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Fix It! Grammar: Nose Tree, Teacher’s Manual Level 1
Fourth Edition, January 2022
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Instructions

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.
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

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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Fix It! Grammar Cards for <em>Nose Tree</em> Level 1</th>
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<tr>
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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 |
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Capitalization

| First Word of Sentence | 1 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Personal Pronoun |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Quotation Marks |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

Punctuation

| End Marks |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| period |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| question mark |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| exclamation mark |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Quotation Marks |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Apostrophe Contraction |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |

Clauses

| Who/Which Clause |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| That Clause |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Adverb Clause |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
### Homophones

| Homophones         | 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 |
|--------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| There/Their/They’re|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| To/Two/Too        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Its/It’s          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

### Other Concepts

| Other Concepts          | 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 |
|-------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Indentation             |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Subject-Verb Pairs      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Numbers                 |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

### Stylistic Techniques

| Stylistic Techniques | 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 |
|----------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Who/Which Clause     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Quality Adjective    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Strong Verb          |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| -ly Adverb           |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Adverb Clause        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

### Vocabulary

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<td>separate</td>
<td>decided</td>
</tr>
<tr>
<td>17</td>
<td>wandered</td>
<td>aid</td>
<td>promptly</td>
<td>loaded</td>
</tr>
<tr>
<td>18</td>
<td>munch</td>
<td>odd</td>
<td>realized</td>
<td>exclaimed</td>
</tr>
<tr>
<td>19</td>
<td>dam</td>
<td>continued</td>
<td>massive</td>
<td>trek</td>
</tr>
<tr>
<td>20</td>
<td>stumbled</td>
<td>stump</td>
<td>inspected</td>
<td>curious</td>
</tr>
<tr>
<td>21</td>
<td>groaned</td>
<td>assist</td>
<td>lengthy</td>
<td>appeared</td>
</tr>
<tr>
<td>22</td>
<td>chuckled</td>
<td>begged</td>
<td>select</td>
<td>gobbled</td>
</tr>
<tr>
<td>23</td>
<td>consume</td>
<td>return</td>
<td>heartily</td>
<td>suffered</td>
</tr>
<tr>
<td>24</td>
<td>hurried</td>
<td>stated</td>
<td>commanded</td>
<td>devoured</td>
</tr>
<tr>
<td>25</td>
<td>lush</td>
<td>announced</td>
<td>improve</td>
<td>slyly</td>
</tr>
<tr>
<td>26</td>
<td>heal</td>
<td>humbled</td>
<td>chopped</td>
<td>sobbed</td>
</tr>
<tr>
<td>27</td>
<td>portion</td>
<td>slightly</td>
<td>desired</td>
<td>slices</td>
</tr>
<tr>
<td>28</td>
<td>worse</td>
<td>cure</td>
<td>property</td>
<td>apologize</td>
</tr>
<tr>
<td>29</td>
<td>denied</td>
<td>sharply</td>
<td>informed</td>
<td>rightful</td>
</tr>
<tr>
<td>30</td>
<td>collected</td>
<td>whole</td>
<td>normal</td>
<td>cheerfully</td>
</tr>
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Learn It!

Every word belongs to a word group—a part of speech. There are eight parts of speech: noun, pronoun, verb, preposition, conjunction, adjective, adverb, interjection.

The first part of speech that you will learn is the noun.

Noun
A noun names a person, place, thing, or idea.

To determine if a word is a noun, test it:

Can an article adjective (a, an, the) come before it?
Is it countable?

Find It! Read the sentence and look for the words that name people, places, things, and ideas.

Mark It! Write n above each noun as shown below.

The soldiers walked over hills and rivers.

Capitalization
Capitalize the first word of a sentence.

Fix It! Place three short lines below letters that should be capitalized.

End Marks
Use a period at the end of a statement.
Use a question mark at the end of a question.

Fix It! Place a period or question mark at the end of each sentence.

Indentation
Notice that some sentences are indented. An indented sentence means that the sentence begins a new paragraph.
Rewrite It!

Did you ever hear the story of the three poor soldiers?

Mark It!

2 nouns (n)
1 capital
1 end mark

Did you ever hear the story of the three poor soldiers?

Fix It!

Capitalization
Did first word of the sentence

End Marks
Use a question mark at the end of a question.

Read It!

did you ever hear the story of the three poor soldiers

poor lacking sufficient money
they were penniless and had no food or home.

