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Fix It! Grammar: Mowgli and Shere Khan, Teacher’s Manual Level 4
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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 Lists Refer to the lists found in Appendix III to quickly identify pronouns, prepositions, verbs, and conjunctions.

Appendix IV Grammar Glossary Reference the Grammar Glossary found in Appendix IV of the Teacher’s Manual for more information about the concepts taught in the Fix It! Grammar series.
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 Mowgli and Shere Khan Level 4</th>
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<tr>
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<td>Editing Marks, Indentation, Capitalization, Title, Noun, Pronoun, Preposition, Number Words and Numerals</td>
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<td>Subject-Verb Pair, Clause, Verb, Linking Verb, Helping Verb, Sentence Openers</td>
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<td>Not Used</td>
<td>Comparative and Superlative Adjectives and Adverbs</td>
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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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| Phrases                 |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| prepositional phrase    |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| verb phrase             |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| participial (-ing) phrase |     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

| Homophones              |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Whose/Who's             |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

| Other Concepts          |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Indentation             |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Numbers                 |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Subject-Verb Pairs      |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Fused Sentence          |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Comma Splice            |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Imperative Sentence     |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Usage                   |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| pronoun agreement       |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| adverb/adjecive         |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| subject/verb agreement  |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| verb tense              |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| reflexive pronoun       |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| who/whom/whose          |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

| Stylistic Techniques    |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Strong Verb             |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Quality Adjective       |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Who/Which Clause        |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| -ly Adverb              |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Adverb Clause           |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| #1 Subject Opener       |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| #2 Prepositional Opener |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| #3 -ly Adverb Opener    |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| #4 -ing Opener          |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| #5 Clausal Opener       |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| #6 Vss Opener           |      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
### Vocabulary

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Appendix IV: Grammar Glossary
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.

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

A compound noun is two or more words combined to form a single noun. This includes proper nouns with two or more words, such as Shere Khan.

Article Adjective
The article adjectives are a, an, the. A noun follows an article adjective.

Pronoun
A pronoun replaces a noun in order to avoid repetition. It refers back to some person or thing recently mentioned known as the antecedent. Review the types of pronouns in Appendix III.

A personal pronoun takes the place of common and proper nouns.

A reflexive pronoun ends in -self (singular) or -selves (plural) and refers to the subject of the same sentence.

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 (called the object of the preposition). Review the prepositions in Appendix III.

Memorize It! preposition + noun (no verb)

Mark It! Write n above each noun. Use a single n for a compound noun. Write ar above each article and pr above each pronoun. Underline each prepositional phrase.

Shere Khan considered himself the greatest beast in the jungle.

Numbers
Spell out numbers that can be expressed in one or two words, like twelve and one hundred.

Use a hyphen with numbers from twenty-one to ninety-nine.

Spell out ordinal numbers, like first and second.

Ordinal numbers tell the order or position in a sequence.

Fix It! Place a line through the incorrect number and write the correct word above it.

Mother Wolf had six cubs. Mowgli would become her seventh.
**Capitalization**

Capitalize the first word of a sentence.
Capitalize proper nouns and proper adjectives.
Capitalize the personal pronoun *I*.

**End Mark**

Use a period at the end of a statement.
Use a question mark at the end of a question.
Use an exclamation mark at the end of a sentence that expresses strong emotion.

**Indentation**

An indentation is a blank space between the margin and the beginning of a line of text. It shows the start of a new paragraph.

In fiction (stories), there are four reasons to start a new paragraph.

- **New Speaker:** Start a new paragraph when a new character speaks. Include the attribution with the quotation. Sentences before or after the quotation that point directly to the quotation can remain in the same paragraph.
- **New Topic:** Start a new paragraph when the narrator or a character switches the topic.
- **New Place:** Start a new paragraph when the story switches to a new location. If several switches are made in quick succession, such as a character’s journey to find something, it may be less choppy to keep in one paragraph.
- **New Time:** Start a new paragraph when the time changes.

