

# Fix It!<sup>TM</sup> Grammar

## Town Mouse and Country Mouse

TEACHER'S MANUAL

LEVEL 2

**Weeks 1–4**

Pamela White

**The purchase of this book allows its owner access to e-audio resource talks by Andrew Pudewa.  
See blue page for details and download instructions.**

### **Copyright Policy**

*Fix It! Grammar: Town Mouse and Country Mouse*, Teacher's Manual Level 2

Fourth Edition, January 2022

Copyright © 2022 Institute for Excellence in Writing

ISBN 978-1-62341-360-6

Our duplicating/copying policy for *Fix It! Grammar: Town Mouse and Country Mouse*, Teacher's Manual Level 2:

All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, except as provided by U.S.A. copyright law and the specific policy below:

**Home use:** Because this Teacher's Manual may not be reproduced, each teacher must purchase his or her own copy.

**Small group or co-op classes:** Because this Teacher's Manual may not be reproduced, each teacher must purchase his or her own copy.

**Classroom teachers:** Because this Teacher's Manual may not be reproduced, each teacher must purchase his or her own copy.

**Library use:** This Teacher's Manual may be checked out of a lending library provided patrons agree not to make copies.

Additional copies of this Teacher's Manual may be purchased from [IEW.com/FIX-L2-T](http://IEW.com/FIX-L2-T)

Institute for Excellence in Writing (IEW®)

8799 N. 387 Road

Locust Grove, OK 74352

800.856.5815

[info@IEW.com](mailto:info@IEW.com)

[IEW.com](http://IEW.com)

Printed in the United States of America

IEW® and Structure and Style® are registered trademarks of the Institute for Excellence in Writing, L.L.C.

Fix It!™ is a trademark of the Institute for Excellence in Writing, L.L.C.

## 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.

### Editing Marks

 indent

 insert


 delete

 capitalize

 lowercase

 reverse order

 add a space

 close the space

### Helpful Hints

Use different colors for **Mark It** and **Fix It**.

When you complete the book, remove the daily passages.

Use the remaining **Learn It** pages as a quick grammar reference.

## 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](http://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.

WEEK	<b>Fix It! Grammar Cards for Town Mouse and Country Mouse Level 2</b>
1	Editing Marks, Capitalization, Title, Indentation, Noun
2	Pronoun
3	Preposition
4	Subject-Verb Pair, Verb, Linking Verb, Helping Verb
5	Conjunction, Coordinating Conjunction, Dependent Clause
6	Adjective
7	Interjection, Quotation
8	Number Words and Numerals
9	Adverb
10	Apostrophes
13	www Word
17	Sentence Openers
18	Prepositional Phrase
20	#3 -ly Adverb Opener
Not Used	Run-On, Clause, Indefinite Pronoun, #4 -ing Opener, Commas with Adjectives before a Noun, Comparative and Superlative Adjectives and Adverbs

## 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
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

## Parts of Speech

Noun	1																													
subject noun			4																											
noun of direct address										12																				
plural noun															16															
Pronoun	2																													
subject pronoun			4																											
Preposition		3								11				15			18												29	
Verb																														
action verb			4														19													
linking verb			4					9									19													
helping verb			4														19													
Coordinating Conjunction				5																23										
Adjective					6			9																				28		
article adj	1																													
possessive adj					6										16															
adj after linking verb								9																						
Interjection						7																								
Adverb								9		12								20										28		

## Capitalization

First Word of Sentence	1																													
Proper Noun	1																													
Personal Pronoun I	2																													
Calendar		3																												
Interjection						7																								
Quotation Marks						7																								
Proper Adjective								9																						

## Punctuation

End Marks																														
period	1																													
question mark	2																													
exclamation mark		3																												
quotation marks						7																								
Commas																														
a and b				5	6																									

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
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

## Commas, cont.

a, b, and c					5	6		8																						
who/which clause					5																									
that clause										10																				
noun of direct address												12																		
adverb clause												13																		
#2 prepositional opener																	18													
#3 -ly adverb opener																			20											
Quotation Marks							7					12											24							
Apostrophes																														
contraction										10																	27			
possessive adj																16														

## Clauses

Who/Which Clause					5								14																	
That Clause									10				14																	
Adverb Clause													13	14	15											26				

## Homophones

To/Two/Too					6																									
Its/It's						7																								
Your/You're												12																		
There/Their/They're													13																	

## Other Concepts

Indentation	1																													
Numbers							8																							
Subject-Verb Pairs				4																										