---

**Rewrite It!**  They were penniless and had no food or home.
### Week 1

#### Day 3

<table>
<thead>
<tr>
<th>Read It!</th>
<th>Mark It!</th>
<th>Fix It!</th>
</tr>
</thead>
<tbody>
<tr>
<td>they walked a long way over hills, rivers, and <strong>valleys</strong></td>
<td>4 nouns (n)</td>
<td>1 capital</td>
</tr>
<tr>
<td><strong>valleys</strong> low lands between hills or mountains</td>
<td></td>
<td>1 end mark</td>
</tr>
</tbody>
</table>

**Rewrite It!** They walked a long way over hills, rivers, and **valleys**.

**Capitalization**
- They first word of the sentence

**End Marks**
- Use a period at the end of a statement.
<table>
<thead>
<tr>
<th>Read It!</th>
<th>Mark It!</th>
<th>Fix It!</th>
</tr>
</thead>
<tbody>
<tr>
<td>one evening they <em>reached</em> a dark forest</td>
<td>2 nouns (n)</td>
<td>1 capital 1 end mark</td>
</tr>
</tbody>
</table>

**Capitalization**

- *One* first word of the sentence

**End Marks**

- Use a period at the end of a statement.

**Rewrite It!**

One evening they reached a dark forest.
Learn It!

**Article Adjective**

The *article adjectives* are *a*, *an*, *the*.

A noun follows an article adjective. Sometimes adjectives (describing words) come between the article and its noun, as in *a kind dwarf*.

*Mark It!* Write *ar* above each article.

```
ar   ar   ar
```

The tired soldier built a fire near an oak tree.

For more information about article adjectives, see page G-14.

Ask students to identify the noun that follows each article.

- *soldier*
- *fire*
- *tree*

A noun does not always have an article adjective before it. However, if there is an article adjective, a noun will follow it.
**Read It!**

| They decided to take turns guarding the camp |
|---|---|---|
| Mark It! | Fix It! |
| 1 article (ar) | 1 capital |
| 2 nouns (n) | 1 end mark |

**guarding**

watching over; keeping safe

**Rewrite It!**

They decided to take turns guarding the camp.
Read It!

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

Mark It!

3 articles (ar)  
4 nouns (n)

Fix It!

1 capital  
1 end mark

dozed  
slept lightly

**dozed**

Rewrite It!

Two soldiers **dozed** under a tree while the third built a fire and stayed awake.
### Read It!

<table>
<thead>
<tr>
<th>Mark It!</th>
<th>Fix It!</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 articles (ar)</td>
<td>1 capital</td>
</tr>
<tr>
<td>2 nouns (n)</td>
<td>1 end mark</td>
</tr>
</tbody>
</table>

Suddenly a small **dwarf** in a red jacket stood before him.

**dwarf**

In folklore, a very short man with magical powers

### Capitalization

**Suddenly** first word of the sentence

### End Marks

Use a period at the end of a statement.

### Rewrite It!

Suddenly a small **dwarf** in a red jacket stood before him.
<table>
<thead>
<tr>
<th>Read It!</th>
<th>Mark It!</th>
<th>Fix It!</th>
</tr>
</thead>
<tbody>
<tr>
<td>the soldier <em>invited</em> him to get warm by the fire</td>
<td>2 articles (ar)</td>
<td>1 capital</td>
</tr>
<tr>
<td></td>
<td>2 nouns (n)</td>
<td>1 end mark</td>
</tr>
</tbody>
</table>

*invited*
- politely asked someone to go somewhere
- or do something

```
the soldier
invited
him to get warm by the fire.
```

**Capitalization**
The first word of the sentence

**End Marks**
Use a period at the end of a statement.

**Rewrite It!**
The soldier invited him to get warm by the fire.
Learn It!

Pronoun

A pronoun replaces a noun in order to avoid repetition. It refers back to some person or thing recently mentioned and takes the place of that person or thing.

There are many types of pronouns. The personal pronouns take the place of common and proper nouns. The personal pronouns in the table below are organized by number, person, and function.

Number means one (singular) or more than one (plural). Person means who is speaking (1st), spoken to (2nd), or spoken about (3rd). Function means the job a word is doing in the sentence.

<table>
<thead>
<tr>
<th>2 numbers</th>
<th>3 persons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>singular</strong></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>I</td>
</tr>
<tr>
<td>2nd</td>
<td>you</td>
</tr>
<tr>
<td>3rd</td>
<td>he, she, it</td>
</tr>
<tr>
<td><strong>plural</strong></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>we</td>
</tr>
<tr>
<td>2nd</td>
<td>you</td>
</tr>
<tr>
<td>3rd</td>
<td>they</td>
</tr>
</tbody>
</table>

Mark It! Write *pr* above each pronoun.

The little man was thankful. He gave the soldiers the horn. *pr*

It would help them. *pr*

Without pronouns to replace the nouns, this passage sounds strange.

The little man was thankful. The little man gave the soldiers the little man’s horn. The horn would help the soldiers.

