Announcing *Fix It! Grammar*: The Much-Improved Edition

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What is *Fix It! Grammar*?

In just **15 minutes** a day students hunt for and fix embedded errors in daily passages that cumulatively tell a story.

*Fix It!* encourages students to immediately apply new grammar knowledge in context, aiding in the **transfer of grammar skills into their own writing**.
When was *Fix It! Grammar* developed?

“Not Me”

2001

Lesson 5  

“Two Frogs” Editing Practice

Editing marks:  
To make it a capital, write over it with a capital or underline it 3 times.  
Use a caret ( ^ ) to insert a word.  
To make a capital letter a lower case, put a slash (/) through the letter.

Two Frogs
by
Not Me

Once there lived too frogs. One was a carefree young fellow named Freddy. Although the other one was a little crabby and named Phineas. Summer came and sadly there was not much rain. Sadly there was a drought. Which made their swamp dry up. Because of the lack of
When was *Fix It! Grammar* developed?

2014

Pamela White

2007

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Who is *Fix It! Grammar* for?

- Six levels spanning three age groups
  1. Nose Tree
  2. Town Mouse and Country Mouse
  3. Robin Hood
  4. Mowgli and Shere Khan
  5. Frog Prince
  6. Little Mermaid

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Who is *Fix It! Grammar* for?

- **Recommended age/grade level to start:** 9 years/4th grade
- To place your older student in *Fix It! Grammar*, review the book descriptions and the student samples.
- Level 4, *Mowgli and Shere Kahn* is a good place to start for high school students with some grammar knowledge.

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How does *Fix It! Grammar* teach grammar?

- **Learn It!** or **Review It!** Each week, students learn or review grammar and punctuation concepts.
- **Read It!** Students read the daily passage and define new vocabulary words.
- **Mark It!** Students label the passage using the guide at the top of the page.
- **Fix It!** Students apply new and previously learned concepts to correct the passage.
- **Rewrite It!** Students copy the corrected passage, eventually rewriting the complete story!
Let’s try a couple together!

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Learn It!

Preposition
A preposition starts a phrase that shows the relationship between a noun or pronoun and another word in the sentence.

A prepositional phrase always begins with a preposition and ends with a noun or pronoun. The phrase may have adjectives in between but never a verb.

The noun or pronoun that ends the prepositional phrase is called the object of the preposition. When the object of the preposition is a pronoun, it will be one of the objective case pronouns: me, you, him, her, it, us, you, them.

Memorize It! preposition + noun (no verb)

Find It! Use the list below to find the prepositions in the sentence. Once you find a preposition, ask “What?” to identify the noun or pronoun that ends the prepositional phrase.

Mark It! Underline each prepositional phrase. Start the line under the preposition and end with the noun.

Near the garden Timmy climbed into a large basket that was filled with vegetables.

Prepositions List:
- about
- across
- above
- along
- among
- around
- as
- at
- behind
- before
- below
- between
- by
- close to
- on
- on to
- out
- over
- past
- into
- in
- into
- in front of
- less than
- like
- minus
- next to
- off
- of
- off
- on
- out
- over
- past
- up
- upon
- under
- under
- within
- without

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### Read It!

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 vocabulary</td>
</tr>
<tr>
<td>3 articles (ar)</td>
</tr>
<tr>
<td>4 nouns (n)</td>
</tr>
<tr>
<td>2 pronouns (pr)</td>
</tr>
<tr>
<td>2 prepositional phrases</td>
</tr>
</tbody>
</table>

### Mark It!

<table>
<thead>
<tr>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 4</td>
</tr>
<tr>
<td>2 capitals</td>
</tr>
<tr>
<td>1 end mark</td>
</tr>
</tbody>
</table>

### Fix It!

- Timmy noticed a basket beside the gate. **He approached** it without a sound.

### Rewrite It!

Timmy noticed a basket beside the gate. He approached it without a sound.
**Student Book Week 14**

**Review It!**

**Who/Which Clause, That Clause, and Adverb Clause**

A who/which clause, a that clause, and an adverb clause add detail to a sentence.

- **Who/Which Clause**
  - contains a subject and verb
  - is added to a sentence that is already complete
  - begins with the word *who* or *which*
  - usually uses commas

- **That Clause**
  - contains a subject and verb
  - is added to a sentence that is already complete
  - begins with the word *that*
  - does not use commas

- **Adverb Clause**
  - contains a subject and verb
  - is added to a sentence that is already complete
  - begins with a *www* word
  - uses a comma after but not before

Complete this exercise orally. Change the sentence by adding different types of clauses. There are multiple right answers.