**Fix It!**

Place three short lines below letters that should be capitalized.
Place the correct end mark at the end of each sentence.
Add the ¶ symbol or an arrow in front of each sentence that should start a new paragraph.

```
¶ Shere Khan killed some of the villagers’ cows. The villagers were enraged!
```

When you rewrite the passage, indent. Start the sentence on the next line and write ½ inch from the left margin.
### Read It!

Shere Khan was a tiger who lived near the vast Wainganga River in central India.

### Mark It!

- 2 articles (ar)
- 4 nouns (n)
- 2 prepositional phrases

### Fix It!

- 1 indent
- 5 capitals
- 1 end mark

**vast**

very great in size; immense

---

<table>
<thead>
<tr>
<th>Indentation</th>
<th>Capitalization</th>
<th>End Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>new topic</td>
<td><em>Shere Khan</em> first word of the sentence; proper noun</td>
<td>Use a period at the end of a statement.</td>
</tr>
<tr>
<td></td>
<td><em>Wainganga River, India</em> proper noun</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Shere Khan and Wainganga River</em> are compound nouns. Because the compound noun forms a proper noun, both words are capitalized.</td>
<td></td>
</tr>
</tbody>
</table>

### Rewrite It!

Shere Khan was a tiger who lived near the vast Wainganga River in central India.
the tiger could not capture wild game because he was **lame** in 1 foot from birth, so he attacked defenseless cattle instead.

**lame**
with an injured leg or foot that made walking difficult or painful

---

**Capitalization**
The first word of the sentence

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

**Numbers**
Change 1 to one. Spell out numbers that can be expressed in one or two words.

---

**Rewrite It!**
The tiger could not capture wild game because he was lame in one foot from birth, so he attacked defenseless cattle instead.
Read It!

shere khan did not limit himself to cattle.
sometimes he hunted man

Mark It!

3 nouns (n)
2 pronouns (pr)
1 prepositional phrase

Fix It!

3 capitals
1 end mark

Rewrite It!

Shere Khan did not limit himself to cattle. Sometimes he hunted man.

Capitalization

Shere Khan first word of the sentence; proper noun
Sometimes first word of the sentence

End Marks

Use a period at the end of a statement.

Note

Shere Khan is the antecedent of himself and he. In the first sentence the pronoun following the verb refers to the subject, so a reflexive pronoun is used.
Read It!
the law of the jungle forbade the killing of man.
if anyone harmed a human, it would endanger
every beast in the jungle

Mark It!
5 articles (ar)
7 nouns (n)
1 pronoun (pr)
3 prepositional phrases

Fix It!
1 indent
2 capitals
1 end mark

Rewrite It!
The law of the jungle forbade the killing of man. If anyone harmed a human, it would endanger every beast in the jungle.
Learn It!

Verb
A verb shows action, links the subject to another word, or helps another verb.

- An action verb shows action or ownership.
- A linking verb links the subject to a noun or adjective.
- A helping verb helps an action verb or a linking verb. The helping verb is always followed by another verb.

Every verb has a subject. The subject and verb (s v) belong together.

Subject
A subject is a noun or pronoun that performs a verb action. It tells who or what the clause is about.

Clause
A clause is a group of related words that contains both a subject and a verb.

Main Clause
A main clause contains a subject and a verb and expresses a complete thought, so it can stand alone as a sentence. Every sentence must have a main clause.

Find It! Read the sentence and look for the verb.
Ask, “Who or what (verb)?”

Mark It! Write v above each verb and s above each subject.
Place square brackets around the main clause [MC].

s v
[The tiger knew the laws of the jungle].

Sentence Opener
A sentence opener is a descriptive word, phrase, or clause that is added to the beginning of a sentence. Using different sentence openers makes writing more interesting. After you mark a sentence, determine if the sentence begins with an opener that you know. If it does, mark it. Do not mark questions or quoted sentences.

#1 Subject Opener
A #1 subject opener is a sentence that begins with the subject of the sentence.
Sometimes, an article or adjective will come before the subject, but the sentence is still a #1 subject opener.

Mark It! Write 1 above the first word of a sentence that starts with a subject opener.