## Stylistic Techniques

Strong Verb				4																22										
Who/Which Clause					5								14																	
Quality Adjective						6															22									
-ly Adverb								9			12										22									
Adverb Clause												13	14	15																
#1 Subject Opener																17				21										
#2 Prepositional Opener																	18			21				25						
#3 -ly Adverb Opener																			20	21				25						

## Vocabulary

1 assorted overflowed adventure wicker	2 master orchard produce certain	3 snuck drowsy stifled approached	4 crept abruptly jolted tumbled	5 located eager trembled rumbled	6 noisily terrified prized dismayed
7 sturdy fetch naturally fled	8 shattered newcomer recalled lengthy	9 rumple invited elegant unfamiliar	10 recognized jittery hastily scurried	11 gasped discovered shrilly calmly	12 nervous suggested comfortable reluctantly
13 prodded ghastly offered boasted	14 digest disturbed pestered wandered	15 signaled longed confessed remarked	16 explained considered burrow wiggly	17 rarely troublesome avoided disappointed	18 apologized miserable advised cried
19 sympathetically patiently glorious refreshing	20 transported pleasant spot brilliant	21 dazzling fragrant nearly lazily	22 strolled odd exclaimed consume	23 complained ducked unusual monstrous	24 casually perfectly peculiar suspiciously
25 prompted journey declared unfortunately	26 horrendous plopped raced stuffing	27 busily collected imagined slumber	28 enormous privately savory incredibly	29 arranged intended risky protested	30 boldly provide suits prefer





## Contents

---

### Weekly Lessons

Week 1 .....	1	Week 16 .....	91
Week 2 .....	7	Week 17 .....	97
Week 3 .....	13	Week 18 .....	103
Week 4 .....	19	Week 19 .....	109
Week 5 .....	25	Week 20 .....	115
Week 6 .....	31	Week 21 .....	121
Week 7 .....	37	Week 22 .....	127
Week 8 .....	43	Week 23 .....	133
Week 9 .....	49	Week 24 .....	139
Week 10 .....	55	Week 25 .....	145
Week 11 .....	61	Week 26 .....	151
Week 12 .....	67	Week 27 .....	157
Week 13 .....	73	Week 28 .....	163
Week 14 .....	79	Week 29 .....	169
Week 15 .....	85	Week 30 .....	175

### Appendices

#### Appendix I: Complete Story

Town Mouse and Country Mouse .....	185
------------------------------------	-----

#### Appendix II: Collection Pages

-ly Adverb .....	191
Strong Verb .....	193
Quality Adjective .....	195

#### Appendix III: Grammar Glossary



## Noun

 $n$  $n$  $n$ 

*ar*

*ar*

*ar*

the \_\_\_\_\_

two \_\_\_\_\_

Ask students to identify the noun that follows each article.

**mouse**

**eggplant**

***garden***

## Capitalization

Capitalize the first word of a sentence.

Capitalize proper nouns.

The word *girl* is a common noun, but *Jenny* is a proper noun.

The word *country* is a common noun, but *England* is a proper noun.

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

the country mouse named timmy lived in england.

## End Mark

Use a period at the end of a statement.

**Fix It!** Place a period at the end of each sentence.

Timmy loved his home.

## Indentation

Notice that some sentences are indented. An indented sentence means that the sentence begins a new paragraph.

For more information about indentation, see page G-31.

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

- new speaker,
- new topic,
- new place,
- new time.

Read It!	Mark It!	Fix It!	Day 1
johnny, the town mouse, was born in a kitchen cupboard filled with <b>assorted</b> tins of spices	2 articles (ar) 5 nouns (n)	1 capital 1 end mark	

**assorted**

various sizes, shapes, and kinds

johnny, the town mouse, was born in a kitchen  
cupboard filled with **assorted** tins of spices.

Capitalization	<b>Johnny</b> proper noun; first word of the sentence
End Marks	Use a period at the end of a statement.
Note	In this sentence <i>town</i> and <i>kitchen</i> are not nouns. They are adjectives.

**Rewrite It!** Johnny, the town mouse, was born in a kitchen cupboard filled with assorted tins of spices.

Read It!	Mark It!	Fix It!	Day 2
timmy, the country mouse, was born in a garden. it <b>overflowed</b> with vegetables	2 articles (ar) 4 nouns (n)	2 capitals 1 end mark	

**overflowed**  
filled with a huge quantity

*n* *ar* *n* *ar* *n*  
timmy, the country mouse, was born in a garden.  
*n*  
it **overflowed** with vegetables.