Capitalization

Capitalize the personal pronoun *I*.

**Fix It!** Place three short lines below the personal pronoun *I*.

When the little man gave me the horn, *pr*
Read It!
he told the little man about their problem

Mark It!
1 article (ar)
2 nouns (n)
2 pronouns (pr)

Fix It!
1 capital
1 end mark

problem
a difficult situation

He told the little man about their problem.

Capitalization He first word of the sentence
End Marks Use a period at the end of a statement.
Pronoun He replaces soldier
their replaces soldiers’
Week 7 students will learn that a possessive pronoun like their is a pronoun that functions as an adjective.

Rewrite It!
He told the little man about their problem.
The little man promised that he would help.

Promised
said that one would or would not do something
**Read It!**

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

**Mark It!**

- 4 articles (ar)
- 5 nouns (n)
- 3 pronouns (pr)

**Fix It!**

- 1 capital
- 1 end mark

**Rewrite It!**

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

---

**cloak**

*a long, loose piece of clothing without sleeves*

---

<table>
<thead>
<tr>
<th>Capitalization</th>
<th>The first word of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>End Marks</td>
<td>Use a period at the end of a statement.</td>
</tr>
<tr>
<td>Pronoun</td>
<td><strong>him</strong> replaces <strong>soldier</strong></td>
</tr>
<tr>
<td></td>
<td><strong>it</strong> replaces <strong>cloak</strong></td>
</tr>
<tr>
<td></td>
<td><strong>his</strong> replaces <strong>soldier's</strong></td>
</tr>
</tbody>
</table>

Week 7 students will learn that a possessive pronoun like **his** is a pronoun that functions as an adjective.
Rewrite It!  The person wearing the cloak would have his wish granted.

Capitalization  The first word of the sentence
End Marks  Use a period at the end of a statement.
Pronoun  his replaces person’s
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!**

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

**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

**Rewrite It!**

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

**munched**

chewed or ate, especially in a noisy way

---

**Capitalization**

- **He** first word of the sentence

**End Marks**

- Use a period at the end of a statement.

**Pronoun**

- **He**; **he** replace second soldier

**Adjective**

- The adjective **hungry** follows the linking verb and describes the subject (He).  
  - What kind of He (soldier)? **hungry**  
  - How many apples? **several**

**S V Pairs**

- **He was**; **he munched**
Read It!
he enjoyed the apples, which came from the tree, but his nose felt odd

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

Odd
strange or unusual

Rewrite It!
He enjoyed the apples, which came from the tree, but his nose felt odd.

Capitalization
He first word of the sentence
End Marks
Use a period at the end of a statement.
Pronoun
He replaces second soldier
Adjective
Whose nose? his The possessive pronoun his functions as an adjective. The adjective odd follows the linking verb and describes the subject (nose).
What kind of nose? odd
W/W Clause
which came from the tree describes apples
S V Pairs
He enjoyed; which came; nose felt

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### Read It!

He **realized** that it was growing rapidly

### 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

### Rewrite It!

He realized that it was growing rapidly.

---

<table>
<thead>
<tr>
<th>Capitalization</th>
<th>He first word of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>End Marks</td>
<td>Use a period at the end of a statement.</td>
</tr>
<tr>
<td>Pronoun</td>
<td>He replaces second soldier, <strong>it</strong> replaces nose</td>
</tr>
<tr>
<td>-ly Adverb</td>
<td>Was growing how? <strong>rapidly</strong></td>
</tr>
<tr>
<td>S V Pairs</td>
<td><strong>He realized; it was growing</strong></td>
</tr>
</tbody>
</table>

In this sentence **growing** functions as a verb because it follows the helping verb **was**. A word that ends in -ing functions as a verb only if it follows a helping verb.
“It is still growing!” he exclaimed. “When will it stop?”

**exclaimed**
cried out or spoke suddenly

---

**Capitalization**
- *It* first word of the quoted sentence
- *When* first word of the quoted sentence
- In this sentence *he* is not capitalized. Do not capitalize the first word of an attribution when it follows the quote.

**End Marks**
- Use an exclamation mark at the end of a sentence that expresses strong emotion.
- Place it inside the closing quotation mark.
- Use a question mark at the end of a question. Place it inside the closing quotation mark.

**Pronoun**
- *it* replaces *nose*
- *he* replaces *second soldier*
- *it* replaces *nose*

**S V Pairs**
- *It is growing; he exclaimed; it will stop*
- In this sentence *growing* functions as a verb because it follows the helping verb is. A word that ends in -ing functions as a verb only if it follows a helping verb.

---

**Rewrite It!**

“It is still growing!” he exclaimed. “When will it stop?”
Fix It!
Grammar
Glossary
FOURTH EDITION
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- Interjection

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