

Fix It! Grammar

The Nose Tree
STUDENT BOOK 1

Pamela White
THIRD EDITION

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 two-pocket notebook with three-hole fasteners and a single-subject spiral notebook. If you have the spiral-bound *Fix It!* student book, then all you need is a single subject spiral notebook.

Use the center of the two-pocket notebook to collect the lesson and *Fix It!* pages as your teacher distributes them each week. Rewrite the passage in the front of the spiral notebook and use the back of the book to write down the vocabulary words and their definitions, working from the back forward.

Grammar cards are located in the back of the student book after page 72 and before the Grammar Glossary section. These may be cut out as they are needed and stored in a resealable plastic pouch or taped to a piece of card stock, as illustrated at right. The cards may be kept in the notebook pocket or tucked into the spiral-bound student book.



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, use the grammar card(s) for the week. Keep them handy each time you work on *Fix It!* so that the information is at your fingertips.

FIX IT

Every Day Read the sentence. Look up the bolded word in a dictionary. Decide which definition best fits the meaning of the word in this sentence. In the vocabulary section of your notebook, write a brief definition (using key words) labeled with the appropriate week. Add to this list every day.

Day 1 Read the instructions for the week with your teacher. Mark and fix the first passage with your teacher’s help. Discuss what you missed with your teacher, and then 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 your 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.

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 handy 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.

vocabulary
¶ (indent)
homophones

end marks (. ? !)

n (nouns)

DAY 1

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

DAY 2

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

destitute

DAY 3

They had journeyed a long way, sick at heart with there/their/they're

wretched luck

DAY 4

¶ One evening there/their/they're road brought them to a deep,

gloomy wood

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.

vocabulary
 ¶ (indent)
 homophones
 capitals

end marks (. ? !)
 quotation marks (“ ”)
 apostrophes (’)

n ar pr w-w vb adj ly cc
prep (preposition + noun,
 no verb)

DAY 1

meantime his comrades, who continued there/their/they’re journey,
 came to that same wood

DAY 2

suddenly one of them stumbled over something **bizarre**

DAY 3

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

DAY 4

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

Nouns

n

Homophones and Usage

there / their / they're

Articles

a

a / an / the

End Marks

? ! .

Indent

¶

“Quotations”

The old woman asked, “Would you like an apple?”

The young lady replied, “They do look lovely. I would take one, but I was told not to accept gifts from strangers.”

“Why don't you take one,” coaxed the old lady, “and see for yourself?”

End Marks

Week 1

Use a period (.) for statements.

Use a question mark (?) for questions.

Use an exclamation mark (!) at the end of an exclamatory statement (Stop that man!) and some interjections (Hey!).

Nouns (n)

Week 1

Nouns are things, people, animals, places, and ideas.

To determine if a word is noun, apply these two tests, which work best for objects and animals:

- Is it countable? two _____
- Can an article come in front of it? the _____; a/an _____

Indent

Week 1

When you see the symbol ¶ at the beginning of a sentence, start a new paragraph and indent. See how indentation worked with this paragraph? On a new line put a finger space (about half an inch) between the beginning of that sentence and the left margin.

Homophones: there, their, or they're

Week 1

Use *there* to indicate a place (here or there).

Use *their* for ownership, something belonging to people.

Use *they're* for the contraction meaning *they are*.

Quotations “ ”

Week 3

When you copy quotations, pay attention to the punctuation and copy it exactly.

- Enclose what someone says in quotation marks but not narration that sets up a quotation.
- When the speaker continues with more than one sentence, do not add close quotes until the end of his speech. Sometimes a speech will cover more than one day's assignment.
- Commas and periods go inside closing quotation marks.
- If narration interrupts a speech, use commas on both sides of the interruption. Commas “hug” the word they follow—that is, they come right next to it—not the word after them.

Articles (ar)

Week 2

Articles are easy because there are only three of them: *a*, *an*, *the*

Articles always set up a noun. When you see an article, a noun is sure to follow, although sometimes a describing word may come in between, as in “a small dwarf.”

Fix It! Grammar

Glossary

Pamela White

THIRD EDITION

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Making grammar friendly

This glossary is available for reference if you wish to refresh your memory or would like more information about a specific rule.