Capitalization	<b>Timmy</b> proper noun; first word of the sentence <b>It</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Note	In this sentence <i>country</i> is not a noun. It is an adjective.

**Rewrite It!** Timmy, the country mouse, was born in a garden. It overflowed with vegetables.

Read It!	Mark It!	Fix It!	Day 3
the two mice lived a long way from each other. an <b>adventure</b> brought them together	3 articles (ar) 3 nouns (n)	2 capitals 1 end mark	

**adventure**  
exciting experience

*ar*                      *n*                      *ar*                      *n*  
 the two mice lived a long way from each other.  
 an **adventure** brought them together.

Capitalization	<b>The; An</b> first word of the sentence
End Marks	Use a period at the end of a statement.

**Rewrite It!** The two mice lived a long way from each other. An adventure brought them together.

Read It!	Mark It!	Fix It!	Day 4
it all started when timmy traveled to town by mistake in a <b>wicker</b> basket	1 article (ar) 4 nouns (n)	2 capitals 1 end mark	

**wicker**

made of thin twigs woven together

<sup>n</sup>  
<sup>n</sup>  
 it all started when timmy traveled to town  
<sup>n</sup> <sup>ar</sup> <sup>n</sup>  
 by mistake in a **wicker** basket.

Capitalization	<b>It</b> first word of the sentence <b>Timmy</b> proper noun
End Marks	Use a period at the end of a statement.

**Rewrite It!**      It all started when Timmy traveled to town by mistake in a wicker basket.



## 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.

2 numbers	3 persons	These pronouns can function as the subject of a sentence.	These pronouns can function as the object of a preposition.	These possessive pronouns function as adjectives.	These possessive pronouns do not function as adjectives.
singular	1st	I	me	my	mine
	2nd	you	you	your	yours
	3rd	he, she, it	him, her, it	his, her, its	his, hers, its
plural	1st	we	us	our	ours
	2nd	you	you	your	yours
	3rd	they	them	their	theirs

**Mark It!** Write *pr* above each pronoun.

*pr*

Timmy traveled to town. It was busy with many people.

*pr*                      *pr*                      *pr*

He was scared of them and their noise.

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

Timmy traveled to town. The town was busy with many people.  
Timmy was scared of the people and the people's noise.

For more information about pronouns, see page G-6.

The noun the pronoun replaces is called the antecedent.

Ask students to identify the nouns that the pronouns replace.

**It** replaces *town*

**He** replaces *Timmy*

**them** replaces *people*

**their** replaces *people's*

Week 6 students will learn a possessive pronoun like *their* replaces a possessive noun like *people's*. Both function as adjectives.

### Capitalization

Capitalize the personal pronoun *I*.

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

When the basket opened, i jumped out.

### End Mark

Use a question mark at the end of a question.

**Fix It!** Place a question mark at the end of each question.

Did Johnny live in a fancy house?

Read It!	Mark It!	Fix It!	Day 1
the basket belonged to a <b>master</b> gardener, who lived in northern england. what did he grow	2 articles (ar) 3 nouns (n) 1 pronoun (pr)	3 capitals 1 end mark	
<b>master</b> skilled; experienced			

*ar*      *n*                      *ar*                      *n*  
 the basket belonged to a **master** gardener,  
 who lived in northern *n* england. *pr* what did he grow?

Capitalization	<b>The; What</b> first word of the sentence <b>England</b> proper noun
End Marks	Use a question mark at the end of a question.
Pronoun	<b>he</b> replaces <i>master gardener</i>
Note	In this sentence <i>master</i> is not a noun. It is an adjective.

**Rewrite It!** The basket belonged to a master gardener, who lived in northern England.  
 What did he grow?

Read It!	Mark It!	Fix It!	Day 2
he grew vegetables in his garden and fruit in his <b>orchard</b>	4 nouns (n) 3 pronouns (pr)	1 capital 1 end mark	

**orchard**

land devoted to growing fruit or nut trees

*pr* *n* *pr* *n* *n*  
he grew vegetables in his garden and fruit  
*pr* *n*  
 in his **orchard**.

Capitalization	<b>He</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>He</b> replaces master gardener <b>his; his</b> replace master gardener's Week 6 students will learn that a possessive pronoun like <i>his</i> is a pronoun that functions as an adjective.

