

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

## Town Mouse and Country Mouse

STUDENT BOOK

LEVEL 2

Weeks 1–4

Pamela White

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*Fix It! Grammar: Town Mouse and Country Mouse*, Student Book Level 2

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## Instructions

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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





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## Learn It!

Every word belongs to a word group—a part of speech. There are eight parts of speech. 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.

*n* *n* *n*  
Timmy hid behind vegetables in the garden.

**Noun**

**Definition:**  
A noun names a  
person, place, thing,  
or idea.

Tests:

the \_\_\_\_\_

two \_\_\_\_\_

## 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 *the busy mouse*.

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

*ar*                      *ar*                      *ar*

A gray mouse hid behind an eggplant in the garden.

The three words  
*a, an, the*  
signal that a  
noun is coming.

## 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.

## Fix It!

1 capital  
1 end mark

[illegible]

## Fix It!

2 capitals  
1 end mark

it **overflowed** with vegetables

[illegible]

## Fix It!

2 capitals  
1 end mark

an **adventure** brought them together

[illegible]

## Fix It!

2 capitals  
1 end mark

[illegible]



## 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



#### Pronoun

Definition:

A pronoun replaces a noun in order to avoid repetition.

**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.

## 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?

## Fix It!

3 capitals  
1 end mark

[illegible]

## Fix It!

1 capital  
1 end mark

[illegible]

## Fix It!

2 capitals  
1 end mark

then he set it by the gate

[illegible]

## Fix It!

2 capitals  
1 end mark

[illegible]

## 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.



### Preposition

#### Definition:

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

#### Pattern:

preposition + noun  
(no verb)

### 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

## 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!



## Fix It!

5 capitals  
1 end mark

[illegible]

## Fix It!

2 capitals  
1 end mark

the large meal made him **drowsy**

[illegible]

## Fix It!

2 capitals  
1 end mark

where could he take a nap

[illegible]

Read It!	Mark It!	Fix It!
1 vocabulary	3 articles (ar)	2 capitals
	4 nouns (n)	1 end mark
	2 pronouns (pr)	
	2 <u>prepositional phrases</u>	

timmy noticed a basket beside the gate. he **approached**  
it without a sound

**Rewrite It!** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 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.



## Verb

**Definition:**  
A verb shows action,  
links the subject to  
another word, or  
helps another verb.

## Verb Test:

I \_\_\_\_ .

It \_\_\_\_ .

## 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

## Fix It!

2 capitals  
1 end mark

it was perfect

[illegible]

Read It!	Mark It!	Fix It!
1 vocabulary	3 articles (ar) 4 nouns (n) 2 <u>prepositional phrases</u> 2 subject-verb pairs (s v)	1 capital 1 end mark

timmy awoke **abruptly** in a fright, and the  
basket was lifted onto a cart

**Rewrite It!** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Read It!	Mark It!	Fix It!
1 vocabulary	2 articles (ar)	1 capital
	3 nouns (n)	1 end mark
	1 <u>prepositional phrase</u>	
	2 subject-verb pairs (s v)	

suddenly the cart **jolted**, and the horse trotted  
to town

**Rewrite It!** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Fix It!

2 capitals  
1 end mark

[illegible]