1 s v
A young boy wandered from his village.
Strong Verb

A strong verb dresses up writing because it creates a strong image or feeling. A strong verb is an action verb, never a linking or helping verb. Look for strong verbs in this book and write them on the Strong Verb collection page, Appendix II.

Usage with Pronoun Agreement

A pronoun replaces a noun in order to avoid repetition. An antecedent is the word the pronoun refers to.

The boy wandered. He did not hear his mother call him.

The personal pronouns he, his, and him refer to the noun boy. The noun boy is the antecedent of the pronouns he, his, and him.

A personal pronoun should agree with its antecedent in number.

Number means one (singular) or more than one (plural).

<table>
<thead>
<tr>
<th>Subjective</th>
<th>Objective</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>me</td>
<td>my</td>
</tr>
<tr>
<td>2nd</td>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>3rd</td>
<td>him, her, its</td>
<td>his, her, its</td>
</tr>
</tbody>
</table>

The boy wandered. He did not hear his mother call him.

*Boy* refers to one boy. Therefore, only the pronouns in the singular row can replace the word *boy*.

The boys wandered. They did not hear their mother call them.

*Boys* refers to more than one boy. Therefore, only the pronouns in the plural row can replace the word *boys*.

Throughout this book you will see usage errors.

**Fix It!**

Place a line through the incorrect pronoun and write the correct pronoun above it.

The wolves obeyed the law. He could endanger others if she did not. A wolf learned the law as a cub. They obeyed it always.
**Read It!**

The **desperate** villagers feared the beasts. They would send elephants and men with guns and torches into the jungle to kill them.

**desperate**

having little or no hope

**Mark It!**

3 articles (ar)
7 nouns (n)
2 pronouns (pr)
2 prepositional phrases
2 [main clauses]
2 subject-verb pairs (s v)
2 openers

**Fix It!**

2 capitals
1 end mark
1 usage

1 subject

\[\text{[the desperate villagers feared the beasts].} \quad \text{[he would send elephants and men with guns and torches into the jungle to kill them].}\]

**Rewrite It!**

The desperate villagers feared the beasts. They would send elephants and men with guns and torches into the jungle to kill them.

---

**Capitalization**

*The; They* first word of the sentence

**End Marks**

Use a period at the end of a statement.

**Pronoun**

The plural noun *villagers* is the antecedent of *They*. Change *he* (singular) to *They* (plural).
The plural noun *beasts* is the antecedent of *them* (plural).

**S V Pairs**

*MC*

villagers feared

They would send

**Note**

The phrase *to kill* does not follow the pattern *preposition + noun*. When *to* is followed by a verb, it is called an infinitive. Do not mark infinitives as prepositional phrases because they include a verb. Do not mark infinitives as verbs because they do not have a subject. They function as neither a prepositional phrase nor a verb.

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Read It!

shere khan ignored the law of the jungle and hunted a boy. a toddler had \textit{strayed} from their village.

\textit{strayed}
went in a direction that is away from a group; wandered

Mark It!

4 articles (ar)
6 nouns (n)
1 pronoun (pr)
2 prepositional phrases
2 [main clauses]
2 subject-verb pairs (s v)
2 openers

Fix It!

1 indent
3 capitals
1 end mark
1 usage

Rewrite It!

Shere Khan ignored the law of the jungle and hunted a boy. A toddler had strayed from his village.
Read It!
shere khan’s distant roar **alerted** father wolf to trouble. they paced angrily

alerted
made someone aware of something; warned

Mark It!
3 nouns (n)
1 pronoun (pr)
1 prepositional phrase
2 [main clauses]
2 subject-verb pairs (s v)
2 openers

Fix It!
1 indent
5 capitals
1 end mark
1 usage

Rewrite It!
Shere Khan’s distant roar alerted Father Wolf to trouble. He paced angrily.
father wolf was worried. shere khan was hunting again. their hunting would lead man to **retaliate**

**retaliate**
get revenge against someone

1 subject

1 subject

1 subject

[father wolf was worried]. [shere khan was hunting again]. [their hunting would lead man to **retaliate**].