**Rewrite It!** He grew vegetables in his garden and fruit in his orchard.

Read It!	Mark It!	Fix It!	Day 3
each week he filled a basket with fresh <b>produce</b> . then he set it by the gate	2 articles (ar) 4 nouns (n) 3 pronouns (pr)	2 capitals 1 end mark	

**produce**

vegetables and fruits that are grown  
or produced to be sold

*n* *pr* *ar* *n* *n*  
 each week he filled a basket with fresh **produce**.  
 ≡

*pr* *pr* *ar* *n*  
 then he set it by the gate.  
 ≡

Capitalization	<b>Each; Then</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>he; he</b> replace <i>master gardener</i> <b>it</b> replaces <i>basket</i>

**Rewrite It!** Each week he filled a basket with fresh produce. Then he set it by the gate.

Read It!	Mark It!	Fix It!	Day 4
on <b>certain</b> days a carrier came. he took the wicker basket to town on a cart	3 articles (ar) 5 nouns (n) 1 pronoun (pr)	2 capitals 1 end mark	
<b>certain</b> agreed upon; fixed			

<sup>n</sup> <sup>ar</sup> <sup>n</sup> <sup>pr</sup> <sup>ar</sup>  
on **certain** days a carrier came. he took the wicker  
<sup>n</sup> <sup>n</sup> <sup>ar</sup> <sup>n</sup>  
basket to town on a cart.

Capitalization	<b>On; He</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>He</b> replaces <i>carrier</i>

**Rewrite It!** On certain days a carrier came. He took the wicker basket to town on a cart.

## 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.

For more information about prepositions, see page G-8.

Ask students to identify the prepositional phrase and explain how it follows the pattern.

near what? **garden**  
*Near the garden* starts with a preposition (near) and ends with a noun (garden). It has an article in between but no verb.

into what? **basket**  
*into a large basket* starts with a preposition (into) and ends with a noun (basket). It has an article and an adjective in between but no verb.

with what? **vegetables**  
*with vegetables* starts with a preposition (with) and ends with a noun (vegetables).

#### Prepositions List

aboard	around	between	in	opposite	toward
about	as	beyond	inside	out	under
above	at	by	instead of	outside	underneath
according to	because of	concerning	into	over	unlike
across	before	despite	like	past	until
after	behind	down	minus	regarding	unto
against	below	during	near	since	up, upon
along	beneath	except	of	through	with
amid	beside	for	off	throughout	within
among	besides	from	on, onto	to	without

When *to* is followed by a verb, as in *to finish*, it is called an infinitive. It does not fit the prepositional phrase pattern because *finish* is not a noun or pronoun. Do not mark infinitives as prepositional phrases.

## Capitalization

Capitalize days of the week and months of the year.

Do not capitalize seasons: spring, summer, fall, winter.

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

On a wednesday that summer in june, Timmy ate peas.

## End Mark

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

**Fix It!** Place an exclamation mark at the end of each exclamatory sentence.

Timmy was starving!



Read It!	Mark It!	Fix It!	Day 1
early one monday in april, timmy <b>snuck</b> into the garden. the peas looked delicious	2 articles (ar) 5 nouns (n) 2 <u>prepositional phrases</u>	5 capitals 1 end mark	
<b>snuck</b> moved quietly and secretly			

early
one
monday
in
april
timmy
**snuck**  
into
the
garden
.
the
peas
looked
delicious
**!**

Capitalization	<b>Early; The</b> first word of the sentence <b>Monday; April; Timmy</b> proper noun
End Marks	Use an exclamation mark at the end of a sentence that expresses strong emotion.

**Rewrite It!**      Early one Monday in April, Timmy snuck into the garden.  
The peas looked delicious!

Read It!	Mark It!	Fix It!	Day 2
there he sat with his mouth stuffed full of spring peas. the large meal made him <b>drowsy</b>	1 article (ar) 3 nouns (n) 3 pronouns (pr) 2 <u>prepositional phrases</u>	2 capitals 1 end mark	
<b>drowsy</b> sleepy			

<sup>pr</sup> <sup>pr</sup> <sup>n</sup> <sup>n</sup>  
there he sat with his mouth stuffed full of spring peas.  
<sup>ar</sup> <sup>n</sup> <sup>pr</sup>  
the large meal made him **drowsy**.

