, being, been.

<b>DAY 1</b>	<i>V</i>						
#4	DC	S	<i>had</i>	V	MC	S	V
¶	Recalling all	(	she	lost	),	[	the Little Mermaid heeded

***Grammar Glossary Corrections***

Grammar Glossary: Page G-7

Remove "it" from the Possessive Pronouns list.