**Capitalization**

*Father Wolf; Shere Khan* first word of the sentence; proper noun

*His* first word of the sentence

**End Marks**

Use a period at the end of a statement.

**Pronoun**

The singular noun *Shere Khan* is the antecedent of *His*. Change *their* (plural) to *His* (singular).

Week 4 students will learn that a possessive pronoun like *his* is a pronoun that functions as an adjective.

**S V Pairs**

MC

MC

MC

*Father Wolf was*  
*Shere Khan was hunting*  
*hunting would lead*  

**Note**

Week 4 students will learn an adjective follows a linking verb and describes the subject. *Worried* is an adjective, not a verb.

A word that ends in -ing functions as a verb only if it follows a helping verb. In the second sentence *hunting* functions as a verb because it follows the helping verb *was*. In the third sentence *hunting* functions as a noun because it is the thing that would lead man to retaliate.

*To retaliate* is an infinitive. It does not function as a verb.

**Rewrite It!**

Father Wolf was worried. Shere Khan was hunting again. His hunting would lead man to retaliate.
Learn It!

Conjunction

A conjunction connects words, phrases, or clauses. A coordinating conjunction connects the same type of words, phrases, or clauses. The items must be grammatically the same: two or more adjectives, two or more prepositional phrases, and so forth.

Comma

Do not use a comma before a coordinating conjunction when it connects two items in a series unless they are main clauses. PATTERN a and b

Use commas to separate three or more items in a series. PATTERN a, b, and c

Mark It! Write cc above each coordinating conjunction.

Fix It! Insert or remove commas. Follow the comma rules.

The toddler was lively, but defenseless.

He climbed a hill, peeked inside the cave, and wandered in.

#2 Prepositional Opener

A #2 prepositional opener is a sentence that begins with a prepositional phrase. The first word in the sentence must be a preposition.

Comma

If a prepositional opener has five words or more, follow it with a comma.

If two or more prepositional phrases open a sentence, follow the last phrase with a comma.

Do not put a comma in front of a prepositional phrase.

Mark It! Write 2 above the first word of a sentence that starts with a prepositional phrase.

Fix It! Insert or remove commas. Follow the comma rules.

Inside the cave, the wolf cubs wrestled, with their mother.

Inside the dark and dank cave, the wolf cubs wrestled.

Do not include the opener in the main clause square brackets.

From the entrance of the cave, [Father Wolf watched].
Phrasal Verbs

A phrasal verb functions as a single verb but has another word with the verb. The combined words form an idea that is different from the two individual words.

To cry means to shed tears; out means away from. To cry out does not mean to weep away from but to shout something. Cry out is a phrasal verb.

Mark It! Write a single v above a phrasal verb.

The boy could not catch up with the wolves.

Usage with Pronoun Agreement

Week 2 you learned that a pronoun should agree with its antecedent in number (singular and plural). It should also agree with its antecedent in person.

Person means who is speaking (1st), spoken to (2nd), or spoken about (3rd).

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<td><strong>you</strong></td>
<td><strong>your</strong></td>
</tr>
<tr>
<td><strong>3rd</strong></td>
<td><strong>him, her, it</strong></td>
<td><strong>his, her, its</strong></td>
</tr>
</tbody>
</table>

I did not hear my mother call me.

A character is speaking about himself. The speaker uses pronouns in the first-person row to speak about himself.

You did not hear your mother call you.

A character is spoken to. The speaker uses pronouns in the second-person row to speak to someone else.

He did not hear his mother call him.

A character is spoken about. The speaker uses pronouns in the third-person row to speak about another character.

Fix It! Place a line through the incorrect pronoun and write the correct pronoun above it.

He them

The wolf cubs ignored Shere Khan. You could not scare us.
with great **apprehension**, father wolf paced. a small hairless creature wandered into the shallow cave, and joined the 6 cubs, and our mother

**apprehension**
fear or anxiety over what may happen

2) **prepositional**

with great [**apprehension**], [father wolf paced].

Subject

1) Subject

[**apprehension**]

**S V Pairs MC**

Father Wolf paced creature wandered, joined

Commas

Do not use a comma if a prepositional opener has fewer than five words.