Capitalization	<b>There; The</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>he; him</b> replace <i>Timmy</i> <b>his</b> replaces <i>Timmy's</i>
Note	Week 6 students will learn that a possessive pronoun like <i>his</i> is a pronoun that functions as an adjective. In this sentence <i>spring</i> is not a noun. It is an adjective.

**Rewrite It!** There he sat with his mouth stuffed full of spring peas. The large meal made him drowsy.

Read It!	Mark It!	Fix It!	Day 3
timmy stretched his paws and <b>stifled</b> a yawn. where could he take a nap	2 articles (ar) 4 nouns (n) 2 pronouns (pr)	2 capitals 1 end mark	

**stifled**

withheld; kept from making

*n* *pr* *n* *ar* *n*  
timmy stretched his paws and **stifled** a yawn.  
*pr* *ar* *n*  
where could he take a nap?

Capitalization	<b>Timmy</b> proper noun; first word of the sentence <b>Where</b> first word of the sentence
End Marks	Use a question mark at the end of a question.
Pronoun	<b>his</b> replaces <i>Timmy's</i> <b>he</b> replaces <i>Timmy</i>
Note	Week 6 students will learn that a possessive pronoun like <i>his</i> is a pronoun that functions as an adjective.

**Rewrite It!** Timmy stretched his paws and stifled a yawn. Where could he take a nap?

Read It!	Mark It!	Fix It!	Day 4
timmy noticed a basket beside the gate. he <b>approached</b> it without a sound	3 articles (ar) 4 nouns (n) 2 pronouns (pr) 2 <u>prepositional phrases</u>	2 capitals 1 end mark	
<b>approached</b> came near			

<sup>n</sup> <sup>ar</sup> <sup>n</sup> <sup>ar</sup> <sup>n</sup> <sup>pr</sup>  
timmy noticed a basket beside the gate. he **approached**  
<sup>pr</sup> <sup>ar</sup> <sup>n</sup>  
it without a sound.

Capitalization	<b>Timmy</b> proper noun; first word of the sentence <b>He</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>He</b> replaces <i>Timmy</i> <b>it</b> replaces <i>basket</i>

**Rewrite It!** Timmy noticed a basket beside the gate. He approached it without a sound.

## Learn It!

### Verb

A **verb** shows action, links the subject to another word, or helps another verb. To determine if a word is a verb, use the verb test.

An **action verb** shows action or ownership.

A **linking verb** links the subject to a noun or adjective. The words below are linking verbs.

**Memorize It!** am, is, are, was, were, be, being, been  
seem, become, appear, grow, remain  
taste, sound, smell, feel, look

A **helping verb** helps an action verb or a linking verb. The helping verb is always followed by another verb. The words below are helping verbs.

**Memorize It!** am, is, are, was, were, be, being, been  
have, has, had, do, does, did, may, might, must  
can, will, shall, could, would, should

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.

To find a subject, ask who or what is doing the verb.

Only nouns and pronouns can function as subjects. When the subject is a pronoun, it will be one of the subjective case pronouns: *I, you, he, she, it, we, you, they, who, or which.*

**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.

**s**                      **v**    **s**                      **v**  
Timmy climbed into the basket. He was a young mouse.

**s**                      **v**                      **v**  
Timmy had decided to take a nap.

For more information about verbs, see page G-9.

Verb Test:

I \_\_\_\_.

It \_\_\_\_.

Some verbs function as either action or linking verbs.

He *felt* (action) the basket's edge.

He *felt* (linking) tired.

If you can substitute *is* for the verb, it is probably functioning as a linking verb.

For more information about subjects and s v pairs, see pages G-7, G-17.

Ask students to identify the subjects and verbs.

What is the verb?

**climbed**

Who climbed? **Timmy**

What is the verb? **was**

Who was? **He**

What is the verb? **had decided**

Who had decided?

**Timmy**

When *to* is followed by a verb, as in *to take*, it is called an infinitive. It does not function as a verb because *to take* does not have a subject. Do not mark infinitives as verbs.

Because a word that ends in -ing rarely functions as a verb, do not allow students to list -ing words on the Strong Verb collection page.

## 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.

### Think About It!

According to the verb definition, there are three categories of verbs: action, linking, helping. Every clause has an action verb or a linking verb. When a helping verb helps either an action verb or a linking verb, the two verbs together are called the verb phrase.

Action: Timmy climbed into the basket.

In this sentence *climbed* is the action verb. *Climbed* is the action that Timmy is doing.

Linking: Timmy felt sleepy.

In this sentence *felt* is the linking verb. *Felt* links the subject *Timmy* to the adjective *sleepy*.