One goal of the Institute for Excellence in Writing is to make grammar friendly for younger students and beginning writers. Thus, the terms used in the early *Fix It! Grammar* books are layman's terms, such as *-ing opener* instead of participle and *who-which* instead of adjective clause.

However, grammar terms are useful to the teacher and the student over time, so they are gradually incorporated into the books as well as defined in the glossary.

With the repetition provided in the *Fix Its*, your students will learn the elements and rules of grammar in manageable increments.

Editing Marks

indent	¶
capitalize	≡
lowercase	/
delete	⤵
insert	∨
space	#
close up	⌒

Parts of Speech

Many words can be used as different parts of speech. You have to look at how they are used in the sentence to determine their parts of speech. To see how these parts of speech are used as IEW dress-ups and sentence openers, see the Stylistic Techniques section beginning on page G-35.

Articles (ar)

Articles are the words *a, an, the*.

Articles always set up a noun, so when students see an article, they should know that a noun will follow soon after. Sometimes adjectives come between the article and its noun: *a tall stranger; the reluctant, timid soldier*.

Nouns (n)

Nouns are objects (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* _____.

Common and Proper Nouns

Common nouns name general things and are not capitalized.

Proper nouns are capitalized and name specific people, places, animals, and sometimes objects with a name unique to that specific person, place, or animal. *The king* is a common noun, but *King James* is proper. A *beagle* is a common noun, but the name of my pet beagle *Benji* is proper.

Compound Nouns

These are two or more words combined to form a single noun. They can be written as separate words (*apple tree; shooting match*), as hyphenated words (*lady-in-waiting*), or as one word (*marksman; wintertime*). To spell compound words correctly, consult a dictionary.

Students may be confused how to use something like *apple tree* in key word outlines or in marking nouns. A compound noun is not an adjective + noun or two nouns but just a single noun. These are nouns that could have been written as a single word because they express a single thing.

Noun Functions

The two functions of nouns and pronouns that are most useful to understand are the subject and the object of a preposition.

Subjects are nouns or pronouns that perform a verb action. Identify subjects by finding the verb first and then asking, “Who or what is doing this action?” That is the subject.

Saying that a noun is a subject identifies how it functions or behaves in that sentence; it is different from the part of speech (noun or pronoun).

Subject-verb agreement means that the subject and its verb should agree in number. If the subject is singular, the verb should be singular; if the subject is plural, the verb should be plural. Students occasionally find it confusing that a singular verb often ends in *s* and a plural verb does not: *she walks* but *they walk*.

The **object of a preposition** is the noun or pronoun that is the last word in a prepositional phrase. See under Parts of Speech: Prepositions, page G-11; and Stylistic Techniques: Sentence Openers: #2 Prepositional Opener, page G-39.

Other Noun Functions (Advanced)

Direct and **indirect objects** are important mainly as they relate to pronoun usage (*The soldier treated him graciously*, not *The soldier treated he graciously*). Since these are objects, they must use objective pronouns (see under Pronouns on the next page).

Direct objects follow a verb and answer the question *what* or *who*. Example: *The third soldier built a fire*. Built what? *a fire* (direct object).

Indirect objects are rarer and appear only when there is a direct object. They usually come between the verb and direct object and tell *who* or *what* received the direct object. Example: *The little man gave the second soldier a purse*. Gave what? *the purse* (direct object). Who received it? *the soldier* (indirect object).

The difficulty is that indirect objects also seem to answer the question *who* or *what* (gave who? *the soldier*). Tip: To tell the difference, you should be able to insert *to* in front of the indirect object: *gave a purse to the second soldier*. He is not giving the soldier to someone else.

Subject complements, a.k.a. predicate nouns, are important for the same pronoun usage problem (*It was she*, not *It was her*). These are nouns that follow a linking verb and point back to the subject, so they *complement* the subject.

Subject complements use subjective, not objective, pronouns (see under Pronouns on the next page), which is the only reason to teach these to older students. Note: Adjectives can also be subject complements.

Appositives are nouns that rename the noun that comes before them. They are important because they are punctuated with commas if nonessential (*Robin Hood, the archer*) and without commas if essential (*the archer Robin Hood*).

Imperative mood

is used to issue commands. The subject, *you*, is implied.

Example: *Tarry for me here*. Robin Hood is addressing his men, asking them to wait for him. *You* is the implied subject.