**Pronoun**

The cubs are not speaking. The cubs are spoken about. Change our (first person) to their (third person).

Week 4 students will learn that a possessive pronoun like their is a pronoun that functions as an adjective.

**S V Pairs MC**

Conjunction

**and** connects two verbs: wandered and joined

**and** connects two nouns: cubs and mother

Numbers

Change 6 to six. Spell out numbers that can be expressed in one or two words.

**Rewrite It!**

With great apprehension Father Wolf paced. A small hairless creature wandered into the shallow cave and joined the six cubs and their mother.
Read It!

until that day, father wolf had never seen a man’s cub. they stared, in amazement, at the puny child

Mark It!

- 2 articles (ar)
- 5 nouns (n)
- 1 pronoun (pr)
- 3 prepositional phrases
- 2 subject-verb pairs (s v)
- 2 openers

Fix It!

- 4 capitals
- 1 end mark
- 3 commas
- 1 usage

Rewrite It!

Until that day Father Wolf had never seen a man’s cub. He stared in amazement at the puny child.
Read It!

without any warning, shere khan appeared at the entrance of the cave, but could not fit through the opening. you wanted the man's cub to come out.

entrance
a point or place of going in

Mark It!

Fix It!

Fix It! Grammar: Mowgli and Shere Khan
Teacher’s Manual Level 4

Without any warning Shere Khan appeared at the entrance of the cave but could not fit through the opening. He wanted the man’s cub to come out.

Rewrite It!

Without any warning Shere Khan appeared at the entrance of the cave but could not fit through the opening. He wanted the man’s cub to come out.

Indentation new topic
Conjunction but connects two verbs: appeared but could fit
Noun A prepositional phrase follows the pattern preposition + noun (no verb).
Without (preposition) warning (noun functioning as the object of the preposition) through (preposition) opening (noun functioning as the object of the preposition)
Pronoun Shere Khan is not spoken to. Shere Khan is spoken about. Change you (second person) to He (third person).
S V Pairs MC Shere Khan appeared, could fit He wanted
Note To come is an infinitive. It does not function as a verb.
Commas Do not use a comma if a prepositional opener has fewer than five words.
Do not use a comma to separate two items connected with a cc. pattern a and b
mother wolf shook herself. she stood up, snarled, and glared at shere khan. i was furious

glared
looked directly at someone in an angry way

Indentation new topic
Capitalize: Mother Wolf is a compound noun. Because the compound noun forms a proper noun, both words are capitalized.
Conjunction: and connects three verbs: stood up, snarled, and glared
Pronoun: Mother Wolf is the antecedent of herself and she. In the first sentence the pronoun following the verb refers to the subject, so a reflexive pronoun is used.
Mother Wolf is not speaking. Mother Wolf is spoken about. Change i (first person) to She (third person).

Rewrite It! Mother Wolf shook herself. She stood up, snarled, and glared at Shere Khan. She was furious.
### Commas

Starting this week, the Fix It! section no longer indicates how many commas are needed in each passage. Insert commas where needed, keeping in mind that some passages will not require any commas. You must determine where to put commas based on comma rules. This is what you must do with your own writing too since no one tells you how many commas you need in the sentences that you write.

Using the list below, tell which comma rule is applied in each sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>MC, cc MC</td>
</tr>
<tr>
<td>B</td>
<td>a, b, and c</td>
</tr>
<tr>
<td>C</td>
<td>nonessential <em>who/which</em></td>
</tr>
<tr>
<td>D</td>
<td>coordinate adjectives</td>
</tr>
<tr>
<td>E</td>
<td>mild interjection</td>
</tr>
<tr>
<td>F</td>
<td>NDA</td>
</tr>
<tr>
<td>G</td>
<td>“Quote,” attribution, “quote”</td>
</tr>
<tr>
<td>H</td>
<td>#2 opener 5 + words</td>
</tr>
<tr>
<td>I</td>
<td>#2 opener transitional</td>
</tr>
<tr>
<td>J</td>
<td>#3 opener sentence adverb (It was ___ that ___ )</td>
</tr>
<tr>
<td>K</td>
<td>#4 opener -ing</td>
</tr>
<tr>
<td>L</td>
<td>#5 opener clausal</td>
</tr>
</tbody>
</table>

If students struggle, encourage them to look at the list of comma rules on page 146.