Helping + Action: Timmy had climbed into the basket.

In this sentence *had* is a helping verb helping the action verb *climbed*. *Had climbed* is the verb phrase.

Helping + Linking: Timmy did feel sleepy.

In this sentence *did* is a helping verb helping the linking verb *feel*. *Did feel* is the verb phrase.

#### Linking Verbs List

---

am, is, are, was, were, be, being, been (*be* verbs)  
seem, become, appear, grow, remain  
taste, sound, smell, feel, look (verbs dealing with the senses)

#### Helping Verbs List

---

am, is, are, was, were, be, being, been (*be* verbs)  
have, has, had, do, does, did, may, might, must  
can, will, shall, could, would, should

The first eight words are called *be* verbs. They appear on both the Linking Verbs and Helping Verbs Lists.

Read It!	Mark It!	Fix It!	Day 1
he <b>crept</b> into the basket and was soon asleep. it was perfect	1 article (ar) 1 noun (n) 2 pronouns (pr) 1 <u>prepositional phrase</u> 2 subject-verb pairs (s v)	2 capitals 1 end mark	
<b>crept</b> moved slowly and close to the ground			

<sup>s</sup>  
<sup>pr</sup> <sup>v</sup> <sup>ar</sup> <sup>n</sup> <sup>v</sup>  
he **crept** into the basket and was soon asleep.  
<sup>s</sup>  
<sup>pr</sup> <sup>v</sup>  
it was perfect!

Capitalization	<b>He; It</b> first word of the sentence
End Marks	Use an exclamation mark at the end of a sentence that expresses strong emotion.
Pronoun	<b>He</b> replaces <i>Timmy</i> <b>It</b> replaces <i>basket</i>
S V Pairs	<b>He crept, was; It was</b>

**Rewrite It!** He crept into the basket and was soon asleep. It was perfect!

Read It!	Mark It!	Fix It!	Day 2
timmy awoke <b>abruptly</b> in a fright, and the basket was lifted onto a cart	3 articles (ar) 4 nouns (n) 2 <u>prepositional phrases</u> 2 subject-verb pairs (s v)	1 capital 1 end mark	
<b>abruptly</b> suddenly and unexpectedly			

*s*  
*n*
*v*
*ar*
*n*
*ar*  
 timmy awoke **abruptly** in a fright, and the  
*s*  
*n*
*v*
*v*
*ar*
*n*  
 basket was lifted onto a cart.

Capitalization	<b>Timmy</b> proper noun; first word of the sentence
End Marks	Use a period at the end of a statement.
S V Pairs	<b>Timmy awoke; basket was lifted</b>

**Rewrite It!** Timmy awoke abruptly in a fright, and the basket was lifted onto a cart.



Read It!	Mark It!	Fix It!	Day 3
suddenly the cart <b>jolted</b> , and the horse trotted to town	2 articles (ar) 3 nouns (n) 1 <u>prepositional phrase</u> 2 subject-verb pairs (s v)	1 capital 1 end mark	
<b>jolted</b> shook roughly			

*ar*
*s*  
*n*
*v*
*ar*
*s*  
*n*
*v*
  
suddenly the cart **jolted**, and the horse trotted  
*n*  
to town.

Capitalization	<b>Suddenly</b> first word of the sentence
End Marks	Use a period at the end of a statement.
S V Pairs	<b>cart jolted; horse trotted</b>

**Rewrite It!** Suddenly the cart jolted, and the horse trotted to town.

Read It!	Mark It!	Fix It!	Day 4
for two miles timmy was <b>tumbled</b> around inside the basket	1 article (ar) 3 nouns (n) 2 <u>prepositional phrases</u> 1 subject-verb pair (s v)	2 capitals 1 end mark	
<b>tumbled</b> rolled around; tossed about			

<sup>n</sup> <sup>s</sup> <sup>v</sup> <sup>v</sup>  
for two miles timmy was **tumbled** around  
<sup>ar</sup> <sup>n</sup>  
inside the basket.

Capitalization	<b>For</b> first word of the sentence <b>Timmy</b> proper noun
End Marks	Use a period at the end of a statement.
S V Pairs	<b>Timmy was tumbled</b>
Note	In this sentence <i>around</i> is an adverb. It is not a preposition because it is not followed by a noun. <b>PATTERN preposition + noun (no verb)</b>

**Rewrite It!** For two miles Timmy was tumbled around inside the basket.