The cook could not find the cheese.

The cook, who ____________, could not find the cheese.

The cook could not find the cheese that ____________.

The cook could not find the cheese when ____________.

---

**Teacher Book Week 14**

**Review It!**

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The cook could not find the cheese.

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The cook could not find the cheese when ____________.
timmy couldn't easily digest their food because he needed fruit, nuts, and beans from his garden.
Town Mouse and Country Mouse

Johnny, the town mouse, was born in a kitchen cupboard filled with assorted tins of spices. Timmy, the country mouse, was born in a garden. It overflowed with vegetables. The two mice lived a long way from each other. An adventure brought them together.

It all started when Timmy traveled to town by mistake in a wicker basket. The basket belonged to a master gardener, who lived in northern England. What did he grow? He grew vegetables in his garden and fruit in his orchard. Each week he filled a basket with fresh produce. Then he set it by the gate. On certain days a carrier came. He took the wicker basket to town on a cart.

Early one Monday in April, Timmy snuck into the garden. The peas looked delicious! There he sat with his mouth stuffed full of spring peas. The large meal made him drowsy. Timmy stretched his paws and stifled a yawn. Where could he take a nap? Timmy noticed a basket beside the gate. He approached it without a sound. He crept into the basket and was soon asleep. It was perfect!

Timmy awoke abruptly in a fright, and the basket was lifted onto a cart. Suddenly the cart jolted, and the horse trotted to town. For two miles Timmy was tumbled around inside the basket.

Finally, the horse and cart stopped at a fancy house, which was located in a large town. The carrier, who was eager to finish his job, set the basket in the kitchen. Timmy heard the slam of the backdoor. He trembled with fear but was unharmed. Shortly after, the horse and cart rumbled away.

Inside the large house Sarah, the maid, noisily raced up the stairs and down the stairs too. The many noises terrified Timmy. He had lived his entire life in the peaceful and quiet country.

Soon Julia, the cook, opened and unpacked the basket, which contained prized vegetables. Suddenly Timmy jumped out of the basket. The tiny mouse surprised and dismayed Julia.

Julia jumped onto a sturdy chair and shouted, “Eek! It’s a mouse! Aah! I need help! Sarah, you fetch the long poker! Where is the cat?”

Naturally, Timmy did not wait for the long poker or the hungry cat, who was oddly enough, not so hungry any longer.
Two more helps

Grammar Glossary
Included in the Teacher’s Manual

Grammar Cards
Purchased separately

Game ideas included!

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• Repurchase the right level!

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Fix It!™ Grammar

• Fix It! Podcast

• Fix It! Explainer Video

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What Others Are Saying

I am very impressed with how advanced it is. My daughter is on Level 2 and knows more grammar than I learned in twelve years. My sons can do it independently, and they grade themselves and see their mistakes. I like that it teaches them to spot errors!

~ Joeina
What Others Are Saying

I love how they build in new concepts and review previous. It is done in small increments and is manageable for the mom teaching.

~ Kerry
I was skeptical. “How can he learn with only about 15-20 minutes a day?” I’m blown away at how clear the instructions are! He does it on his own with little of my help and is excelling in grammar and the grammar rules! Love it!

~ Tonia
What Others Are Saying

Hands down this is the best grammar I've ever tried (and I have tried plenty)! Grammar does not have to be boring. IEW has brought the writer out in my students.

~ Laura B
What Others Are Saying

I began using this program with my daughter her junior year because I wanted her to be familiar with editing and more confident with grammar usage. Little did I know that this one ten-minute addition to our daily schedule would boost her ACT English scores so dramatically. Sophomore April English score: 21; Senior October English score: 34! Thank you for this great product!

~ Christy
What Others Are Saying

My students have not only learned grammar, but more importantly, they have learned how to apply the grammar rules to their writing.

~ Miriam
What Others Are Saying

After ten years of homeschooling, we found our favorite grammar program on the market. Short, fun, easy-to-teach lessons that are extremely rich in content. Concepts are mastered through repetition without becoming boring. And the best part is, this grammar program has unlocked the secret of creating better writers through grammar. This actually transfers, and I see them applying what they have learned!

-Jessica F
What Others Are Saying

We've been using Nose Tree (Level 1) with students who struggled forever and hated to do "English" stuff. Every day we've done a sentence in *Fix It!* While they all made growth on their winter NWEA scores, more importantly, they were engaged in all of the activities we did. And they loved not having to use a screen.

~ Beth, Lewis-Palmer Middle School
Thanks for coming!
Questions and Answers
Announcing the Winners of Tonight’s 
*Fix It! Grammar* recipients

Congratulations!