If students struggle, encourage them to look at the list of comma rules on page 146.

---

F “Mowgli, try this raw meat.”

E “Oh, I prefer to eat it cooked.”

G “Cooked meat takes time,” the cubs replied, “and tastes awful!”

B Mowgli liked dandelion greens, nuts, and seeds.

L When he could climb trees, he learned to collect honey.

J Clearly, he gained many skills in the jungle.

A He could hear the scratch of a bat’s claws, and he could interpret an owl’s hoot.

H At sunrise early one morning, he ran to the lake.

D He watched a patient, clever bear snag salmon in its claws.

K Casting out a baited line, Mowgli also caught fish.

C His favorite was salmon, which swarmed in groups.

I Of course, he knew what it meant when they swam upstream.
Read It!
this coward **confidently** bragged he would destroy myself at the next meeting because he had not killed me when I was a cub.

**confidently**
boldly; full of assurance

Mark It!
1 prepositional phrase
1 [main clause]
1 *that* clause (*that*)
2 adverb clauses (AC)
4 subject-verb pairs (*s v*)

Fix It!
1 indent
1 capital
? commas
1 quotation mark
1 end mark
1 usage

Rewrite It!
“This coward confidently bragged he would destroy me at the next meeting because he had not killed me when I was a cub.”
as a man I will not tolerate rude, nasty cowards and self-serving bullies if you move a whisker you will feel these flames.

tolerate
accept; put up with

No opening quotation mark because quote continues.

**Conjunction**
- *and* connects two nouns: cowards and bullies

**S V Pairs**
- MC: I will tolerate

**AC**
- *if you move* Change moves to move. Only third-person singular pronouns use a verb form that ends in s.
- MC: you will feel

**End Marks**
- This passage contains 2 end marks. There are 2 main clauses.
- Use a period when a quote makes a statement.
- Use an exclamation mark when a quote expresses strong emotion.

**Commas**
- This passage requires 2 commas.
- Use a comma to separate coordinate adjectives (rude, nasty cowards).
- Use a comma after an adverb clause that comes before a main clause. PATTERN AC, MC

**Usage**
- Change the pronoun *them* (objective) to *these* (demonstrative). Which flames? *these* (adjective)
- Objective case pronouns cannot function as adjectives.

**Hyphens**
- *Self-serving* is a compound adjective in front of a noun. Use a hyphen.

**Rewrite It!**
As a man I will not tolerate rude, nasty cowards and self-serving bullies. If you move a whisker, you will feel these flames!”
Read It!

holding Shere Khan’s chin, the tiger trembled and whined. “Leave now!” Mowgli commanded. “Never come back, or I’ll stop you forever!”

Mark It!

2 coordinating conjunctions (cc)
5 [main clauses]
5 subject-verb pairs (s v)
1 opener

Fix It!

1 indent
4 capitals
? commas
4 quotation marks
4 end marks
1 apostrophe
1 illegal #4

Rewrite It!

Holding Shere Khan’s chin, Mowgli listened as the tiger trembled and whined. “Leave now!” Mowgli commanded. “Never come back, or I’ll stop you forever!”
Read It!

growling in terror Shere Khan fled into the jungle
Mowgli looked at Akela who he respected he then turns positioning himself between Akela and the other wolves

respected
held in esteem or honor

Mark It!

1 coordinating conjunction (cc)
4 prepositional phrases
3 [main clauses]
1 who/which clause (w/w)
4 subject-verb pairs (s v)
3 openers

Fix It!

2 indents
2 capitals
? commas
3 end marks
2 usage

Rewrite It!

Growling in terror, Shere Khan fled into the jungle.
Mowgli looked at Akela, whom he respected. He then turned, positioning himself between Akela and the other wolves.
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